

Local ESSA Consolidated Strategic Plan

2021

TABLE OF CONTENTS

Planning Team Members	6
Data Range for Areas of Focus	7
Executive Summary	10
Areas of Focus: Local ESSA Consolidated Strategic Plan	16
Area of Focus #1 Social-Emotional Learning	17
Area of Focus #2 Elementary Math	26
Area of Focus #3 Middle School Math	37
Transferability of Funds Chart	46
Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools, and SIG IV Schools	50
COMAR Requirements	58-79
○ Educational Equity 13A.01.06 Educational Equity	
○ Gifted and Talented 13A.04.07 Gifted and Talented Education	
○ Comprehensive Teacher Induction Program 13A.07.01	
Appendices	
Appendix A: Content of Title I, Part A Application	
Addendum: Progress Monitoring through Growth Measures and Outcomes	
Appendix B: Title I, Part D - Cover Letter	81
Appendix C: Title I, Part D Application	
Appendix D: Title II, Part A Application	413
Appendix E: Title III, Part Application	525
Appendix F: Title IV, Part A Application	555
Appendix G: Fine Arts Application	628

**2021 Local ESSA Consolidated Strategic Plan
Due: November 15, 2021**

Local School System Submitting this Report:

Anne Arundel County Public Schools

Address:

2644 Riva Road
Annapolis, Maryland 21401

Local School System Point of Contact:

Sheila K. McEwan
410-222-5000
smcewan@aacps.org

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



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

11-15-2021

Date



Signature of Local Point of Contact

11/15/2021

Date

Local ESSA Consolidated Strategic Plan Planning Team Members

Use this page to identify the members of the school system's 2021 Local ESSA Consolidated Strategic Plan planning team.

The planning team must include representation from the Educational Equity Office. Please include affiliation or title where applicable.

Name	Affiliation/Title
Michele Batten	Assistant Superintendent of Curriculum & Instruction
Eleni Dykstra	Coordinator of Visual Arts
Jason A. Dykstra	Executive Director of Instructional Data Division
Sarah McDonald-Egan	Assistant Superintendent of Support Services
Maisha A. Gillins	Executive Director of Equity and Accelerated Student Achievement
Nicole B. Howard	Manager of Assessments
Shirley Jackson-Avery	Coordinator of School Counseling Prek-8
Susan Love	Coordinator of School Counseling 9-12
Dawn Lucarelli	Associate Superintendent of School Performance
Sheila M. McEwan	Senior Manager of Strategic Initiatives
Maureen McMahon	Deputy Superintendent of Academics & Strategic Initiatives
Zipporah Miller	Director of Organizational Learning
Amy Mullin	Coordinator of Secondary Math
Shannon M. Pugh	Director of Community & School Programming
Leann Riordan	Coordinator of English Acquisition
Amanda Salveron	Coordinator of Elementary Math
David Sembly	Manager of New Teacher Support
Matthew Stanski	Director of Financial Operations
Kelly Thomas	Senior Manager of Compensatory Education
Mary Tillar	Assistant Superintendent of Advanced Studies & Programs
Ryan Voegtlin	Director of Student Services
Kevin Wajek	Director of Instruction

Data Range for Areas of Focus

DATA RANGE FOR AREAS OF FOCUS

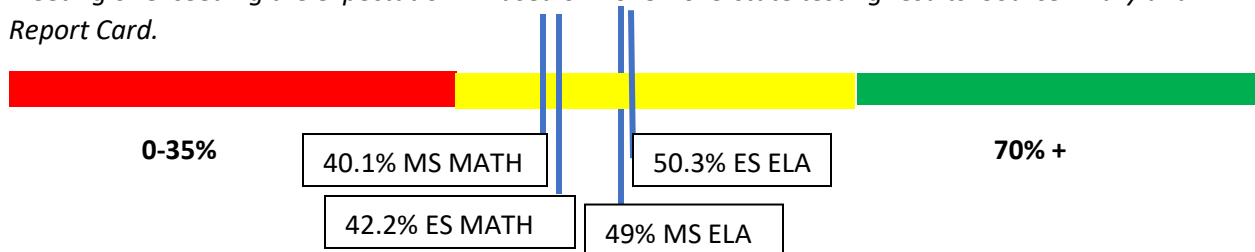
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

The following indicators represent elementary, middle, and high school levels.

E M H

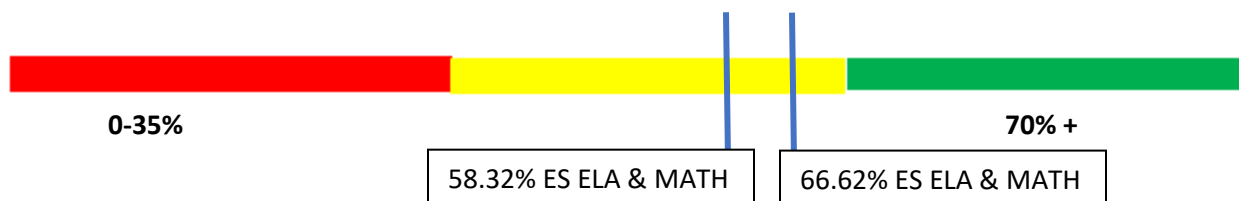
E M

ACADEMIC ACHIEVEMENT READING/ENGLISH LANGUAGE ARTS AND MATH- *percent of students meeting or exceeding the expectation. *Based on 2018-2019 state testing results. Source: Maryland Report Card.*



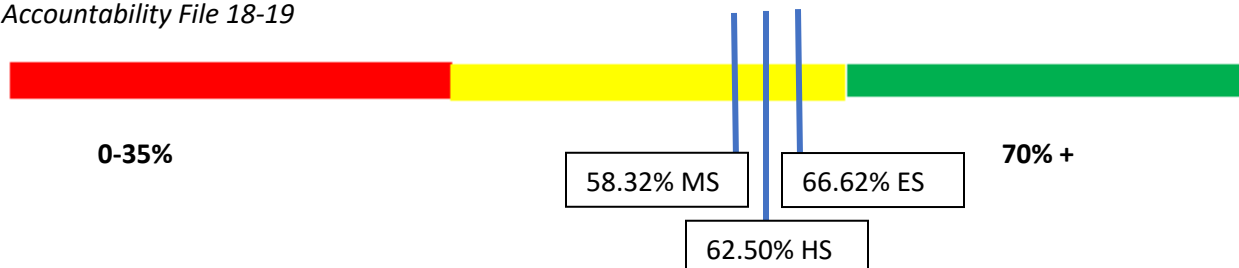
E M

STUDENT GROWTH IN ENGLISH LANGUAGE ARTS (ELA) AND MATH *-percent of Academic Progress Reading/English Language Arts and Math. *Based on 2018-2019 state accountability measure, span percentages reported. Source: MSDE Accountability File 18-19*



E M H

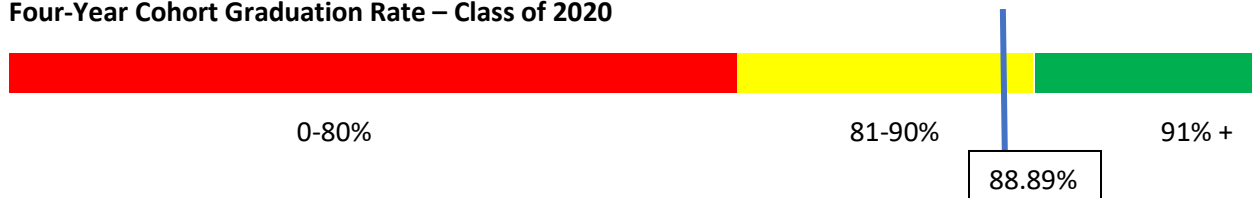
PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY *-percent of English learners demonstrating adequate progress on the English language proficiency learner assessment from the previous year. *Based on 2018-2019 state accountability measure, span percentages reported. Source: MSDE Accountability File 18-19*



H

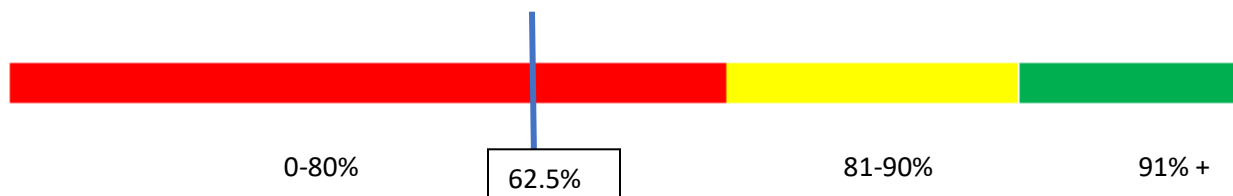
GRADUATION RATE – percent of students successfully earning a Maryland High School Diploma in four years. **Five-year cohort data is currently unavailable. Source: MSDE Graduation Rate File, Cohort 2017*

Four-Year Cohort Graduation Rate – Class of 2020



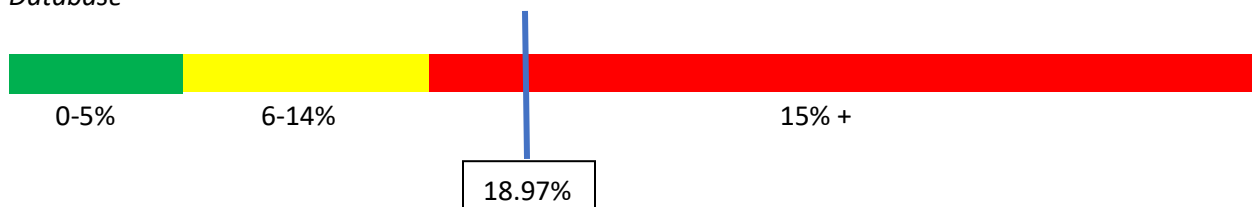
H

READINESS FOR POSTSECONDARY SUCCESS- percent of 9th graders earning four credits in core academic courses. **Based on 2018-2019 state accountability measure, span percentages reported. Source: MSDE Accountability File 18-19*



E M H

SCHOOL QUALITY AND STUDENT SUCCESS- percent of students who are not chronically absent. **Note: This is an AACPS calculation and does not include the percent of students enrolled in a well-rounded curriculum. Official MSDE numbers are unavailable for this metric. Source: AACPS Hoonuit Achival Database*



Executive Summary

Executive Summary

Executive Summary

I. I. Introduction

Anne Arundel County Public Schools (AACPS) provides a challenging and rewarding educational experience for all children. Our school system is the fourth largest in Maryland and the 37th largest in the United States.

More than 84,000 AACPS students in prekindergarten through twelfth grade are educated in 77 elementary schools, 19 middle schools, 13 high schools, six evening high school campuses, three special education centers, two centers for applied technology, two alternative education academies, three early education centers, two public charter schools, two public contract schools, and one virtual academy. At the heart of everything we do, our goal is to ensure that all students meet or exceed standards and that opportunity and achievement gaps are eliminated.

Indeed, our charge has become increasingly urgent due to the COVID-19 pandemic which closed schools to in-person learning from March 2020 through February 2021. Learning loss experienced by students who remained at home during those months and the final months of the 2020-21 school year has intensified our call to close gaps, most dramatically for African American males.

In our school system, that work is summarized in one three-word belief: *All Means All*. This first *Driving Value* in our AACPS Strategic Plan ([Strategic Plan 2018-2023 / Driving Values](#) & [Strategic Plan 2018-2023 / Indicators of Success](#)), the crux of our mission, continues to guide our work to elevate all students and eliminate all gaps. In alignment, the Anne Arundel County Public Schools [Educational Equity Policy \(AF\)](#) (EEP) establishes the procedures and practices to provide for educational equity and eliminate obstacles to accessing educational opportunities for all AACPS students. Specifically, “AACPS will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student’s academic success and social and emotional well-being...” For the third consecutive year, we will continue our Unity Day initiative where students, staff, and community members wear orange in solidarity to promote kindness and inclusion. Held one day each marking period, this outward expression complements the important work inside our schools to do serious inward looking at our beliefs and practices. Students engage in Unity lessons based on the social justice standards of Identity, Diversity, Justice, and Action (Learning for Justice, 2021) during the school day. ALL AACPS staff members engage in professional development on these days, including discussions of [Culturally Responsive Teaching and the Brain](#) by Zaretta Hammond.

This Local ESSA Consolidated Strategic Plan report contains information regarding how we are using our local and federal funds toward attaining our vision and information to show where we are succeeding and where we still face challenges - including the unanticipated COVID-related interruption of progress toward meeting our goals - and our plans to build on our successes while continuing to address our challenges.

AACPS allocated its ESSER II funding (\$48.4M) from the Coronavirus Response and Relief Supplemental appropriations Act (CRRSA Act, December 2020) to Summer Programming/Social Emotional Learning/Tutoring - \$23.4M, along with funds for teacher training, Chromebook replacement, and other technology needs. (<https://www.aacps.org/esserfunding>) During the summer of 2021 AACPS provided opportunities for credit recovery, co-curricular clubs, and multiple experiences to engage and connect students to support social emotional learning following a year of virtual and hybrid learning. Transportation and meals provided to all students removed barriers that might otherwise have reduced participation, especially for students most in need. Pre and Post data collection demonstrates the number of students who participated in middle school math summer experiences. [SY20-21 Summer Camp MS Math Data Findings.xlsx](#)

AACPS submitted a grant proposal in August of 2021 to allocate its ESSER III funding (\$108.7M) from the American Rescue Plan Act (ARP Act, March 2021) to Learning Loss/Disruption - \$31.1M, Health & Safety - \$20.8M, Technology - \$15.6M, Virtual School - \$13.7M, Social-Emotional Support - \$10.8M, among other areas.

In order to address learning loss, a significant amount of funds from the Federal American Rescue Plan are being directed toward Tutoring opportunities. While all students may participate, students identified by school leadership teams will engage in Virtual Tutoring and Homework help during the evenings, as well as in opportunities taking place in schools. Learning-Loss technicians work with small groups of students during the day, and in-person afternoon tutoring and mentoring after school will provide bus transportation, allowing grade 4-8 students to access support without barriers. Virtual family sessions provide for families to learn how to support their elementary students at home with math concepts. (<https://www.aacps.org/tutoring>)

AACPS will utilize LEAP Grant funds (\$245,143.83) for students identified by leadership at 10 eligible elementary schools. Each school will purposefully choose student cohorts and a focus to address math achievement. Students will participate from 6-8 hours a week. Identified students will experience math intervention and engagement activities, structured games and activities using math, and 3 Saturdays over 3 months with field experiences to explore real-world math applications, intentional connections to mathematics found in literature and STEM connections. Second semester will prepare students for the spring administration of MCAP in mathematics.

II. Goal Progress

The impact of school closings from spring 2020 through spring 2021 countered the progress instructors throughout AACPS hoped to witness as a result of their work to eliminate gaps in student achievement,

particularly for African American male students. The data continue to reflect the gap remains for male students of color. Social Emotional Learning remains at the forefront as we welcome all students back to school for the 2021/22 school year. AACPS has designed robust programs to support the mental health of all students but recognizes that chronic absence among African American males calls for special attention. In addition, while reading and language arts data reveal achievement struggles for students, correcting learning loss in math and focusing our work on African American males for math achievement will not only narrow the gap for this year, it will allow these students to progress to more rigorous learning in the future, opening doors to academic and programmatic success. As achievement level in math is often the gatekeeper for entry into advanced courses and programs, closing this specific gap will have the most significant impact for male students of color. Hence, focus area 1 will address social emotional wellness, and focus areas 2 and 3 will address increasing math achievement for elementary and middle school students throughout the 2021/22 school year.

Focus Area #1 - Social Emotional Learning

While educators have long known the value of supporting the social emotional wellness of students, the past two years have heightened the emotional needs of our students as increased isolation and disconnection from peers has become the norm for so many. Until the opening of schools in September 2021, few opportunities existed to engage students in person in order to support their mental health. Indeed, Maslow's Hierarchy of Needs ranks Safety and Security, Love and Belongingness, Esteem Needs and Self Actualization as examples of social emotional wellness - only preceded by Physiological or Basic Needs. Students must be well in order to learn. The Covid-19 pandemic which closed schools and businesses, interrupting every aspect of students' lives, increased stress and trauma experienced by many students. The need to provide opportunities for social emotional wellness in schools is more urgent than ever.

Students in all AACPS schools experience student advisory time and community building circles with dedicated blocks in the schedule for elementary, middle, and high school students to focus on social-emotional and overall wellness needs. The Second Step Program in our elementary and middle schools is a research-based program promoting social-emotional development, safety, and well-being of children. This year, in addition to social lessons for all, two specific programs will provide individualized support for African American male students. In order to counter consistent disproportionate chronic absenteeism and achievement levels below that of other student groups. *Attendance Works* "Community of Practice" in the Meade, Annapolis, and North County Clusters and *Rites of Passage* Program for Black Males at Bates Middle School will take place this year funded with ESSER II & III Grant monies. More African American males were chronically absent during the 2020/21 year, with 25% of African American students and 19 percent of all students chronically absent. Alternatively, 65% of African American males had no absence issues while 72% of all students had no absence issues. Certainly, the value of regular attendance and engagement in school activities and the impact poor attendance

and engagement has on academic performance cannot be overstated. While AACPS has arranged for initiatives to positively address the social emotional health of all students, the goal of the programs discussed above are designed to support African American male students, to improve regular school attendance so that they are able to engage in school, grow in their perception of belonging in the classroom and school communities and ultimately increase their learning.

Evaluation for system-wide social-emotional and wellness programs will occur through examination of student responses to surveys in November, 2021 and May, 2022. Spring 2022 data from interviews and grades will be used to evaluate the Rites of Passage program for Bates students, and on-going attendance data for students in the Annapolis, Meade, and North County clusters will determine the effectiveness of *Attendance Works*.

Focus Areas #2 and #3 - Elementary Math and Middle School Math

Like other school systems in the State, AACPS did not administer standardized assessments last year due to COVID. AACPS, however, purchased i-Ready and students engaged in this diagnostic and prescriptive tool for both language arts and math. The i-Ready assessments were administered three times during the 2020/21 year. African American male students in elementary and middle school have consistently underperformed compared to other student groups. Data from 2015- 2019 PARCC/MCAP consistently shows on average 21.3- 22% fewer African American males in grades 3-5 scored at performance level 4 or 5 than the *All Student* group. Data from the June administration of i-Ready shows that in grades 1-5 on average 21.6 % fewer African American male students scored on or above grade level than White male students. Similar patterns exist for middle school math data with lower percentages of African American male students in grades 6-8 having a performance level score of 4 or 5 on PARCC/MCAP taken between 2015 and 2019. The disparity between all students and African American males was most apparent in Algebra I with 26.14% more students in the *All Student* group scoring a 4 or 5 across the years. The spring administration of i-Ready shows between 3-5% of African American males in grades 6,7, and 8 scoring on or above grade level, while 22-25% of white male students in the same grades achieved those scores.

[AACPS MCAP Math Afr Am Male Trend Results .docx](#)

AACPS chose the intentional focus area to include African American males due to the consistently stagnant disproportionate data attributed to this group. The data from State math assessments in 2017/18 and 2018/19 show that 27% of AA males did not meet expectations, while 23% of Hispanic males did not meet expectations those two years.

[Male State Achievement 2017-18 & 2018-19.docx](#)

AACPS recognizes that other student groups would benefit from support, and Hispanic males and all AACPS students will have access to many supportive opportunities including tutoring and homework help. Furthermore, AACPS will offer AVID Excel to Hispanic students in 2022/23 to guide these students toward rigorous courses and a college pathway.

While absence may contribute to lower standardized test scores historically or on i-Ready data from the last school year, inequities in instruction around the teaching and delivery of mathematics are also responsible for students in specific classrooms and schools not performing as well as their peers.

Because math achievement data is often used to determine eligibility for participation in advanced programs, students who underperform are not included in such advanced experiences as they move into high school. As seen in the *Timeline of African American Education*, for example, during the 2019/20 school year 32.75% of White Non-Farms 2nd grade students participated in GT or Advanced Math, while only 18.15% of African American non-FARMS students participated. Similar disparities exist in other grades. Consequently, test scores from both State and local assessments may negatively impact students not only at the present time, but throughout their entire academic careers as some academic opportunity doors shut to them before they arrive in high school.

[Timeline of African American Education.pdf](#)

Data from both i-Ready and State standardized assessments show historical differences in achievement levels in math between our African American male student group and other student groups.

Root causes for the disparity at both elementary and secondary levels include misalignment of rigorous formative and summative assessments. Hence instruction and assessments have been created to better prepare students for State assessments. Data from the spring MCAP administration will be used to evaluate the effectiveness of our work. Additionally, inconsistent teacher skill as math instructors will be addressed through professional development during the school day, after school, on Saturdays, and during the summer. Walk through and observation data will be used to evaluate the effectiveness of these training sessions for those teachers in need.

The AACPS Strategic Plan and the AACPS Educational Equity Policy support the call to address root causes, employ research-based strategies and close this gap to enable African American students to achieve at high levels and to have access to additional rigorous learning and advanced programs as they move through their years in Anne Arundel County Public Schools. [Strategic Plan 2018-2023 / Indicators of Success](#)

CONSOLIDATED STRATEGIC PLAN

Area of Focus 1: Social-Emotional Learning

Area of Focus #1 - Social-Emotional Learning (SEL) and the reduction of chronic absenteeism

Anne Arundel County Public Schools [Educational Equity Policy \(AF\)](#) establishes the procedures and practices to provide for educational equity and eliminate obstacles to accessing educational opportunities for all AACPS students.

AACPS Strategic Plan [About Us / Strategic Plan 2018-2023](#)
[Strategic Plan 2018-2023 / Indicators of Success](#)

Description:

The first 2 Driving Values of the AACPS Strategic Plan - *ALL MEANS ALL* and *Ready, Set, Launch* - demonstrate our commitment to providing all students with the knowledge and skills to become productive members of society who make positive contributions to their communities. In alignment with the AACPS Strategic Plan's Driving Values and the Educational Equity Policy, "AACPS will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social and emotional well-being..." Social emotional health is critical to the academic success of all students who can only learn if they are emotionally well and attend school regularly. AACPS provides Social Emotional Learning (SEL) opportunities for all students so that they feel valued as members of their school communities, attend regularly, and achieve academically in rigorous courses and programs.

Indicators of the AACPS Strategic Plan:

1. Increase the percentage of students, families, staff, and partners who report feeling like a valuable member of the school or school system community.
2. Increase the percentage of students who report that AACPS staff care for and support them.

10. Increase the percentage of students attending school on a daily basis

Analysis:

When the COVID-19 pandemic closed schools, students were unable to attend in-person to access a full array of school resources; and families struggled with the many implications of the shutdown. In their responses to the *AACPS Mental Wellbeing Survey* (January 2021), 77.4% of high school students and 55.2% of middle school students identified academic pressure as a main concern impacting their own mental wellness. In addition, 68% of high school students and 56.1% of middle school students identified stress or anxiety as a main concern impacting their own mental wellness.

Last year 19% of students were considered chronically absent (defined as 10% or more absent) during the 2020-21 school year. In contrast, 26% of African-American males were considered chronically absent. There was a 7% discrepancy in chronic absenteeism between the all student group and African-American male students.

○

Root Causes:

Root Cause for the Need of District-Wide SEL:

Due to the pandemic in general, and the closure of schools, there has been an increase in mental health challenges and trauma for students in all grade levels. For that reason, all students need a foundation of social-emotional learning competencies to overcome these challenges and become successful students and productive citizens.

Root Cause for Chronic Absenteeism:

Family dynamics and challenges, such as substance use and mental health challenges, have created barriers to school attendance leading to an increase in chronic absenteeism.

Evidence-based Interventions:

Social Emotional Learning (SEL) and Wellness Programming at all grade levels

Attendance Works “Community of Practice” in the Meade, Annapolis, and North County Clusters (*Attendance Works* is a national and state initiative that pushes for better policy and practice to improve school attendance.)

Rites of Passage Program for Black Males at Annapolis Middle School

Area of Focus # 1: Social-Emotional Learning

AACPS Strategic Plan [About Us / Strategic Plan 2018-2023](#)

[Strategic Plan 2018-2023 / Indicators of Success](#)

Anne Arundel County Public Schools [Educational Equity Policy \(AF\)](#) establishes the procedures and practices to provide for educational equity and eliminate obstacles to accessing educational opportunities for all AACPS students.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy (<i>EEP</i>) on the selection of interventions to address needs.	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation.
-------	------------	---	----------	--------------------	--

<p>Establish and Implement a System-wide Social-Emotional Learning (SEL) and Wellness Program</p>	<p>To put the <i>Second Step</i> K-5 Digital Curriculum in place for all elementary schools</p> <p>To put the <i>Second Step</i> 6-8 Digital Curriculum in place for all middle schools</p> <p>To provide all high schools with weekly Wellness lessons focusing on the <i>CASEL</i> competencies.</p>	<p>Use of CASEL Competencies in the implementation of these lessons. The <i>CASEL</i> competencies are researched-based and support students developing the skills that they will need to be successful citizens.</p>	<p>2021-22 school year</p>	<p>ESSER Funds II/III</p>	<p>We will evaluate the effectiveness of these lessons by examining the data from the pre- and post-SEL assessments administered in November 2021 and May 2022.</p>
---	--	---	----------------------------	---------------------------	---

<p><i>Attendance Works</i> “Community of Practice” with the Meade, North County, and Annapolis Clusters</p> <p>Indicator #10 of AACPS Strategic Plan - Increase the percentage of students attending school on a daily basis</p>	<p>To create teaming structures and <i>Multi-Tiered Systems of Support (MTSS)</i> interventions around attendance that support engagement in learning and a reduction in chronic absenteeism.</p>	<p>These three clusters have historically been areas in which African-American students, Hispanic students, and FARMS students have had higher chronic absenteeism rates than White students in the same schools. Attendance Works utilizes evidence-based “Communities of Practice” to organize <i>MTSS</i> strategies, examine attendance data, identify barriers and inequities, mobilize everyone in the school community, and determine if they are making a difference.</p>	<p>2021-22 - Meade Cluster</p> <p>2022-23 - Annapolis Cluster</p> <p>2023-24 - North County Cluster</p>	<p><i>ESSER Funds</i> II/III</p>	<p>We will evaluate the effectiveness of these interventions monitoring chronic absenteeism and community engagement in the Meade cluster including ten elementary schools, two middle schools, and one high school.</p>
--	---	---	---	--------------------------------------	--

<p><i>Rites of Passage (ROP) Program</i> with Bowie State University (<i>BBRP</i>) - A mentoring program for Black males at Annapolis Middle School</p>	<p>Using Gilman Whiting's (2009) scholar identity model, the BBRP program will focus on social-emotional intelligence/learning, academic enrichment, identity development, tiered mentoring, high school and college readiness, career and entrepreneurial explorations. Many scholars recognize that African American students, males, specifically, have keen social-emotional intelligence to determine if the adults responsible</p>	<p>Using the Scholar Identity Model's (SIM's) internal locus of control, self-efficacy, and self-awareness component, the BBRP program will work with African American male students to sharpen their social and emotional skills to enhance their academic and social development. The socio-emotional components will be a common thread that runs throughout the program.</p>	<p>2021-22 and 2022-23 school years</p>	<p>ESSER II/III</p>	<p>The Center for Research & Mentoring - Black Male Students & Teachers (<i>CRM-BMST</i>) shall perform assessments and evaluations of students, families, schooling experiences and performance, and the <i>ROP</i> program. Data collection shall include - but is not limited to - student applications, forms, session evaluations, surveys, questionnaires, interviews, official grades and progress reports for each term, standardized test scores, attendance, demographic information, course-taking and completion rates, graduate rates, high school acceptance, and pathways. This information will assist each partner in providing beneficial and individualized services to participants.</p>
---	--	--	---	---------------------	--

	for their learning and care are committed to them.				
--	---	--	--	--	--

Area of Focus 2: Elementary Math

Area of Focus # 2 - Elementary Math

Anne Arundel County Public Schools [Educational Equity Policy \(AF\)](#) (EEP) establishes the procedures and practices to provide for educational equity and eliminate obstacles to accessing educational opportunities for all AACPS students.

AACPS Strategic Plan [About Us / Strategic Plan 2018-2023](#)

[Strategic Plan 2018-2023 / Indicators of Success](#)

Description:

The first 2 Driving Values of the AACPS Strategic Plan - *ALL MEANS ALL* and *Ready, Set, Launch* - demonstrate our commitment to providing all students with the knowledge and skills to become productive members of society who make positive contributions to their communities. In alignment with the AACPS Strategic Plan's Driving Values and the Educational Equity Policy, "AACPS will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social and emotional well-being..."

AACPS appreciates the urgent role that mastery of math skills plays in the goal. Indicator 6 of the AACPS Strategic Plan seeks to "Increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized ...mathematics assessments." AACPS' Mathematics programs require effective teaching to engage students in meaningful learning through individual and collaborative experiences that promote sensemaking of mathematical ideas and reasoning. AACPS aims to eliminate gaps in achievement by providing equitable access for all students - not a select few - to rigorous hands-on mathematical experiences that develop conceptual understanding and procedural fluency. Efforts in trying to close existing learning gaps operate under the premise that All students can learn mathematics at high levels.

Analysis:

In the midst of the pandemic, limited data sources are available to analyze and share student achievement. AACPS began using *i-Ready* diagnostic assessment in 2020-2021 for students in grades K - 8. The assessment was given three times: beginning of year, middle of year, and end of year. The data included here is from the end of year, June 2021.

In all grade levels 1-5, male students make up an average 50% of each grade's population. White males make up approximately 50% at each grade level and African American males make up approximately 21%.

Grade Level	All Males on/above <i>i-Ready</i> Spring 2021	AA Males on/above <i>i-Ready</i> Spring 2021	White Males on/ above <i>i-Ready</i> Spring 2021
First grade	35%	19%	45%
Second Grade	23%	13%	31%
Third Grade	23%	12%	30%
Fourth Grade	21%	11%	29%
Fifth Grade	21%	1%	29%

This data reflects an ongoing disparity between the achievement of African American and white male students in their performance on standardized math assessments.

The past administrations of PARCC/MCAP show similar results when comparing African American males to their peers. The number of African American males performing at Performance Level 4 or 5 has remained stagnant in disparity over time.

PARCC/MCAP Grade 3

Year ▼	Result (%)	Result (%)
	All Students	Black or African American Male Students
2019	45.9	24.9
2018	44.9	25.5
2017	44.8	22.2
2016	49.0	26.8
2015	46.7	25.0

PARCC/MCAP Grade 4

Year ▼	Result (%)	Result (%)
	All Students	Black or African American Male Students
2019	41.8	20.2
2018	41.2	18.9
2017	40.5	19.2
2016	42.0	20.6
2015	38.7	15.3

PARCC/MCAP Grade 5

Year ▼	Result (%)	Result (%)
	All Students	Black or African American Male Students
2019	36.6	12.7
2018	38.9	18.5
2017	38.1	17.6
2016	44.5	19.5
2015	37.5	17.4

Root Causes:

Root Cause 1: Hiring practices impact the mathematical learning of students at every grade in elementary schools.

Teachers are hired with the required elementary education degree that often includes fewer than two courses in the area of mathematics, and often does not cover appropriate content or updated teaching pedagogy, resulting in inequities for instruction around the teaching and delivery of mathematics. Multiple professional development opportunities have been created and provided to teachers during school, after school, on Saturdays, and during the summer. These professional development sessions provide in-depth mathematical content, pedagogy, and student engagement techniques, along with content teaching strategies to promote conceptual understanding.

Root Cause 2: Inconsistent formative/summative assessments at the school level.

AACPS elementary mathematics office created common assessments for each unit in grades 1 - 5 that are aligned in rigor to the district assessment that is also aligned to MCAP. Teachers will now be able to focus on instructional strategies that prepare for the rigor on the aligned assessments.

Root Cause 3: Failure to provide adequate time in the elementary schedule to deliver needed intervention to students who are two grade levels or more below.

Mathematics is given 60 minutes in the elementary classroom and these 60 minutes are needed to provide on-grade level instruction. Within the lesson components, differentiation time is allotted though this is not enough to provide intervention needed to support the most needy learners.

Evidence Based Interventions:

Bridges Intervention provides targeted instruction and assessment for essential K–5 mathematics skills within a tiered system of support. The small-group instruction and ongoing progress monitoring are consistent with a Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) framework.

First in Math (FIM) is a budgeted tool provided for all students in grades 1-5. Since 2008, FIM online has provided students with math experiences to support independent learning and help students become problem solvers. Unique among curriculum supplements, FIM creates a culture of success by stressing that effort and goal setting are the pathways to mastery. In the classroom or at home, FIM provides meaningful practice that improves test scores, and changes attitudes about mathematics. AACPS has a fluency goal and fluency support structure for each grade level to guide teachers toward best use and greatest impact.

i-Ready is available for all students, grades K - 8, in reading and mathematics. AACPS internal study encourages the use of *i-Ready* as a tier 3 intervention both in the daily classroom setting and also as part of an intensive small group tutoring program. Guidance documents are available to support the “in-school” time needed for personalized, weekly instruction to have an impact on student learning. Work is ongoing to ensure alignment is consistent with response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) framework.

Extended Day/ School Year opportunities continue to grow across the district. Multiple small group learning opportunities are being made available to all students, regardless of school Title I status.

Area of Focus # 2 - Elementary Math

AACPS Strategic Plan [About Us / Strategic Plan 2018-2023](#)

[Strategic Plan 2018-2023 / Indicators of Success](#)

Anne Arundel County Public Schools [Educational Equity Policy \(AF\)](#) establishes the procedures and practices to provide for educational equity and eliminate obstacles to accessing educational opportunities for all AACPS students.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy (EEP) on the selection of interventions to address needs.	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation.
Indicator #6 on the AACPS Strategic Plan: Increase the percentage of students in grades 3 – 8 who meet or exceed expectations on standardized reading, language arts, and mathematics assessments.	To decrease inequities in instruction around the teaching and delivery of mathematics	Provide professional learning opportunities (PLOs) for teachers after school and during the summer	July 1, 2021 - June 30 - 2022	Title 2 Local Funding	An analysis of survey data from teachers regarding the impact of learning that occurred during these PLOs will be conducted as well as identifying the impact on student achievement, specifically African American male students, through these data sources.

Indicator 6 on the AACPS Strategic Plan	To close the achievement gap among student groups by providing more equitable formative and summative assessment items.	Create and implement optional unit checkpoint assessments in each grade level 1 - 5 for every unit. Each checkpoint includes a monitoring sheet to increase instruction and assessment alignment.	August 1, 2021 - June 30, 2022	N/A	Monitor student performance of African American males on the unit checkpoints and analyze the comparison to <i>i-Ready</i> diagnostic results as well as MCAP results in the Spring 2022.
Indicator 6 on the AACPS Strategic Plan	To mitigate gaps in foundational learning necessary for struggling students to access grade level content. To increase teacher capacity around content knowledge to ensure rigor for all students.	Write and implement Title 2 grant plan focused on identified schools of need where an elementary math coach delivers high quality PD, models effective teaching practices, participates in a coaching cycle with individuals or groups of teachers, facilitates data reviews, and provides support inside the	February 2021 - June 2022	Title 2	Evaluation will occur in a variety of ways - Analyze survey data generated by teachers and students; reflect on notes gathered during walk through and debriefing sessions; review and conduct informal observations focused on pedagogy; analyze African American male student achievement data, and collaborate with administrators to

		classroom to refine learned skills and enhance student performance.			determine the most effective use of teacher time and resources to improve learning
Indicator 6 on the AACPS Strategic Plan	To decrease inequities in instruction around the teaching and delivery of mathematics by providing additional support outside the school day	Virtual Elementary Math Tutoring - Evening support for parents Tues & Thur 6-8PM https://www.aacps.org/tutoring	September 2021 - June 2022	ESSR	Monitor the number of families assisted each week, month, semester and year relative to the students who are struggling in the classroom. Gather Feedback from families who attend as to how their learning can better drive future planning and decision making.

Indicator 6 on the AACPS Strategic Plan	Extended day tutoring opportunities for students at all schools, regardless of Title I funding status. LEAP - target schools identified by the State - 8 hours of additional weekly support to include math, co-curricular, and outside school learning opportunities	October 2021- June 2022	ESSR LEAP Grant	Analysis of pre- and post-assessment data for African American male students and all students; diagnostic change and MCAP assessment, spring 2022 results.
	Extended day tutoring opportunities for students at all schools, regardless of Title I funding status. Small group tutoring utilizing iReady materials - Grades 4 & 5	November 2021- June 2022	ESSR	Analysis of pre and post assessment data; diagnostic change and MCAP assessment, spring 2022 results.

	To decrease inequities in instruction around the teaching and delivery of mathematics by providing additional support outside the school day	Extended day club opportunities using 24 Game, including competition at the school and district level to support mathematics understanding and growth	September 2021 - June 2022	Local Funds	<p>Analysis of attendance and engagement in club opportunities</p> <p>Number of schools and diversity of student population who attend district wide competition</p>
--	--	---	----------------------------	-------------	--

Area of Focus 3: Middle School Math

Area of Focus # 3 - Middle School Math

Anne Arundel County Public Schools [Educational Equity Policy \(AF\)](#) establishes the procedures and practices to provide for educational equity and eliminate obstacles to accessing educational opportunities for all AACPS students.

AACPS Strategic Plan [About Us / Strategic Plan 2018-2023](#)
[Strategic Plan 2018-2023 / Indicators of Success](#)

Description:

The first 2 Driving Values of the AACPS Strategic Plan - *ALL MEANS ALL* and *Ready, Set, Launch* - demonstrate our commitment to providing all students with the knowledge and skills to become productive members of society who make positive contributions to their communities. In alignment with the AACPS Strategic Plan's Driving Values and the Educational Equity Policy, "AACPS will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social and emotional well-being..."

AACPS appreciates the urgent role that mastery of math skills plays in the goal. Indicator 6 of the AACPS Strategic Plan seeks to "Increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized ...mathematics assessments." AACPS' Middle School Mathematics requires effective teaching to engage students in meaningful learning through individual and collaborative experiences that promote sensemaking of mathematical ideas and reasoning. AACPS aims to eliminate gaps in achievement by providing equitable access for all students - not a select few - to rigorous hands-on mathematical experiences that develop conceptual understanding and procedural fluency. Efforts in trying to close existing learning gaps operate under the premise that ALL students can learn mathematics at high levels.

The intentional focus is to increase students' knowledge and skills in math as measured by performance levels on MCAP. Historically, students have struggled with math due to the complexity of the content and processes. In 2015 AACPS identified middle school mathematics as an intentional focus because 29.3% of district students earned a Performance Level Descriptor of 4/5. While district students demonstrated a 4.4% improvement from 2015–18, they experienced a 1.6% decrease in 2019. Thereby, middle school mathematics remains an intentional focus in AACPS.

Analysis:

Since each LEA is measured by performance on MCAP, AACPS has chosen to use the data to justify the need for the Area of Focus #3: Middle School Mathematics.

The 2019 MCAP administration for AACPS' grades 6 – 8, excluding Algebra I, had 32.1% of the overall student population score a PLD level of 4/5, a 1.6% decrease from the previous year. Performance measured on MCAP for grade 6 dropped 2% from 2018 – 2019. Performance measured for grade 7 dropped 2.5%, but the performance measured for grade 8 increased 0.7%. Furthermore, amidst the decrease in performance, gaps remain among the student groups. White students perform 11.8%, Asian students perform 19.5%, and Multi-racial students 1.6% higher than the county. In contrast African American students perform 18.2%, Hispanic students perform 13.5%, and FARMS students perform 15.8% below the county average. `

MCAP Trends

Math 6

Year ▼	Result (%)	Result (%)
	All Students	Black or African American Male Students
2019	35.1	16.0
2018	37.3	13.6
2017	39.4	14.7
2016	36.0	9.5
2015	33.4	9.8

Math 7

Year ▼	Result (%)	Result (%)
	All Students	Black or African American Male Students
2019	39.9	16.8
2018	42.4	14.6
2017	34.3	8.7
2016	33.3	10.3
2015	30.1	9.8

Math 8

Year ▼	Result (%)	Result (%)
	All Students	Black or African American Male Students
2019	11.9	≤ 5.0
2018	11.3	≤ 5.0
2017	13.3	≤ 5.0
2016	9.5	≤ 5.0
2015	14.5	6.7

Algebra

Year ▼	Result (%)	Result (%)
	All Students	Black or African American Male Students
2019	35.0	13.4
2018	45.5	14.8
2017	43.5	16.4
2016	44.2	18.9
2015	38.8	12.0

In the midst of the pandemic, there are limited data sources available to analyze and share our student achievement. AACPS began using *i-Ready* diagnostic assessment in 2020-2021 for all students in grades K - 8. The assessment was given three times: beginning of year, middle of year and end of year. The data included here is from the end of year, June 2021.

In all grades 6-8 male students make up approximately 20% of each grade level population. At each of those grade levels, white males make up approximately 50% at each grade level.

Grade Level	All Males on/ above <i>i-Ready</i> Spring 2021	AA Males on/ above <i>i-Ready</i> Spring 2021	White Males on/ above <i>i-Ready</i> Spring 2021
Grade 6	29%	5%	25%
Grade 7	39%	4%	25%
Grade 8	32%	3%	22%

This data reflects an ongoing disparity between African American and white male students in their performance in standardized testing.

Root Causes:

Root Cause 1: Misplacement (scheduling) of students into math courses based on elementary articulation

AACPS is addressing this by strictly adhering to the criteria for placement, vertical teaming with elementary schools to discuss the difference between an “on grade level” course and an “accelerated course”, and partnering with the Offices of School Performance and School Counseling to help all stakeholders understand the importance of correct placement and access for all.

Root Cause 2: Misalignment of rigorous formative through summative assessments

The AACPS Mathematics Office created 36 common assessments for each course in grades 6 - 8 that are aligned in rigor to the district assessment aligned to MCAP. Teachers will now be able to focus on instructional strategies with students that truly prepare them for the rigor on the aligned assessments.

Root Cause 3: Inequities in instruction around the teaching and delivery of mathematics

A collaborative planning resource binder was created with protocols to help drive best practices around instruction. Additionally, multiple professional development opportunities have been created and provided to teachers during school, after school, on Saturdays, and during the summer. To ensure equitable teaching for all students in all schools, these professional development sessions share in-depth mathematical content, pedagogy and student engagement , as well as content teaching strategies to promote conceptual understanding.

Evidence-based Interventions:

Math 180 is a course offering support in the areas of numeracy and conceptual understanding aligned to the MD College and Career Ready Standards (MCCRS). Students will engage in activities which foster computational literacy skills. Target populations for this course are students who need additional support to be successful in their on-grade level course (intervention class) and Algebra 1 (self-contained and intervention). This program will be utilized as an intervention and as the program for students in our self-contained classes.

i-Ready is available for all students, grades K - 8, in reading and mathematics. AACPS internal study encourages the use of *i-Ready* as a tier 3 intervention both in the daily classroom setting, and also as part of an intensive small group tutoring program. Guidance documents are available to support the “in-school” time needed for personalized, weekly instruction to have an impact on student learning. Work is ongoing to ensure alignment is consistent with Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) framework.

Extended Day/ School Year opportunities continue to grow across the district. Multiple small group learning opportunities are being made available to all students.

Area of Focus #3: Middle School Mathematics

AACPS Strategic Plan [About Us / Strategic Plan 2018-2023](#)

[Strategic Plan 2018-2023 / Indicators of Success](#)

Anne Arundel County Public Schools [Educational Equity Policy \(AF\)](#) establishes the procedures and practices to provide for educational equity and eliminate obstacles to accessing educational opportunities for all AACPS students.

Goals	Objectives	Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS’ educational equity policy (<i>EEP</i>) on the selection of interventions to address needs.	Timeline	Funding Source (s)	Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation.
-------	------------	--	----------	--------------------	--

<p>Indicator 6 on the AACPS Strategic Plan:</p> <p>Increase the percentage of students in grades 3 – 8 who meet or exceed expectations on standardized reading, language arts, and mathematics assessments.</p>	<p>To mitigate gaps in foundational learning to access grade level content Identified students are those who have scored a Performance Level Descriptor [PLD] of 1 or 2 on their previous years' state assessment.</p>	<p>Implement math intervention [Math 180] with fidelity for grades 6 – 8.</p>	<p>8/21 – 6/22</p>	<p>Local Funding</p>	<p>Analyze math inventory growth data compared to end of year data from MCAP with particular attention to African American male students.</p>
	<p>To increase teacher capacity around content knowledge to ensure rigor for all students</p>	<p>Provide FTE funding to middle schools to allow all mathematics department chairs to be non-teaching in order to better support teachers through the facilitation of Collaborative Planning and pushing in to model best practices in the classrooms.</p>	<p>8/21 – 6/22</p>	<p>Local Funding</p>	<p>Analyze the department chairs' goals that target students in the gap - especially African American male students - by conducting walkthroughs to ensure fidelity of curriculum implementation and equitable rigor.</p>
	<p>To decrease inequities in instruction around the teaching and delivery of mathematics</p>	<p>Utilize the collaborative planning resource binder for department chairs and facilitate professional learning around the provided resources to all content area coordinators.</p>	<p>8/21 – 6/22</p>	<p>N/A</p>	<p>Analyze survey data from teachers around the impact of the learning that occurred during their collaborative planning sessions and professional learning opportunities.</p>
		<p>Provide a <i>Number Talks</i> Cohort for teachers to learn strategies around teaching number sense.</p>	<p>8/21 – 4/22</p>	<p>Local Funding</p>	
		<p>Provide professional learning opportunities for teachers during school and after school.</p>	<p>8/21 – 6/22</p>	<p>Local Funding</p>	
	<p>To provide access and opportunity for all students to access content they are ready for and in which they will be successful</p>	<p>Implement a systemic equitable articulation process for mathematics students. Students are placed into math classes where they can be most</p>	<p>8/21 – 6/22</p>	<p>Local Funding</p>	<p>Analyze placement audits to ensure students are correctly placed and if not correctly placed, request that they be rescheduled.</p>

		successful and provided the most support.			
	Increase positive relationships with the community by supporting parents' understanding around mathematics instruction (EQ)	Create, distribute, and post on our website unit newsletters for parents both in English and Spanish for each mathematics course in grades 6 – 8. (EQ)	8/26/19 – 6/17/20	Local Funding	Monitor the number of events where the newsletters are being distributed. (EQ)

Transferability of Funds

TRANSFERABILITY OF FUNDS CHART

Local school systems may transfer ESSA funds by completing this page as part of the Local ESSA Consolidated Strategic Plan submission. Receipt of this chart as part of the Local ESSA Consolidated Strategic Plan will serve as the required 30 day notice to MSDE. An LEA may transfer all or a portion of funds it receives under each of the programs listed below. The school system must consult with nonpublic school

officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports. **TRANSFERABILITY OPTION WILL NOT BE UTILIZED**

X

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

			Title V, Part B – Rural education	
\$	Title IV, Part A – Student support and academic enrichment grants		Title I, Part A – Improving basic programs operated by LEAs	
			Title I, Part C – Education of migratory children	
			Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
			Title II, Part A – Supporting effective instruction state grants	
	\$		Title III, Part A – State grants for English language acquisition and language enhancement	
			Title IV, Part A – Student support and academic enrichment grants	

			Title V, Part B – Rural Education	
--	--	--	-----------------------------------	--

Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools

1. **Comprehensive Support and Improvement (CSI) Schools.**

- a. For school systems with CSI schools, as a school system how are you supporting your schools identified for low achievement? *(up to 1,000 characters).*

N/A

- b. How are you supporting your schools identified for low graduation rate? *(up to 1,000 characters).*

Two AACPS schools are currently identified for CSI for low graduation rate. One school is designed for students who will most likely **not** graduate within four years. Unlike most districts in Maryland, we currently identify this program, which runs across multiple school campuses, as one school number for accountability purposes. The second school that is identified for low graduation rate is a K-12 alternative center for students with either identified behavioral or emotional disabilities or as an alternative placement center for Grades 10-12 who cannot continue to attend their home schools due to their need for intensive behavioral interventions.

Both CSI schools are alternative schools identified due to their low graduation rates. A root cause analysis conducted by the University of MD revealed the need to address low attendance rates in the two schools. Both identified schools have completed a pre-implementation and implementation plan/budget which runs through September of 2023.

Both schools are implementing outcome-based strategies approved by MSDE to support increased attendance and include a program called *Check and Connect*. To implement *Check and Connect*, the schools have hired additional support staff such as pupil personnel workers and student support services staff.

Our Office of Student Data is continuing to support both schools by providing updated student data around attendance, assessment data, 9th grade course passing rates, and 4-year graduation data. Central office continues to support both schools through the CSI process by providing leadership through the Office of Alternative Education which includes social emotional support, Multi-Tiered Systems of Support (MTSS), and trauma informed instruction.

AACPS and MSDE meet monthly to monitor the progress of identified schools, conduct site visits and provide frequent leadership coaching to the schools' leaders. AACPS has aligned both school's Annual School Improvement Plans to the CSI implementation plans to ensure compliance with the action steps outlined in these plans.

2. Targeted Support and Improvement (TSI) Schools.

- a. For school systems with TSI schools, please list schools identified as a Targeted Support and Improvement (TSI) schools, the student groups identified in each school, and the number of students being served in each school (*up to 1,000 characters*).

The following data is from FY21, as we do not yet have our official FY22 student enrollment numbers.

Annapolis Elementary

African American	120
Econ Dis	161
With IEPs	20

Annapolis High

Eng Lang Learners	375
With IEPs	198

Annapolis Middle

With IEPs	126
-----------	-----

Belle Grove Elementary

African American	62
Econ Dis	243
With IEPs	31
White	108

Belvedere Elementary

With IEPs	71
-----------	----

Broadneck Elementary

Econ Dis	115
----------	-----

Brock Bridge Elementary

With IEPs	61
-----------	----

Brooklyn Park Elementary

African American	112
Multi-Racial	26
White	177
Econ Dis	307
With IEPs	48

Chesapeake High

With IEPs	138
-----------	-----

Eastport Elementary

African American	86
Econ Dis	225
With IEPs	31

Freetown Elementary

African American	215
------------------	-----

Econ Dis	355
With IEPs	65
Multi-Racial	39
White	140
George T Cromwell Elementary	
Econ Dis	198
Eng Lang Learners	50
Germantown Elementary	
African American	107
Econ Dis	374
Glen Burnie High	
Eng Lang Learners	163
With IEPs	214
Glen Burnie Park Elementary	
Econ Dis	359
Eng Lang Learners	88
With IEPs	42
Hebron Harman Elementary	
Econ Dis	338
With IEPs	59
High Point Elementary	
Econ Dis	321
Hillsmere Elementary	
With IEPs	26
Hilltop Elementary	
African American	201
Econ Dis	457
With IEPs	54
Jacobsville Elementary	
Econ Dis	142
With IEPs	73
Jessup Elementary	
With IEPs	93
Marley Elementary	
With IEPs	81
Meade Heights Elementary	
Econ Dis	215
Meade High	
Eng Lang Learners	198
Monarch Academy	
Econ Dis	191
With IEPs	73

Monarch Academy Annapolis	
African American	403
Hispanic	150
Econ Dis	412
With IEPs	52
Nantucket Elementary	
Econ Dis	52
Odenton Elementary	
African American	139
Econ Dis	214
Old Mill High	
Eng Lang Learners	119
Old Mill Middle South	
Eng Lang Learners	45
Park Elementary	
White	165
Econ Dis	434
Pershing Hill Elementary	
With IEPs	85
Point Pleasant Elementary	
Econ Dis	308
Richard Henry Lee Elementary	
Econ Dis	290
Ridgeway Elementary	
With IEPs	69
Rippling Woods Elementary	
Econ Dis	377
With IEPs	58
Seven Oaks Elementary	
With IEPs	43
Shady Side Elementary	
With IEPs	42
Southern High	
With IEPs	105
Southgate Elementary	
With IEPs	69
Tyler Heights Elementary	
Econ Dis	430
With IEPs	20
Van Bokkelen Elementary	
African American	242
Econ Dis	330

With IEPs	28
Walter S Mills Parole Elementary	
African American	201
Econ Dis	531
Eng Lang Learners	213
Waugh Chapel Elementary	
Econ Dis	135

- b. If the LEA's TSI schools conduct a root cause analysis, describe trends in the findings of the root cause analysis in the LEA's TSI schools, if there are any.

All TSI schools were informed of their identified student groups in the spring of the 2018-19 school year. Each school was required to conduct a root cause analysis of the available data included in their ESSA report card. The Office of School Performance partnered with our Instructional Data Division to create a streamlined data flow map to assist schools with root cause analysis. This tool, as well as the MSDE Resource Hub materials, were shared with TSI schools. Principals convened a representative team of stakeholders to develop a school improvement plan that specifically addresses the gaps in student performance, including their TSI designations. All TSI schools were required to create progress monitoring procedures for their evidence-based strategies, specifically for their TSI student groups. School Improvement Teams meet regularly to analyze data and adjust the plan as needed.

Title I Funded Schools also completed a Comprehensive Needs Assessment using historical and current data sources available. The major trends in the Title I schools fell into the following groups needing targeted support and/or monitoring at the LEA level: Black/AA, Economically Disadvantaged, and Special Education. The Title I Teacher specialists provided professional development focused on these groups (2020-2021), and the Title I progress monitoring goals have been written around these three groups. The data that will be used to progress monitor centers on Chronic Absenteeism and performance in Language Arts and Math.

- c. Describe the process the local school system is using to plan and implement its support for TSI schools.
(up to 1,000 characters).

School improvement plans are reviewed by directors of school performance and approved by the regional assistant superintendents. The Office of School Performance is working to embed support and monitoring structures into school-site supervisory visits and at county-wide, leveled principal meetings. There will be quarterly meetings of leveled TSI schools to engage in the sharing of effective strategies. The Instructional Data Division will provide data updates as they receive them regarding the status of TSI student groups.

A larger Central Office team with members from various offices including School Performance, Curriculum and Instruction, Title I, Equity, Community and School Based Programming, Instructional Data, Human Resources, Budget and Finance, and Student Services will meet quarterly to review school plans and progress and discuss needed supports and resources. These meetings will also result in agendas for TSI school quarterly meetings to allow for school collaboration and supports.

Curriculum content coordinators will ensure appropriate support, including professional development, participation in collaborative planning, and monitoring of implementation through participation in walkthroughs. Regional Assistant Superintendents are supporting through the lens of monitoring school improvement/TSI action steps and goals. Monthly Central Office TSI meetings provide a venue for sharing progress monitoring data and discussing needed supports by designation.

The AACPS Title I team supports the Title I funded TSI schools by providing an assigned teacher specialist to support with the creation of goals, strategies, progress monitoring and data analysis in each of the Title I funded TSI schools. The support is specialized for each school. The Title I Teacher Specialists meet with all the TSI Title I schools quarterly to deliver information from MSDE and provide general support to all of the Title I TSI schools.

- d. How are you supporting TSI schools by their student group identifications? Please provide funding sources.
(up to 1,000 characters).

Using ESSER funds, we secured 5 Student Instructional Support Teachers (SISTs) who provide support to 7 TSI schools identified as needing support with English Language Learners, those with IEPs, and those with multiple student groups identifications.

Title I Schools will be grouped by the student groups identified at least once a year to discuss strategies and best practices. Teams will have the opportunity to collaborate at this time.

Using Title I funds, we paid for schools with identified TSI groups as needing support with English Language Learners, those with IEPs, and those with multiple student groups identifications, to join the University of Maryland cohort for TSI schools.

We implement Title II funds to pay for an elementary and a middle school math coach who provide job-embedded professional development to staff at schools with high identified TSI groups. We also use Title II funds to pay for a high school reading resource teacher who works specifically to support instruction with Read

180 at the high school level. All three of these positions support classroom teachers with best practices for each of the student groups.

The Office of English Language Acquisition uses local funds and Title III funds to support schools. Focus areas of our professional learning for SY21-22 address opportunity gaps, high expectations for all ELs with access to grade-level content instruction, formative assessment practices to monitor growth, and social emotional learning for culturally diverse student groups. Instructional models for both elementary and secondary ESOL support the integration of language development and grade level content, as well as ongoing teacher collaboration to meet the needs of the whole child. Teacher and school support is organized by school cluster to ensure that instructional decision making and root cause analysis spans a vertical progression through school feeders and communities.

The Office of Specialized Instruction are using local funds to continue to support instructional and compliance efforts. This support includes providing coaching during collaborative planning sessions to support the provision of specially designed instruction, modeling collaboration and the development of lessons to ensure that instructional activities support the needs of students, and meeting with teams to analyze academic and other data to inform instruction and needed interventions.

e. Please provide the name(s), position, address and email address of the staff with primary responsibility for administering/coordinating the LEA's TSI program.

Dr. Shannon M. Pugh (NBCT)
Director of Community and School Programming
spugh@aacps.org

COMAR Requirements

POLICY

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

Related Entries: JCCA, JCCA-RA, JO, JO-RA

Responsible Office: OFFICE OF EQUITY & ACCELERATED STUDENT ACHIEVEMENT, DIVISION OF CURRICULUM AND INSTRUCTION, DIVISION OF STUDENT SUPPORT SERVICES, DIVISION OF HUMAN RESOURCES

EDUCATIONAL EQUITY

A. PURPOSE

To establish an educational equity policy to ensure that Anne Arundel County Public Schools (AACPS) has the procedures and best practices in place to provide for educational equity and eliminate obstacles to accessing educational opportunities for all AACPS students.

B. ISSUE

The Board of Education of Anne Arundel County (Board) acknowledges the historical, generational, and compounding reality of the systems, structures, and practices that have intentionally and unintentionally created and continued to afford advantages to some student groups while perpetuating inequities for others. AACPS must take responsibility and action for dismantling, and actively repairing these inequities to ensure positive educational outcomes for all AACPS students.

The promise of public education is for every child to succeed in school and life. To realize this promise, every child must be given resources, supports, and interventions based on the individual student's needs. The Board is committed to fulfilling this promise to all students and dismantling barriers to school-home partnerships.

C. POSITION

The Board is committed to ensuring that AACPS will have the procedures and practices in place to provide for educational equity and ensure that there are no obstacles to accessing educational opportunities and academic success for any AACPS student. In accordance with this commitment and these objectives, the Board commits that:

1. AACPS will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social and emotional well-being;

2. AACPS procedures and practices will provide for educational equity and ensure that there are no obstacles to accessing educational opportunities for any AACPS student; and
3. Achievement will improve for all AACPS students and all gaps will be eliminated in order to help ensure AACPS student competitiveness in a constantly changing world and global market.

D. IMPLEMENTATION

The Superintendent is authorized to develop regulations to implement this policy.

Policy History: Adopted on 05/20/20

Note Previous Policy History: None

Gifted and Talented

[COMAR 13A.04.07 Gifted and Talented Education](#)

(Click the link above to access the Gifted and Talented Education regulation)

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

COMAR 13A.04.07 Gifted and Talented Education

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

1) The process for identifying gifted and talented students

General Recognition

Although AACPS meets the system identification threshold of 10%, not all schools have a 10% representation. AACPS recognizes that gifted students are present among all demographics and within all schools. In order to target growth in GT identification within underrepresented populations, AACPS acknowledges that early intervention and talent development in the primary grades is necessary to develop potential in all students, especially those from underrepresented groups.

The focus of AACPS continued efforts is to embrace students who are demonstrating leadership, creativity, and excelling in specific academic fields. To address the unique needs of these students, AACPS utilizes a variety of strategies that include increased depth, rigor, divergent thinking and specialized curriculum.

GT Identification (Regulation Recognition)

Each fall, the Assistant Superintendent for Advanced Studies and Programs issues a memo outlining the procedures to be used to screen students in compliance with COMAR. This includes three identification windows (2nd grade, 5th grade, and 8th grade [with the onset of the 21/22 school year recognizing data collection began the spring of 2021 within the 7th grade year]) to support participation in the gifted and talented program. To ensure all students are considered for gifted and talented identification, the screening process includes potential, aptitude, and achievement measures. To assist in this process, AACPS uses the results from a variety of assessments, including:

- i. Primary Talent Development Cumulative Portfolio,
- ii. A nationally recognized ability assessment chosen by the Division of Advanced Studies and Programs (currently the CogAT),

- iii. A locally approved achievement assessment chosen by the Division of Advanced Studies and Programs (currently I-Ready but will be inclusive of MCAP with its return in 21-22), and
- iv. Teacher and Parent Rating Scales (currently the Renzulli scales).

When appropriate, students are evaluated on an individual basis using additional artifacts and assessment data, including but not limited to classroom and/or district assessments and/or student work. These data points are reviewed by a school-based committee comprised of administrators, school counselors, classroom teachers, and/or resource staff members.

The process of identifying students with demonstrated or potential giftedness includes an acknowledgement that students may exhibit high potential for giftedness which is not captured by formal assessments.

Measures are in place to encourage and facilitate the active and informed participation of parents/ or guardians in the educational decision-making process. An appeals process, through the Advanced Learning Office, of the Division of Advanced Studies and Programs, is available to parents/guardians who disagree with identification determinations.

Identification – Additional Information

- Primary Talent Development (PTD) portfolio is a cumulative data point that begins in PreK or Kindergarten, and continues through the end of the first semester, second grade. The portfolio provides a look into the student's level of thinking behaviors which are indicative of advanced potential. This provides valuable input about a student's creativity, leadership, communication, resourcefulness, perceptiveness, inquisitiveness, and persistence – important skills that are otherwise difficult to measure and document.

- Within the onset of the 20/21 school year a System-wide diagnostic, I-Ready, (achievement measure) was determined for students in elementary and middle school. This eliminates the previous achievement testing pool approach utilized with Performance Series. However, with the the return of MCAP in 2021- 2022, 4th and 7th grade scores may be used to support the 21/22 determinations for 5th and 8th grade.

- CogAT incorporates three batteries to assess student aptitude: CogAT Verbal subscore, CogAT Quantitative subscore, and CogAT Nonverbal subscore.

- Identification is a compilation/analysis of multiple data points. For SY20-21, student stanines ≥ 7 across assessments were considered for placement in Advanced/Gifted and Talented (GT) curriculum in math, reading, or both.

- All students in fifth grade who were not previously identified as GT in both reading and math were administered the CogAT. This provided information about a student's aptitude. Additionally, teachers completed the teacher version of the Renzulli scale for these students ("Scales for Rating the Behavioral Characteristics of Superior Students"). This provided information about a student's characteristics and potential that are not easily measured in a

standard assessment). As noted earlier, I-Ready will be used in the absence of MCAP for the 2020-2021 school year.

- The third GT identification opportunity will begin with 7th graders in the spring of their 7th grade year this school year (20-21). It involves three data points: CogAT (Cognitive Abilities Test) Brief, Renzulli scales (“Scales for Rating the Behavioral Characteristics of Superior Students”), and 8th grade fall I-Ready scores. Results will be shared with families the winter of the 8th grade year to support instructional delivery and HS articulation decisions.

Changes made to the identification process during the pandemic

Response:

N/A – AACPS implemented the identification process with fidelity, although ability and achievement testing was provided with an online tool (I-Ready and CogAT).

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

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

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

Response:

The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections and IDD tagging provided to the MSDE Office of Accountability. It is important to note that Advanced and GT identifications are made to ensure appropriate alignment of rigor and specialized curricular materials. Further, AACPS has created Extended Learner Tasks that go beyond the core curriculum. This ensures student potential guides instructional delivery at all times as we look to excite/motivate and match learning to student abilities.

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

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

Response

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

As MSDE is aware, UDL/DI opportunities for students demonstrating mastery to ensure rigor guides the teaching and learning experience for all students is built within the curriculum.

Additionally, we currently have two identification windows in elementary school and have added a third window in middle school which will formally occur in 21/22 (data collected the spring of 7th grade year in 20-21 to support identification of advanced and GT learners). Once identified, specialized curriculum programming occurs in ELA and Math.

School Year	GT	Advanced	Pool (Enrollment Gr 2 - Gr 12)
SY1617	2172	6612	66366
SY1718	2842	7553	67583
SY1819	3492	8738	68300
SY1920	4517	6893	69708
SY2021	4155	6387	68745

- Source: Performance Matters Baseball Card
- Note1: To support identification fidelity an online CogAT assessment was utilized that required students to have their camera on for the duration of the assessment. As a result, some parents “opted out” of the CogAT assessment for their child. This impacted our overall results for the 20-21 school year. AACPS did provide opportunity for all students to take the assessment either at home, in school, or in a centralized location. For students who do not have CogAT scores, conditional placement in Single-Subject or GT curriculum will be considered when appropriate.

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

Response

N/A

5) The continuum of programs and services

Response:

The continuum of programs and services for advanced and GT learners in AACPS includes:

- Differentiated instructional opportunities for Advanced and GT students are embedded in district mathematics and reading/language arts curricula.
- Additionally, specialized curricular materials/ programs with targeted services in mathematics and reading/language arts include:
 - Hands-On Equations verbal problems
 - Mentoring Mathematical Minds (M3)
 - 10 + 1 (a tool for enhancing depth and complexity of math tasks)
 - Compacted curriculum and deeper Extended Learner Tasks
 - AACPS Crosswalk Curriculum

- William & Mary Literature Units
- Jacob's Ladder
- Advanced Novel Studies
- Concept-Based Literature Circles
- Socratic Seminar

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

Response:

Online resources and creative material provisions were purchased and/or designed to ensure specialized curricular access (e.g. MacinVia for advanced novels)

6) Data-informed goals, targets, strategies, and timelines for 2021-22.

Goals must be established using the equity lens as defined in COMAR 13A.01.06, Educational Equity. Consult with your local school system equity point of contact.

Response:

AACPS Targets:

- Increase the number of underrepresented student groups identified as Advanced or GT across all schools
- Explore and expand on opportunities for teachers to build capacity in GT/Advanced Learning
 - Strategies:
 - Data Analysis
 - Targeted Goal development
 - Focused and purposeful visits to schools by ALPs resource staff
 - Facilitation of school visits to see exemplary instruction and/or the power of PTD in cultivating gifts
 - Targeted invitations to principals and faculty to attend ALPs professional learning opportunities
 - Implementation of awareness activities with stakeholders, including parents
 - Continue to partner with System Offices to build talent scouting and access
 - English Language Acquisition
 - Special Education
 - Equity and Accelerated Learning
 - Triple E
 - Provide equitable service for students with the use of Itinerant Advanced/GT services (where appropriate)
- Timeline: This will be an ongoing initiative throughout the 2021-2022 school year.

Comprehensive Teacher Induction Program

[COMAR 13A.07.01 Comprehensive Teacher Induction and Mentoring](#)

(Click the link above to access the Teacher Induction and Mentoring Education regulation)

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

.01 Scope.

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

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

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

.04 General Requirements.

A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.

B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.

Local school systems shall use the Maryland Teacher Professional Development Planning Guide develop the program, which shall include the following professional learning activities:

- (1) Before the school year begins, orientation programs for all teachers new to the local school system;
- (2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
- (3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
- (4) Follow-up discussions of the observations and co-teaching experiences;
- (5) Ongoing professional development designed to address new teacher needs and concerns; and
- (6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.

D. The district shall consider the need for staffing to:

- (1) Plan and coordinate all induction activities;
- (2) Supervise new teacher mentors;
- (3) Communicate with principals and other school leaders about induction activities; and
- (4) Oversee the evaluation of the comprehensive induction program.

E. The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program

participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 Participation in the Comprehensive Induction Program.

A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities designed for veteran teachers for a minimum of 1 year.

B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:

- (1) A reduction in the teaching schedule;
- (2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support; or
- (3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.

Comprehensive Teacher Induction Program

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

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

David Sembly is the Manager of New Teacher Support. The manager oversees the design, planning, and implementation of professional development for teachers in their 1st-3rd year in the profession and for teachers newly hired to the district. The manager also visits, observes, and evaluates the 47 coaches (Right Start Advisors) in the program. Additionally, the manager reviews survey data provided by teacher participants to evaluate program effectiveness and make appropriate subsequent modifications to professional development that is offered to new teachers.

- 2. Please provide information on your mentors.**

Type of Mentor	Amount
Full Time Mentors	46 mentors; 1 vacancy (47 slots)
Part Time Mentors	None
Full Time Teachers	None
<i>Total Number of Mentors</i>	<i>46</i>

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

A total of 1,130 probationary teachers are being served this year. Of that number, 182 are working toward completing their certification.

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

As currently staffed, the program operates at a 25:1 mentee to mentor ration

Section B- Comprehensive Teacher Induction Program Training and Supervision

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

AACPS new teacher mentors are referred to as Right Start Advisors (RSAs). Training for new mentors begins with a 4-day institute in June. Throughout the school year new mentors attend monthly forums. They are given the opportunity to shadow an experienced RSA. They also receive one-on-one training from Lead RSAs. Content includes guiding mentors through the reflective and planning coaching conversations as outlined by Costa and Garmston in their Cognitive Coaching (2002) text. Monthly, mentors participate in a full-day training in which they cover problems of practice: coaching teachers through best instructional practice, classroom management, and equitable practices within and beyond the classroom.

The effectiveness of the mentoring program is measured by feedback received from new teachers and school principals during the annual program review. In addition, a survey of teachers is conducted every spring. The results of the 2020-2021 survey, in which there were 496 participants, are below in three specific areas:

The Right Start Program impacted my decision to continue teaching

	A	B	C	D	E	F	G
1							
2							
3	Count of ID	Column Labels					
4	Row Labels	Elementary School	High school	Middle School	Special Center	Split Level Assignment	Grand Total
5	Agree	73	26	31	2	1	133
6	Disagree	13	7	7			27
7	Strongly Agree	155	58	55	3		271
8	Strongly Disagree	5	3	1			9
9	Undecided	32	9	15			56
10	Grand Total	278	103	109	5	1	496

The Right Start Program helped me to improve student learning

	A	B	C	D	E	F	G
	Count of ID	Column Labels					
	Row Labels	Elementary School	High school	Middle School	Special Center	Split Level Assignment	Grand Total
	Agree	84	28	33	2	1	148
	Disagree	6	3				9
	Strongly Agree	170	63	65	3		301
	Strongly Disagree	3					3
	Undecided	15	9	11			35
	Grand Total	278	103	109	5	1	496

The Right Start Program helped me improve my instructional practice

A	B	C	D	E	F	G
Count of ID	Column Labels					
Row Labels	Elementary School	High school	Middle School	Special Center	Split Level Assignment	Grand Total
Agree	84	29	33	1	1	148
Disagree	3	5				8
Strongly Agree	177	65	67	4		313
Strongly Disagree	4					4
Undecided	10	4	9			23
Grand Total	278	103	109	5	1	496

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

Each summer newly hired administrators and central office personnel participate in an all-day onboarding. One topic shared is the New Teacher Support Right Start Program. During that orientation experience administrators are introduced to the program, what they can do to support its efforts, and how they can collaborate with their building-assigned RSA to meet the needs of teachers in their 1st-3rd year of teaching.

Additionally, RSAs introduce themselves at the beginning of the year and provides the administrator with a one-page document outlining the role of the RSA within the building:



The Right Start Advisor and Administrator Instructional Partnership



The Right Start New Teacher Support Program's Diversity, Equity, and Inclusion Statement

The Right Start Program is committed to the advancement of equity and inclusion in our community. We embrace identity-affirming partnerships and equitable coaching experiences with new teachers. We help new teachers plan, teach, and assess through an equity lens. We empower new teachers to create a quality learning environment that removes barriers to equal opportunities and resources. Our commitment to equity will enhance learning experiences, social-emotional well-being, and student achievement.

What and How

- Scheduling Instructional Coaching Sessions focusing on the Teaching and Learning Cycle and Professional Behaviors
- Planning Lessons
- Modeling and Co-teaching Lesson Segments
- Classroom Visits
- Attending Collaborative Planning Sessions
- Analyzing Student Work
- Providing Instructional Resources
- Professional Development Opportunities (geared towards new teachers)

Frequent Misconceptions

- Frequent Substitute Coverage
- Duty Responsibilities and Coverage
- Testing (excessively and outside of the RSA's assigned home school)
- Supporting teachers not on RSA's caseload
- SLO reviewer
- Engaging in evaluative conversations and/or conversations about teachers that are probing or specific in nature
- Conducting Walkthroughs

RSAs hold standing bi-weekly or monthly meetings with building principals or designee to keep them informed of services being provided, trends of building level needs, etc.

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

Mentors are supervised by the Manager of New Teacher Support, who conducts periodic observations of RSAs in their assigned schools. The Manager also conducts a formal program review once per year. During the annual program review, the Manager of New Teacher Support interviews a collection of teachers who work with RSAs to gather information on the level of support they receive. Additionally, mentors are observed and evaluated by school principals. The county's observation tool for instructional leaders is used to document observations of RSAs.

The program looks at the district's retention rate of teachers under the umbrella of Right Start services in totality as well:

COUNT of ID	Returning in 2021-2022?		
Level	no	yes	Grand Total
Elementary	11.89%	88.11%	100.00%
High	18.55%	81.45%	100.00%
Middle	16.47%	83.53%	100.00%
Special Center	23.53%	76.47%	100.00%
Grand Total	14.84%	85.16%	100.00%

Section C- Comprehensive Teacher Induction Program Overview

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

New Teacher Boot Camp was offered to newly hired, conditionally certified teachers. The course was designed to introduce teachers to the AACPS Strategic Plan and provide instruction on foundational elements of teaching, including building relationships, organizing the classroom, and structuring the classroom for success. The course incorporates information from The First Days of School by Harry Wong. Bootcamp occurs during the summer, prior to our New Teacher Onboarding Kickoff (orientation for all new hires). It is a one-day training (offered on 4-5 separate dates) to familiarize conditionally certified teachers with county expectations, foundational elements of setting up a classroom, and the makeup of the district.

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

The frequency of observations, co-teaching, and coaching are differentiated based on the skill of the new teachers. New teachers are observed and coached by Right Start Advisors on a daily, weekly, or monthly basis per diagnosed needs or requests from new teachers and/or administrators. Right Start Advisors and new teachers collaboratively plan for focused observations and agree upon data to be collected during observations. The purpose/focus of the observations depends upon the needs, abilities, and readiness of the new teachers. Right Start Advisors use New Teacher Center's *Collaborative Assessment Log* as a formative assessment tool for providing feedback to new teachers.

Additionally, there are Conditional Teacher Support Specialists to provide ongoing feedback, day-to-day follow up, and modeling. New Teacher Support provides Learning Visits, which are opportunities for new teachers to observe instruction in experienced teachers' classroom. These visits are coordinated by Right Start Advisors and/or Conditional Teacher Support Specialists. Reflective conversations are held after visits to determine best practices for implementation.

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

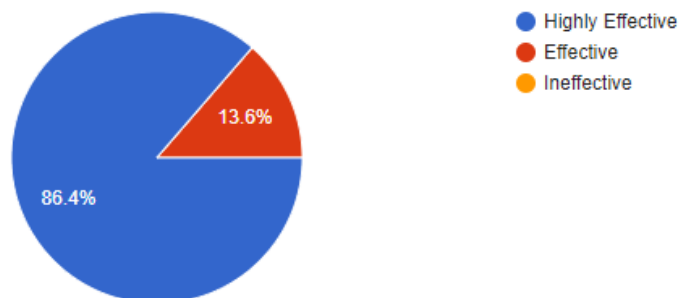
New teachers are given multiple surveys throughout the year that work to inform the program of what supports they need as well as how well the professional development that has already been offered met their needs.

Survey responses are collected, disaggregated, and result in adjustments to subsequent course offerings from New Teacher Support. Sample responses to some offerings are below:

Quality Learning Environment Professional Learning Community (Spring 2021)

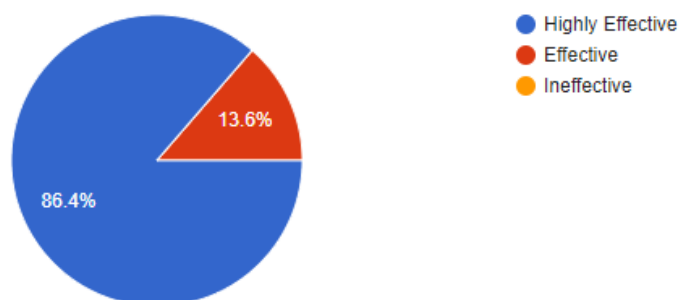
This experience provided a respectful and positive professional learning environment.

22 responses



This experience provided opportunities for collaboration and active participation.

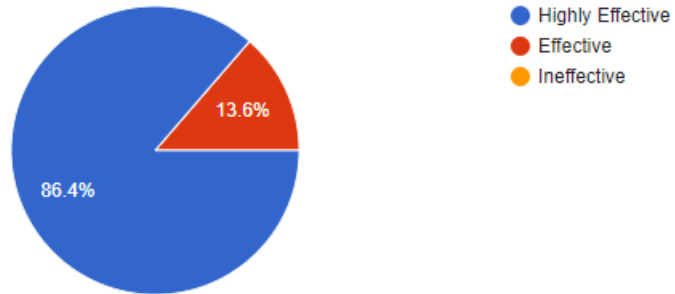
22 responses



This experience addressed outcomes relevant to my professional learning needs as an educator.

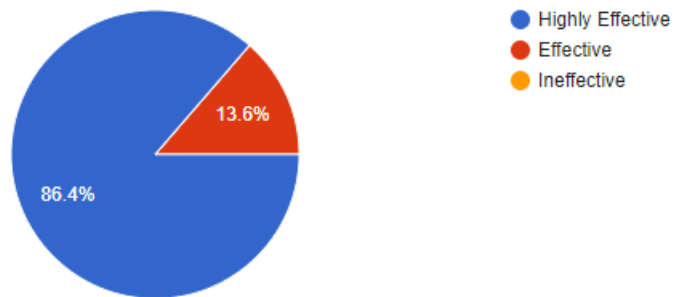


22 responses



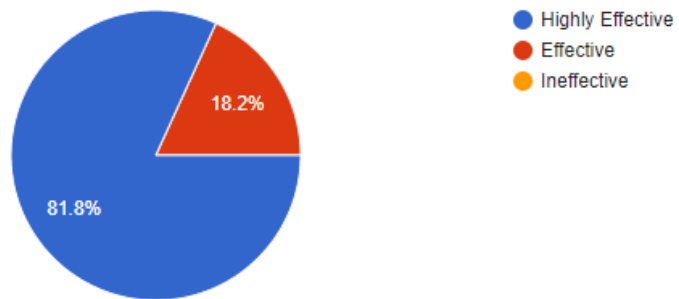
This experience communicated outcomes aligned with system data and standards to address professional knowledge, skills, and practice.

22 responses



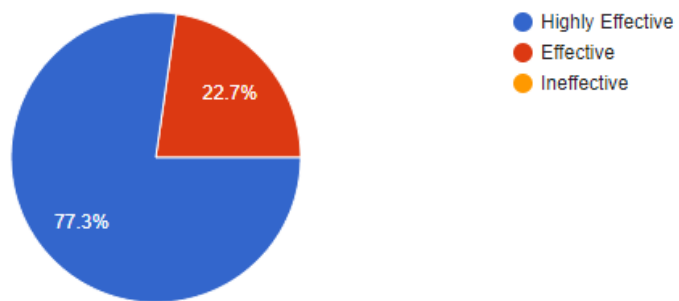
This experience was logically sequenced and paced to meet adult learner needs.

22 responses



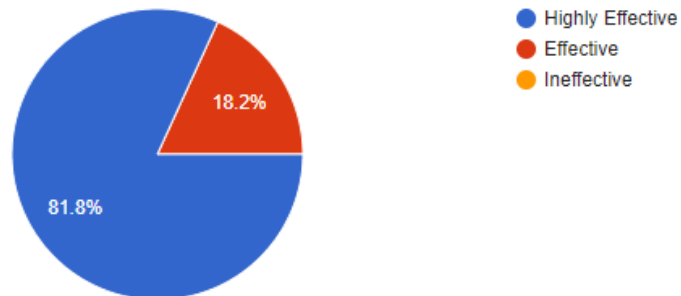
This experience incorporated various and effective adult learning strategies/designs.

22 responses



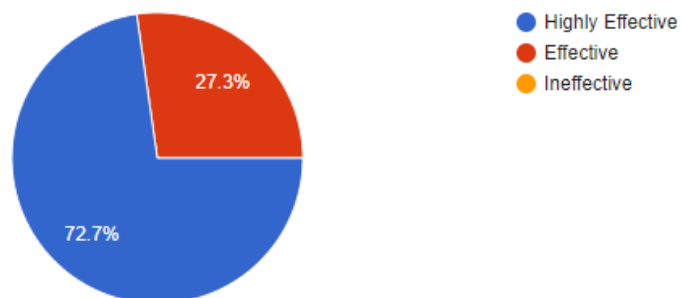
This experience incorporated opportunities for participants to reflect on their individual learning (personal take away).

22 responses



How would you rate the overall value of this professional learning experience?

22 responses



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

The New Teacher Support Program makes ongoing coaching and professional development offering decisions based on feedback from teachers, administrators, and district level personnel. At prescribed intervals, New Teacher Support issues surveys and analyzes teacher performance data (observations and ratings) to determine the needs of probationary teachers, in general.

More specifically, mentors engage in individualized coaching cycles that are tailor-made for each individual probationary teacher who is a willing participant in the coaching process. Areas of focus in said cycles are driven by the mentee's requests in conjunction with observations of the mentor and building level administration.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

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

The Right Start Program has begun utilizing a *Program Improvement Plan*, which focuses on improving teacher retention, maintaining a diverse workforce, and improving teacher performance as conveyed by end of year rating and observation data. In light of the pandemic and many second-year teachers having a largely virtual experience with students last year, this year is being treated as a baseline year for growth in the area of teacher performance as determined by observation and rating data. Two other primary foci that the program is measuring are conditional (not yet certified) teacher retention and the retention of non-white teachers—two areas of need and disparity within the district.

The program will measure the domains (as outlined by the district's observation tool) in which teachers are performing at certain levels and align its supports where gaps are identified: Planning for Learning, Quality Learning Environment, Student Learning Behaviors, Instructional Delivery, or Assessing for Learning.

New teacher support will look at teacher perception data surrounding their participation in professional development appropriateness, accessibility, and relevance to determine what to continue offering, what to modify, what to add, and what to eliminate.

APPENDICES

TITLE I



Title I, Part A: Improving Basic Programs
2021-2022 Title I, Part A Application and Monitoring Tool
Title I, Part A Application and Monitoring Tool Release Date:
June 18, 2021
Federal Grant Application Submission Timeline

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

Local School System:	Anne Arundel County Public Schools
Title I Coordinator:	Kelly Thomas
Telephone Number:	410-222-5444
Email Address:	KLThomas@aacps.org
Submission Date:	

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

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

Explanation of Terms

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

CITATIONS	For each assurance, this column provides the citation(s) from ESSA, the Code of Federal Regulations (CFR), the Uniform Grant Guidance (UGG), or the Education Department General Administrative Regulations (EDGAR).
EVIDENCE OF IMPLEMENTATION	<p>Mandated documentation for evidence of implementation for each assurance and requirement.</p> <p>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</p> <p>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review <i>(KEY POINT: The evidence of implementation is provided for planning and preparation purposes. The documentation will NOT be submitted with the application.)</i></p>
TABLES AND WORKSHEETS	See Excel template and Fiscal Guidance for instructions.

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

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

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

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

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

Attestation - Section 1112	9
A. STAFF CREDENTIALS AND CERTIFICATIONS	11
B. SCHOOLWIDE PROGRAMS	15
C. TARGETED ASSISTANCE SCHOOLS	21
D. PARENT AND FAMILY ENGAGEMENT	28
E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS	34
F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH	39
G. SUPPORT FOR FOSTER CARE STUDENTS	42
H. ENGLISH LEARNERS	44
I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS	47
J. FISCAL REQUIREMENTS	50
Addendum: Progress Monitoring through Growth Measures and Outcomes	61
Program Review Follow-up Addendum	66
Guidance: Sign-in, Agenda, Notes, and Evaluations (SANE) as evidence of implementation for Title I purposes	67
Staff Credentials and Certification: Types of Certificates and Glossary of Terms	68
Schoolwide Program Plan Components Checklist	73
Targeted Assistance School Program Checklist	74
Title I District-Level Parent and Family Engagement Policy/Plan Requirements – Section 1116: Checklist	75
Title I School Level Parent and Family Engagement Plan and School Parent Compact – Section 1116: Checklist	78
Equitable Services Topics of Consultation	81

Affirmation of Consultation Form.	82
Intent to Participate Form	84
MSDE: ESSA Title I and Title III Questions and Answers	85
Title I Skipped Schools' Addendum SY 2021-2022	87

ESSA Law and Non-Regulatory Guidance Links

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

2021-2022 Title I, Part A Application

ATTESTATION

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

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

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

<u>Carrozzini A. Blawie</u>	<u>[Signature]</u>	<u>AACPS</u>	<u>11-12-2021</u>
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date

<u>Kelly Thomas</u>	<u>[Signature]</u>	<u>AACPS</u>	<u>11/3/2021</u>
Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local Educational Agency	Date

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

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

<u>George Ariotto</u>	<u>[Signature]</u>	<u>AACPS</u>	<u>11.12.2021</u>
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date

<u>Kelly Thomas</u>	<u>KL Thomas</u>	<u>AACPS</u>	<u>11/3/2021</u>
Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local Educational Agency	Date

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

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

- Provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being (With a strategic focus on marginalized student groups)
- Identify and address the unique challenges and barriers faced by individual students or by populations of students and 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.)
- Assures their educational equity point of contact is included in the completion of the application

<u>George Arango Jr</u>	<u>[Signature]</u>	<u>AACPS</u>	<u>11-12-2021</u>
LEA Superintendent Name (Please Print or Type)	LEA Superintendent Signature	Local Educational Agency	Date

<u>Maisha Gillins</u>	<u>Maisha Gill</u>	<u>AACPS</u>	<u>11/9/21</u>
Equity Point Of Contact Name (Please Print or Type)	Equity Point of Contact Signature	Local Educational Agency	Date

<u>Kelly Thomas</u>	<u>[Signature]</u>	<u>AACPS</u>	<u>11/3/2021</u>
Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local Educational Agency	Date

Attestation - Section 1112

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. The LEA must include a written process explaining how all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components.

[A1112.1 Anne Arundel County Public Schools FY'22 Collaboration on Title I, Part A Application](#)

2. The LEA must include a written process explaining how the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), Equity Point of Contact/Office, other appropriate school personnel, and with the parents of children in schools served under this part. (Section 1112(a)(1)(A))

[A1112.2 Anne Arundel County Public Schools FY'22 Stakeholder participation in the Title I, Part A Application](#)

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

Kelly Thomas, Title I Senior Program Manager; Shannon Pugh, Community and School Based Programs, Director; Maisha Gillins, Office of Equity and Accelerated Student Achievement, Executive Director; Human Resources Department: Kathleen Orndorff, Senior Manager of Records; Susan

Chittim, Senior Manager of Human Capital; Nicole Carpenter, Certification Specialist; Nancy Grecco, Non-Certification Specialist; Kellie Katzenberger, Senior Manager of Research, Instructional Data Division; Cecelia Berry, Cathi Mellos and Amy Willmarth, Title I Administrative Technicians; Title I Principals at Belle Grove Elementary, Eastport Elementary, Freetown Elementary, Georgetown East Elementary, Germantown Elementary, Hilltop Elementary, Maryland City Elementary, Meade Heights Elementary, Mills-Parole Elementary, Park, Tyler Heights, Van Bokkelen Elementary, Woodside Elementary, Annapolis Elementary, Brock Bridge Elementary, Brooklyn Park Elementary, George Cromwell Elementary, Glen Burnie Park Elementary, Glendale Elementary, Hebron Harman Elementary, Lothian Elementary, Marley Elementary, Monarch Annapolis Academy, North Glen Elementary, Oakwood Elementary, Overlook Elementary, Point Pleasant Elementary, Richard Henry Lee Elementary, Rippling Woods Elementary, Seven Oaks Elementary, Tracey's Elementary, and Southgate Elementary; Regional Assistant Superintendents, Jolyn Davis, Karen Donovan, Janine Robinson, Bill Goodman, Lisa Leitholf, and Daryl Kennedy; Matthew Stanski, Director of Finance; Melissa Comella, Lead Accountant; Accounting Office; Robert Lundy, Senior Analyst, Technology Support; Kimberly Olds, Specialist, Office of Technology; Theresa Gregory and Sarah Bell, Title I Program Managers; Stacey Witte, Parent and Family Engagement Specialist; Jennie Stevens-Nelson and Laura Vezer, Title I Teacher Specialists; Cecelia Berry, Catherine Mellos, and Amy Willmarth, Title I Administrative Technicians

Application: The LEA will respond to each assurance (Check One)	Attestation – Section 1112 Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components listed above. <i>(Required Attachment #1)</i>	1112(a)(1)(A)	Examples of activities demonstrating that the LEA meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program and documentation supporting the implementation of the written process must include: 1. Sign-in, agenda, and notes (SAN) from LEA Title I Meetings demonstrating collaboration with other LEA offices* 2. Written communication demonstrating collaboration with other LEA offices 3. LEA fiscal monitoring of school-level budgets 4. Other documentation to support the LEA has implemented its written process, if applicable. <i>*Agenda topics and notes must reflect the specific component of Title I, Part A</i>

			<i>and the sign-in sheets must reflect the involvement of pertinent LEA offices.</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. The LEA ensures that this application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), Equity Point of Contact/Office, other appropriate school personnel, and with the parents of children in schools served under this part.</p> <p><i>(Required Attachment #2)</i></p>	1112(a)(1)(A)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. SANE from stakeholder meetings demonstrating timely and meaningful consultation regarding the Title I application 2. Written communication from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application 3. Survey data from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application, if applicable 4. Other documentation to support the LEA has implemented its written process, if applicable.

Title: A1112.1 Anne Arundel County Public Schools FY'22 Collaboration on Title I, Part A Application	
Purpose: to ensure 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.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Office Staff: Senior Manager; Program Managers; Parent and Family Engagement Specialist; Teacher Specialists; Administrative Technicians; Executive Director Office of Equity & Accelerated Student Achievement; Director of Community and School Based Programming; Assistant Superintendents of Office of School Performance; Curriculum & Instruction; Human Resources: Senior Managers; Accounting Office; Office of Technology; Instructional Data Division	
Implementation Date: 2021	

Procedure Steps

Step	Action	Time Frame	Artifact	Related Department/Agency
1	AACPS Title I office attends the MSDE Spring Meeting to receive updates for Title I, Part A Application process. Other departments are invited (if necessary) to either of the sessions.	Spring 2021	SAN from Team Meeting Debrief	AACPS Title I Office MSDE Title I Office Invited departments: Accounting Office
2	The team meets to discuss the new application requirements during their next weekly team meeting.	July 2021	Put SAN from July 8 Team Meeting	Title I Office
6	A timeline is created that includes what required actions need to be completed with an internal deadline and a final deadline.	July 2021	Timeline for Draft Application	Title I Office
7	From the timeline and discussion, other stakeholders and offices are contacted and invited to collaborate at least quarterly for specific parts of the FY 21 Application that incorporate new requirements and response to feedback. Monthly meetings to review procedures and actions that are specific to their	July 2021 Each Component Procedures listed in Step 9 has a specific timeline for each Requirement.	SAN from collaborative meetings Component Procedures listed in Step 9	Title I Office Human Resources Accounting Office Instructional Data Division Office of School Performance Office of Student Services Technology Division

	offices to ensure appropriate oversight of the Title I grant with central office stakeholders.			School Admin.
8.	AACPS Title I Office will share progress and updates by holding collaborative meetings for the FY 22 Application with the invited departments. Written processes will also be reviewed at this time and the corresponding department will have a week to propose any changes or revisions to the written processes for the application.	July 2021	SAN from collaborative meetings	Title I Office Human Resources Accounting Office Instructional Data Division Office of School Performance Office of Student Services Technology Division School Admin
9.	The Title I Office will meet to discuss the status of Title I Application. At this time, the timeline will be checked and evidence will be compiled into one document for submission to MSDE.	End of July 2021	Evidence that the procedure was followed listed above	Title I Office
10.	<p>The participation of Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components in the development, monitoring, implementation and evaluation of the application is embedded in the following procedures:</p> <p>Component A: Staff Credentials and Certifications</p> <p><u>A.1 Anne Arundel County Public Schools FY'22 Written Process for Staff Credentials and Collaboration</u></p> <p><u>A.1 Anne Arundel County Public Schools FY'22 Human Resources Hiring Procedures Written Process</u></p>	<p>July 2021 - July 2022</p> <p>See specific written procedure for detailed timeline</p>	Crate documentation found in the component	AACPS Title I Office Title I School Teams

	<p><u>A.1 Anne Arundel County Public Schools FY'22 Addressing Disparities</u></p> <p>Component B: Schoolwide Schools</p> <p><u>B.1 Anne Arundel County Public Schools FY'22 Schoolwide Written Process Developing, Implementing, Monitoring Schools</u> (see Research Based intervention procedure)</p> <p><u>B.4 Anne Arundel County Public Schools FY'22 Schoolwide Written Process to Reduce Overuse of Discipline Practices</u></p> <p><u>B.5 Anne Arundel County Public Schools FY'22 Written Process for how the LEA supports programs that coordinate and integrate</u></p> <p>Component C: Targeted Assistance Schools</p> <p><u>C.3 Anne Arundel County Public Schools FY'22 TAS Develop, implement and monitor requirements</u> (see Research Based intervention procedure)</p> <p>Component E: Participation of Children Enrolled in Private Schools</p> <p><u>E.1.a-c Anne Arundel County Public Schools FY' 22 Equitable Services Private School consultation</u></p>			
--	---	--	--	--

	<p>Component F: Educations for Homeless Children and Youth <u>F.1 Anne Arundel County Public Schools FY’22 Written Process, coordination between Title I and Homeless Education Liaison/Office</u></p> <p>Component H: English Learners <u>H.1 Anne Arundel County Public Schools FY’22 Written Process for Coordination of Efforts</u></p> <p>Component I: School Improvement- Targeted Support and Improvement <u>I.1.i-iii Anne Arundel County Public Schools FY’22 Development and Monitoring Of title I TSI School Implementation</u></p> <p><u>I.1.iv Anne Arundel County Public Schools FY’22 Identifying and Addressing Disparities</u></p> <p><u>I.2. Anne Arundel County Public Schools FY’22 Additional Allocations to Title I TSI Schools</u></p> <p>Component J: Fiscal Requirements <u>J.7 Anne Arundel County Public Schools FY’22 Written Process for Supplement, not Supplant & Methodology</u></p> <p><u>J.8 Anne Arundel County Public Schools FY22 Written Process for Documenting Monitoring Title I Funds</u></p>			
--	---	--	--	--

	<u>J.10 Anne Arundel County Public Schools FY'22 Written Process for Parent & Family Engagement Allocations</u>			
--	---	--	--	--

Revision History:

Revision	Date
Draft	September 2020
Revised	November 2020
Revised	August 2021
Revised	9/28/21 KLT



Title: A1112.2 Anne Arundel County Public Schools FY'21 Stakeholder participation in the Title I, Part A Application

Purpose: to ensure 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. (Section 1112(a)(1)(A))

Department: Office of Community and School Based Programming

Office: Title I

Person(s) Responsible: Title I Office Staff: Senior Manager; Program Managers; Parent and Family Engagement Specialist; Teacher Specialists; Administrative Technicians; Director of Community and School Based Programming; Executive Director of Office of Equity and Accelerated Student Achievement

Implementation Date: 2020

Procedure Steps

Step	Action	Time Frame	Artifact	Related Department/Agency
1.	The AACPS Title I Office delivers the Spring Title I Meeting with all Title I schools to inform them of requirements for their Title I Plans and Budget Narratives as well as get their insight and input on application development to include central office focus with funds.	April and May 2021	SANE from Spring Meetings	AACPS Title I Office AACPS Title I school administration and resource teachers
2.	The Title I Office presented the new Title I Plan format that is aligned more closely with the School Improvement Plan. Schools also received Guiding Questions that lead to equitable outcomes , aligned with the School Improvement Plan, from the Office of Equity and Accelerated Student Achievement. that contained.	April and May 2021	SANE from Spring Meeting SAN from Title I meeting with Equity Guiding Question that lead to equitable outcomes	AACPS Title I Office AACPS Office of Equity and Accelerated Student Achievement

3.	Program Managers, teacher specialists, and administrative technicians are available for consultation to provide feedback for how schools would like to spend funds. Please see specific written processes for Schoolwide and/or Targeted Assistance.	Spring 2021 - Summer 2021	Written feedback forms via email	AACPS Title I Office
4.	Title I schools will create a comprehensive needs assessment from analyzing school data. The schools also create a School Improvement Plan (SIP) that requires parental participation or input.	Spring 2021-Summer 2021	SAN from School Improvement Team meetings (school level)	Title I School Teams (Title I teachers)
5.	School specific Title I plans and Budget Narratives will be approved by the AACPS Title I Office. School Improvement Plans will be reviewed and approved by the Office of School Performance.	Summer 2021	Title I Plans School Improvement Plans	AACPS Title I Office Office of School Performance
6.	The Title I team will collaborate with the Equity, Reading, Math, English Learners, Professional Growth and Development, Instructional Data Division, and Community and School Programming offices to develop a survey that is sent to school level staff to determine needs and provide feedback for the creation of the Title I Part A Application.	January 2022	SAN from collaboration meeting Survey	AACPS Title I Office Reading Office Math Office Equity and Accelerated Student Achievement Office Professional Growth and Development Office Instructional Data Division Community and School Programming Office
7.	Survey will be sent to all Title I Principals and staff. All staff members will be given the opportunity to complete the survey,	March 2022	Survey results	AACPS Title I Principals/staff members
8.	A committee of stakeholders will be convened to review the survey data and discuss implications for the	April/May 2022	SAN from committee meeting	Teachers Principals School Leaders

	Title I Part A application development			Paraprofessionals, Specialized Instructional Support Personnel, Administrators Equity Office
--	--	--	--	---

Revision History:

Revision	Date
1	11/12/2020
2	7/8/2021
3	9/29/21 KLT

A. STAFF CREDENTIALS AND CERTIFICATIONS

Resources:

[Staff Credentials: Glossary of Terms](#)

[Disparity Data Chart](#)

[Maryland Educational Equity Guidebook Focus 4: Educator and Staff Capacity](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. A written process to ensure the LEA:
 - has all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements.
 - coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
 - identifies (using the previous school year data) disparities, plan to address disparities, and processes for the implementation (planning, interim check-in, analysis of outcomes) that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. Per the Maryland ESSA Consolidated Plan, LEAs will be expected to address the data with a specific focus on how the support will differ for schools that receive Title I, Part A funds. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
 - has a timeline to notify parents.

A.1 Anne Arundel County Public Schools FY'22 Written Process for Staff Credentials and Collaboration

A.1 Anne Arundel County Public Schools FY'22 Human Resources Hiring Procedures Written Process

A.1 Anne Arundel County Public Schools FY'22 Addressing Disparities

2. Listing of the percentage and number of teachers who have met and not met licensure and certification status for the 2021-2022 school year in each Title I School including the area of certification. If applicable, provide a written action plan for teachers who meet conditional certification status with timeline to complete certification requirements.*

A.2 Anne Arundel County Public Schools FY'22 Percentage and Number of Teachers who have not met licensure and certification status

3. Listing of the percentage and number of paraprofessionals who have met and not met qualification status for the 2021-2022 school year.

A.3 Anne Arundel County Public Schools FY'22 Percentage and Number of Paraprofessionals who have not met qualification status

4. Data used to identify disparities (from 2020-2021), accompanied by communication from the LEA office generating the data (Human Resources, Accountability/Data, etc.) demonstrating data was generated from LEA records. The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White). The MSDE has provided a sample chart that **may** be used in required attachment #4.

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

A.4 Anne Arundel County Public Schools FY'22 Data used to Identify Disparities

A.4 Anne Arundel County Public Schools FY'22 Data used for Ineffective Teachers

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

Kelly Thomas, Title I Senior Program Manager; Shannon Pugh, Community and School Based Programs, Director; Human Resources Department: Kathleen Orndorff, Senior Manager of Records; Susan Chittim, Senior Manager of Human Capital; Nicole Carpenter, Certification Specialist; Nancy Grecco, Non- Certification Specialist; Kellie Katzenberger, Senior Manager of Research, Instructional Data Division; Cathi Mellos, Amy Willmarth, and Cecelia Berry

Title I Administration Technicians, Title I Principals at Belle Grove Elementary, Eastport Elementary, Freetown Elementary, Georgetown East Elementary, Germantown Elementary, Hilltop Elementary, Maryland City Elementary, Meade Heights Elementary, Mills-Parole Elementary, Park, Tyler Heights, Van Bokkelen Elementary, Woodside Elementary, Annapolis Elementary, Brock Bridge Elementary, Brooklyn Park Elementary, George Cromwell Elementary, Glen Burnie Park Elementary, Glendale Elementary, Hebron Harman Elementary, Lothian Elementary, Marley Elementary, Monarch Annapolis Academy, North Glen Elementary, Oakwood Elementary, Overlook Elementary, Point Pleasant Elementary, Richard Henry Lee Elementary, Rippling Woods Elementary, Seven Oaks, Tracey's Elementary, and Southgate Elementary; Regional Assistant Superintendents, Jolyn Davis, Karen Donovan, Janine Robinson, Bill Goodman, Lisa Leitholf, and Daryl Kennedy; Theresa Gregory and Sarah Bell, Title I Program Managers

Application: The LEA will respond to each assurance <i>(Check One)</i>	Staff Credentials and Certification Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that it has a written process that all teachers in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. <i>(Required Attachment #1 and #2)</i>	1111(g)(2)(J) 1112(c)(6)	Documentation supporting the implementation of the written process which must include: 1. List of teachers and their certification status for each Title I school including: <ul style="list-style-type: none"> ○ Number and percentage of teachers who have certification and licensure in Title I schools for the 2021-2022 school year. ○ Number and percentage of teachers who do not have certification and licensure in Title I schools for the 2021-2022 school year. 2. Copies of 2021-2022 Principal Attestations with dates and signatures for each Title I school. 3. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	2. The LEA ensures it has a written process to include multiple coordinated efforts with certification and licensure notification between Human	1111(g)(2)(J) 1112(c)(6)	Documentation supporting the implementation of the written process which must include: 1. Multiple* dated communications and meetings between Human Resources, the Title I Office, and school administration (SAN/emails) 2. Other documentation to support the LEA has implemented its written

<input type="checkbox"/> N/A	Resources, the Title I Office and school administration. <i>(Required Attachment #1)</i>		process, if applicable. * Regular, ongoing collaboration throughout the year (based on the frequency in the written process)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. The LEA ensures that all paraprofessionals working in Title I schools meet applicable State qualification requirements. Mark N/A if <ul style="list-style-type: none"> there are no paraprofessionals in the Title I schools; paraprofessionals are not assigned instructional duties <i>(Required Attachment #1 and #3)</i>	1112(c)(6) 1111(g)(2)(J)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> List of paraprofessionals and their qualifications - AA degree or higher, completed two years of study at an institution of higher education, and/or PRAXIS to include: <ul style="list-style-type: none"> Number and percentage of paraprofessionals who have met qualifications status Number and percentage of paraprofessionals who have not met qualifications status Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2021-2022 must include: <ul style="list-style-type: none"> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. The LEA ensures it has a written process and evidence of implementation to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. <i>(Required Attachment #1 and #4)</i>	1111(g)(1)(B) 1112(b)(2)	Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> The implementation of the procedures (from 2020-2021 SY) for identifying and, If applicable addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced, out-of-field teachers) Multiple* SAN and email documenting processes for the implementation (planning, interim check-in, analysis of outcomes) of identifying and addressing disparities in collaboration with human resources, certification, or other LEA offices showing disparity data, teacher placement, teacher support, etc. Other documentation to support the LEA has implemented its written process, if applicable.

			* Regular ongoing collaboration throughout the year (based on the frequency in the written process)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>5. The LEA ensures it has a written process that includes timelines/dates used to annually notify parents about:</p> <p>a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children.</p> <p>b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents.</p> <p>c. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part.</p> <p><i>(Required Attachment #1)</i></p>	<p>1112(e)(1)(A)(i)(I-III)</p> <p>1112(e)(1)(B)(ii)</p> <p>1112(e)(1)(B)(i)</p>	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> Multiple dated communications at the beginning of the school year which must include: <ul style="list-style-type: none"> A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information Communication/ notification to parents (newsletter, memo, letter, school calendars, etc.) Copies of requests for information from parents on teacher and/or paraprofessional qualifications, if applicable. Evidence that parents have been provided information on the level of achievement and academic growth on State academic assessments of their students. A dated written notice to parents regarding when their child has been assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. This notice must include the teacher's name and content area. Copies of the timely responses provided to parents, if applicable Other documentation to support the LEA has implemented its written process, if applicable.



Title: A.1 Assurance 1 and 2 - Staff Credentials and Certification – Teachers	
Purpose: To monitor staff credentials at Title I schools and to coordinate certification and licensure notification between Human Resources, Title I, and school administration.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager; Title I Program Managers; AACPS Human Resources Certification Specialists; Title I Principals	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Human Resource Certification Specialists complete informal audits and compile a list of teachers whose certifications will expire within 2 years. This list must include the number and percentage of teachers who certification and licensure in Title I schools for the 2020-2021 school year.	Winter 2021 and Spring 2021	The list of teachers	Human Resources
2.	<p>The Department of Human Resources runs a list of teachers who are still working to earn their certification. A letter is sent via email to the teacher, with principals and The Title I Office copied.</p> <p>Principals are sent updated rosters via email notifying them of the subject endorsements of all the teachers to ensure teachers are teaching within the grade levels/subjects for which they are qualified to teach.</p>	Spring 2021	<p>Letters sent to teachers</p> <p>Rosters with endorsements</p>	Human Resources Title I Office School

3.	The teacher is required to submit confirmation of completed coursework such as grades, transcripts, registration to maintain an active certification to Human Resources via email or in person. The Title I Office is updated on the teacher's progress of certification.	Monitored at quarterly HR/Title I collaboration meeting	SAN Documentation Email	Title I Office Human Resources
4.	The teacher, principal, and Title I Office are updated with teacher's credentials by Human Resources via email.	Spring 2022	SAN Documentation	Title I Office Human Resources Principal
5.	Title I meets with Human Resources to discuss credentials of Title I employees, recruiting retention updates and needed parent notifications.	Monitored at quarterly HR/Title I Office collaboration meeting	SAN Documentation	Title I Office Human Resources
6.	<p>If the teacher fails to meet qualifications upon final notice from Human Resources, the Title I office and principal of said teacher is notified of a date of transfer for the teacher. Teachers who fail to remain professionally certified are transferred from Title I schools at the end of the school year are given the option of:</p> <ul style="list-style-type: none"> *voluntary excess and reapplication to the position or to another school *can lose tenure *fined \$1,000 *bumped down to a conditional certificate and will receive a provisional contract. <p>Due to the Teacher Shortage this is the process used to ensure that the best candidates are in place.</p>	May 2022	Email of notification Updated School Roster	Human Resources School Title I Office

6.	For any core class that is held by a teacher with less than a Standard Certificate or a long-term substitute on the first day of school, an initial parent letter supplied by the Title I Office is sent to parents by October 7 th . Within each quarter (September, November, February and April), a letter is sent to parents notifying them of the teacher who holds less than a Standard Certificate or long-term substitute via email, google classroom, or US mail. Copies of all dated parent notification letters are uploaded into the TitleICrate along with the list of students who are instructed by said teacher or long term substitute throughout the school year. All teachers hired by Human Resources for Title I schools hold a MSDE issued certification. For any long-term substitutes who are hired throughout the school year, notification letters are sent to parents within four weeks after they are hired by Anne Arundel County Public Schools.	By October 7 th November February April (per quarter)	Copies of the letters (See separate process for Parent Notification in the Parent Engagement Section)	Human Resources School Title I Office
7	Human Resource Certification Specialists monitor teachers whose certificates will expire within the next year.	Winter 2022 and Spring 2022	Lists of Teachers	Human Resources

8.	<p>The Department of Human Resources runs a list of teachers who are still working to earn at least their Standard Certification. That list is sent to the teacher, principal and the Title I Office.</p> <p>Principals are sent an email, The Title I Office is copied, of updated rosters notifying them of the subject endorsements of all the teachers to ensure teachers are teaching within the grade levels/subjects for which they are qualified to teach.</p> <p>This list must include the number and percentage of teachers who have certification and licensure in Title I schools for the 2021-2022 school year.</p>	Spring 2022	<p>List of Teachers</p> <p>Letter</p> <p>Updated Rosters</p> <p>Updated Percentages</p>	Human Resources
9.	<p>Current data consisting of certified staff is compiled by Human Resources for MSDE Title I Monitoring Visit. This list must include the number and percentage of teachers who have certification and licensure in Title I schools for the 2021-2022 school year.</p>	Spring 2022	List of Certificated Staff	Human Resources

Revision History:

Revision	Date
Draft	June 2020
Revised	Sept 2020
Revised	July 2021

[Return to Table of Contents](#)

Title: A.1 Assurance 1 and 3 - Staff Credentials and Certification – Teacher Assistants	
Purpose: To monitor staff credentials at Title I schools	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager; Title I Program Managers; AACPS Human Resources Certification Specialists; Title I Principals	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Human Resources hires and places only certified Teacher Assistants/Paraprofessionals in Title I schools. That list is shared with the Title I Office and Principals. Paraprofessionals who do not meet the qualifications are transferred from the Title I school to a nonTitle I school.	Winter 2021 and Spring 2021	The list of paraprofessionals	Human Resources
2.	The Title I Office and principals create a list of vacancies for schools.	Spring 2021	Roster Emails	Title I Office Principals
3.	In collaboration with Human Resources and the Title I office, principals should follow hiring processes for teacher assistants on page 21 of this document Title One Office meets with Human Resources to discuss credentials of Title I employees.	Monitored at quarterly HR/Title I Office collaboration meeting	SAN documentation	Human Resources Principal Title I Office

Revision History:

Revision	Date
Draft	June 5, 2020
Revised	Sept 30, 2020
Revised	July 2021

[Return to Table of Contents](#)

Title: A.1 Assurance 4 - Disparities (A.4)	
Purpose: To identify and address any disparities that result in low income and minority students being taught at a higher rate than other students by ineffective, inexperienced, or out of field teachers.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager; Title I Program Managers; Human Resources; Data Office, OEASA (Equity Office); Teachers Association for Anne Arundel County (TAAAC)	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Data Table that includes the statistics of teacher experience levels, ratings, and out of field assignments broken down by school is given to the Title I Office. These statistics should be from the 2020-2021 school year.	Summer 2021	Data Table	Data Office
2.	The Title I Office along with the Equity Office, and the Human Resources office will analyze and discuss the data. The goal is to create a plan to decrease the disparities from teacher quality through new initiatives to attract candidates to our Title I funded schools. We will be discussing how to market our Title I schools to our highly qualified and NBCT certified teachers in the county.	Summer - Fall 2021	Disparity Chart SAN Documentation Plan with initiatives and strategies	Title I Office Human Resources Representative Equity IDD
3.	Monitoring of plan #1 meeting to focus on the development of a NBCT Title I job fair through an equity lens. This meeting will focus on the development of the vision of this job fair(s), layout of the event, and ways to attract teachers to this event.	Fall 2021/Winter 2022	SAN documentation	Title I Office Human Resource Equity IDD

4.	Monitoring of plan #2 meeting to focus on the development of a NBCT Title I job fair through an equity lens. This meeting will focus on job fair structures, and marketing.	Winter/Spring 2022	SAN documentation	Title I Office Human Resource Equity IDD
5.	Monitoring and Reflection of Plan #3 meeting we will reflect on and discuss glows and grows from the job fair(s). This would also be a time to review hiring data based on job fair(s) and plan for next steps to address any disparities in hiring at our Title I funded schools.	Spring/Summer 2022	SAN documentation	Title I Office Human Resource Equity IDD

Revision History:

Revision	Date
Draft	June 5, 2020
Revised	Sept 2020
Revised	July 2021
Revised	9/29/21

[Return to Table of Contents](#)

Title: A.1 Assurance 5a and 5b - Parent Notification about Staff Credentials	
Purpose: to notify parents they have the right to request the professional qualifications of their child's classroom teachers and paraprofessionals.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: AACPS Human Resources; Title I Sr. Program Manager; Title I Program Managers; Title I principals	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
------	--------	------------	----------	------------------------

1.	Anne Arundel County Public Schools publishes an annual Parent Handbook around October 7th, that is available online through the county's website and is distributed to all parents in the fall and throughout the school year as new students are enrolled into a school. In this document, there is a Parents' Rights to Know section that outlines the parents' right to request the professional qualifications of their child's classroom teacher and paraprofessionals.	Fall 2021 or upon new student enrollment	Parent Handbook	Title I Schools
2.	During the District and School-level Title I Fall Parent Overview Workshop, which are held in September through November, it is reiterated to parents about their right to seek additional information on the professional qualifications of their child's teacher and paraprofessionals who provide instructional services to their child. Questions and comments are addressed. In addition, the current District Title I Fall Newsletter, is distributed to all parents in Title I schools and posted on our Title I website, stating Parents' Right to Know and may request information at any time regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their child.	Fall 2021	SANE Title I Fall Parent Overview Workshop District Title I Newsletter	Title I office Title I schools
3.	For long-term substitutes as of the first day of school, an initial parent letter is sent to parents by October 7 th .	October 7, 2021	Parent letter	Title I School Principals

	Copies of all dated parent notification letters are sent to the Title I Office for filing, along with the list of students who are instructed by the teacher or long-term substitute of record throughout the school year.			
4.	Within each quarter (September, November, February and April), a letter is sent to parents notifying them of any teacher not holding at least a Standard teaching certificate or long-term substitute. Copies of all dated parent notification letters are sent to the Title I Office for filing, along with the list of students who are instructed by the teacher or long-term substitute throughout the school year.	November 2021 February 2021 April 2021	Parent Letters Student Lists	Title I Schools
5.	Any teacher not holding at least a Standard teaching certificate or long-term substitute who are hired throughout the school year, notification letters are sent to parents within four weeks after they are hired by Anne Arundel County Public Schools. Copies of all dated parent notification letters are sent to the Title I Office for filing, along with the list of students who are instructed by the teacher or long-term substitute throughout the school year.	Within 4 weeks of new hire	<u>Parent Letters (English)</u> <u>Parent Letters (Spanish)</u> Student Lists	Title I Schools
6.	In case of virtual learning, all steps in this process will be followed.			

Revision History:

Revision	Date
Draft	June 2020
Revised	Sept 2020

[Return to Table of Contents](#)

Title: A.1 Assurance 5c - Parent Notification about Student Achievements	
Purpose: to notify parents of their student's level of achievement and academic growth on each of the State academic assessments.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Data Division	
Implementation Date: August 2021 – DUE TO COVID-19 this written procedure is N/A for the 2021-2022 school year.	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Connect Ed phone calls and email communication are sent out in English and Spanish to all parents, informing them that in the following week, MCAP and MISA scores will be sent home. This communication tells parents they may click an enclosed link to the AACPS.org website where they can find more information on what the score means as well a link to the MD report card.	Fall	Letter	AACPS Data Office AACPS Communications
2.	In December, a news release will be published with information about progress and ratings for Anne Arundel County from the Maryland Report Card. Additionally, information is provided publicly in a presentation at the December Board of Education meeting. There is a website that is dedicated to informing all parents and families about Maryland Report Cards at www.aacps.org/statereportcard .	December	News Release	AACPS Communications
3.	In case of virtual learning, all steps in this process will be followed.			

Revision History:

Revision	Date
Draft	June 5, 2020
Revised	Sept 2020

Insert date here:

Other Than Standard Certified Teacher/Long-Term Sub Letter
to Parents/Guardians

**Must be printed on AACPS Letterhead,
and signed by the principal.**

This content of this letter cannot be changed.

Dear Parents:

In compliance with ESSA (Every Student Succeeds Act), a public school system must notify parents of students in Title I schools when their child is being taught by a teacher who does not hold at least a Standard Certificate by MSDE.

MSDE defines a Standard Certification as an who teacher who meets all certification requirements and is employed by a MD local school system or a publicly funded nonpublic school

While your child's current teacher, *(insert teacher's name)*, may not be certified at this time, the teacher is supported by the instructional staff and administration to provide effective, quality instruction.

If you have any questions about this letter, please call the school office *(insert school phone number)*.

Sincerely,

(Principal's signature here)

Other Than Standard Certified Teacher/Long-Term Sub Letter
to Parents/Guardians
Must be printed on AACPS Letterhead,
and signed by the principal.
This content of this letter cannot be changed.

Insert date here:

Estimados Padres/Tutores:

De conformidad con ESSA (Ley Federal Cada Estudiante tiene Exito), un sistema de escuelas públicas debe notificar a los padres de los estudiantes de las escuelas de Título I cuando su estudiante está siendo enseñado por un maestro/a que no tiene al menos un Certificado Estándar de MSDE (Departamento de Educación del Estado de Maryland).

MSDE define una Certificación Estándar como un maestro que cumple con todos los requisitos de certificación y es empleado por un sistema escolar local de Maryland o una escuela no públicamente financiada.

Si bien el maestro/a actual de su estudiante, *(insert teacher's name here)*, puede no estar certificado en este momento, el maestro/a es apoyado por el Personal de Instrucción y la Administración para proporcionar una instrucción efectiva y de calidad.

Si tiene alguna pregunta sobre esta carta, por favor llame a la oficina de la escuela *(insert school phone number)*.

Sinceramente,

(Principal's signature here)

Human Resources Hiring and Certification Process

Steps	HR Department	Steps	HR System	Evidence
1	Human Capital Management (HCM)	Vacancy created by employee separation, budgetary request, grant funding, staff allocation		HR Separation document, Board approved budget, grant award
2	HCM	Position requisition for vacancies posted by title and location. Some positions require a panel interview to allow them to be placed into a pool of qualified applicants	HR Navigator	Job Posting
3	HCM	Applicants apply to the pool or a specific position.	HR Navigator	Job Posting
4	HCM	Applicants vetted for position requisitions	HR Navigator	Job Posting
5a	HCM	Principals make selection.	HR Navigator	Request to Hire
5b	HCM	<p>If a Title I school requests a provisional teacher, that request must go through the Senior Manager of HCM. A list of all the provisional teachers is provided to the Exec Director of Equity including the conditional teacher name, the school, and what is needed for Certification.</p> <p>For Title I paraprofessionals, if data is not received within 30 days to verify their highly qualified status, the HR Technician sends the employee an email. If nothing is received in a week, we send an email to the Principal and the employee. After one more week, we will initiate a transfer of that employee from the Title I school.</p>		Internal Correspondence Crystal Reports
6	HCM	Applicant offered position by HR	HR Navigator	Hiring Documents
7	HCM	HR and new hire agree on date to be onboarded		Hiring Documents
8	HCM	New Hire provides HR hiring documentation. Paperwork collected to complete file (can take a while to complete the file)		Hiring Documents

9	HCM	File created for new employee and employee information entered into Human Resources Information Systems (HRIS)	Advantage HRM	Official Personnel File
10	(HRIS) Process Specialist	Files are audited against Advantage HRM data to ensure data accuracy in terms of key fields	Advantage HRM	Reports
11	Certification	File is placed in queue for Certification review		Official Personnel File
12	Certification	Certification reviews the file, produces a letter and a certification evaluation listing what is required for renewal based on the position they were hired into, transcripts, and test scores provided.		MSDE approved forms and standard letter based on Certification type, Certification expiration date.
13	Certification	Data is scanned and uploaded to MSDE	MSDE Educator Information System (EIS)	MSDE EIS record
14	Certification	New hire certification data is entered into HR and MSDE systems	MSDE Educator Information System Advantage HRM	MSDE EIS record Advantage HRM
15	Certification	Certificated staff received a letter 9 months before their certificate renewal date.	MS Office	Renewal letters are sent by email.
16	Certification	Certificated staff start receiving more targetted email follow-ups within 4 months of their certificate renewal date. Principals are copied as needed.	MS Office	Follow-up by email.
17a	Certification, HCM and the	Certification, HCM and the Executive Director of HR	MS Office	Excel worksheet
17b	Certification, HCM and the	Certification, HCM and the Executive Director of HR	MS Office	Excel worksheet
18	Certification, HCM and the Executive Director of HR	Certification, HCM and the Executive Director of HR meet post expiration date to discuss staff who did not meet renewal requirements to discuss next steps. (see NOTE)	MS Office	Correspondence based on situation.

NOTE: Due to COVID19, there has been emergency legislation enacted that will change this timeline in the near future. Since HR is still tracking certificate expiration dates, we will continue to follow the process outlined in steps 12 to 16. In addition, Certification follows guidance issued by the MSDE based on COMAR.

Title: A.1 Assurance 4 - Disparities (A.4)	
Purpose: To identify and address any disparities that result in low income and minority students being taught at a higher rate than other students by ineffective, inexperienced, or out of field teachers.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager; Title I Program Managers; Human Resources; Data Office, OEASA (Equity Office); Teachers Association for Anne Arundel County (TAAAC)	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Data Table that includes the statistics of teacher experience levels, ratings, and out of field assignments broken down by school is given to the Title I Office. These statistics should be from the 2020-2021 school year.	Summer 2021	Data Table	Data Office
2.	The Title I Office along with the Equity Office, and the Human Resources office will analyze and discuss the data. The goal is to create a plan to decrease the disparities from teacher quality through new initiatives to attract candidates to our Title I funded schools. We will be discussing how to market our Title I schools to our highly qualified and NBCT certified teachers in the county.	Summer - Fall 2021	Disparity Chart SAN Documentation Plan with initiatives and strategies	Title I Office Human Resources Representative Equity IDD
3.	Monitoring of plan #1 meeting to focus on the development of a NBCT Title I job fair through an equity lens. This meeting will focus on the development of the vision of this job fair(s), layout of the event, and ways to attract teachers to this event.	Fall 2021/Winter 2022	SAN documentation	Title I Office Human Resource Equity IDD

4.	Monitoring of plan #2 meeting to focus on the development of a NBCT Title I job fair through an equity lens. This meeting will focus on job fair structures, and marketing.	Winter/Spring 2022	SAN documentation	Title I Office Human Resource Equity IDD
5.	Monitoring and Reflection of Plan #3 meeting we will reflect on and discuss glows and grows from the job fair(s). This would also be a time to review hiring data based on job fair(s) and plan for next steps to address any disparities in hiring at our Title I funded schools.	Spring/Summer 2022	SAN documentation	Title I Office Human Resource Equity IDD

Revision History:

Revision	Date
Draft	June 5, 2020
Revised	Sept 2020
Revised	July 2021
Revised	9/30/21

Anne Arundel County Public Schools - Title 1 Schools - Teacher Certification Summary

2021-2022

	Professional				Conditional		Total	Professional	Conditional
	APC	SPC	PEC *	SLP	CDC	RTC		%	%
ANNAPOLIS ELEMENTARY	20	9	-	2	-	-	31	100.0%	0.0%
BELLE GROVE ELEMENTARY	26	6	-	1	-	-	33	100.0%	0.0%
BROCK BRIDGE ELEMENTARY	34	19	-	-	5	-	58	91.4%	8.6%
BROOKLYN PARK ELEMENTARY	30	10	1	-	-	-	41	100.0%	0.0%
EASTPORT ELEMENTARY	30	4	-	1	-	-	35	100.0%	0.0%
FREETOWN ELEMENTARY	27	16	1	1	1	-	46	97.8%	2.2%
GEORGE CROMWELL ELEMENTARY	25	5	1	1	3	1	36	88.9%	11.1%
GEORGETOWN EAST ELEMENTARY	26	10	2	1	2	-	41	95.1%	4.9%
GERMANTOWN ELEMENTARY	40	14	1	1	-	-	56	100.0%	0.0%
GLEN BURNIE PARK ELEMENTARY	27	16	-	-	1	1	45	95.6%	4.4%
GLENDALE ELEMENTARY	29	10	-	-	-	-	39	100.0%	0.0%
HEBRON-HARMAN ELEMENTARY	43	12	2	-	3	-	60	95.0%	5.0%
HILLTOP ELEMENTARY	40	29	-	1	1	-	71	98.6%	1.4%
LOTHIAN ELEMENTARY	32	7	1	-	-	1	41	97.6%	2.4%
MARLEY ELEMENTARY	33	29	-	-	4	1	67	92.5%	7.5%
MARYLAND CITY ELEMENTARY	21	22	-	-	-	-	43	100.0%	0.0%
MEADE HEIGHTS ELEMENTARY	20	16	1	1	4	1	43	88.4%	11.6%
MILLS-PAROLE ELEMENTARY	42	18	2	1	4	-	67	94.0%	6.0%
MONARCH ANNAPOLIS	34	22	1	-	9	-	66	86.4%	13.6%
NORTH GLEN ELEMENTARY	23	9	1	-	1	-	34	97.1%	2.9%
OAKWOOD ELEMENTARY	26	8	1	-	-	1	36	97.2%	2.8%
OVERLOOK ELEMENTARY	24	9	1	-	-	-	34	100.0%	0.0%
PARK ELEMENTARY	33	17	1	-	-	-	51	100.0%	0.0%
POINT PLEASANT ELEMENTARY	27	18	-	2	3	-	50	94.0%	6.0%
RICHARD HENRY LEE ELEMENTARY	26	14	-	1	2	-	43	95.3%	4.7%
RIPPLING WOODS ELEMENTARY	29	15	-	1	3	-	48	93.8%	6.3%
SEVEN OAKS ELEMENTARY	19	20	-	-	6	-	45	86.7%	13.3%
SOUTHGATE ELEMENTARY	41	22	-	1	-	-	64	100.0%	0.0%
TRACEY'S ELEMENTARY	28	9	-	-	1	-	38	97.4%	2.6%
TYLER HEIGHTS ELEMENTARY	35	16	-	1	2	-	54	96.3%	3.7%
VAN BOKKELEN ELEMENTARY	22	20	-	-	6	-	48	87.5%	12.5%
WOODSIDE ELEMENTARY	32	8	-	-	-	-	40	100.0%	0.0%
Total	944	459	17	17	61	6	1,504	95.5%	4.5%

Total Professional	1,437	95.5%
Total Conditional	67	4.5%

* New hires on a Professional Eligibility Certificate are eligible for either an APC or SPC. They have not yet been evaluated by our Certification Team.

Data as of: 9/14/2021

Anne Arundel County Public Schools - Title 1 Schools - Teaching Assistants 2021-2022

	Qualified	Not Qualified	Total	Qualified %	Not Qualified %
ANNAPOLIS ELEMENTARY	6		6	100.0%	0.0%
BELLE GROVE ELEMENTARY	9		9	100.0%	0.0%
BROCK BRIDGE ELEMENTARY	8		8	100.0%	0.0%
BROOKLYN PARK ELEMENTARY	7		7	100.0%	0.0%
EASTPORT ELEMENTARY	4		4	100.0%	0.0%
FREETOWN ELEMENTARY	10		10	100.0%	0.0%
GEORGE CROMWELL ELEMENTARY	5		5	100.0%	0.0%
GEORGETOWN EAST ELEMENTARY	13		13	100.0%	0.0%
GERMANTOWN ELEMENTARY	12		12	100.0%	0.0%
GLEN BURNIE PARK ELEMENTARY	6		6	100.0%	0.0%
GLENDALE ELEMENTARY	6		6	100.0%	0.0%
HEBRON-HARMAN ELEMENTARY	7		7	100.0%	0.0%
HILLTOP ELEMENTARY *	13		13	100.0%	0.0%
LOTHIAN ELEMENTARY	6		6	100.0%	0.0%
MARLEY ELEMENTARY *	8		8	100.0%	0.0%
MARYLAND CITY ELEMENTARY	9		9	100.0%	0.0%
MEADE HEIGHTS ELEMENTARY *	5		5	100.0%	0.0%
MILLS-PAROLE ELEMENTARY	17		17	100.0%	0.0%
MONARCH ANNAPOLIS	7		7	100.0%	0.0%
NORTH GLEN ELEMENTARY	4		4	100.0%	0.0%
OAKWOOD ELEMENTARY **	8	1	9	88.9%	11.1%
OVERLOOK ELEMENTARY	5		5	100.0%	0.0%
PARK ELEMENTARY *	9		9	100.0%	0.0%
POINT PLEASANT ELEMENTARY **	11	1	12	91.7%	8.3%
RICHARD HENRY LEE ELEMENTARY	6		6	100.0%	0.0%
RIPPLING WOODS ELEMENTARY	7		7	100.0%	0.0%
SEVEN OAKS ELEMENTARY	6		6	100.0%	0.0%
SOUTHGATE ELEMENTARY	8		8	100.0%	0.0%
TRACEY'S ELEMENTARY	2		2	100.0%	0.0%
TYLER HEIGHTS ELEMENTARY	12		12	100.0%	0.0%
VAN BOKKELN ELEMENTARY	11		11	100.0%	0.0%
WOODSIDE ELEMENTARY	8		8	100.0%	0.0%
Total	255	2	257	99.2%	0.8%

* Staff member should be HQ based on degree - waiting on paperwork.

** Waiting on paperwork.

Data as of: 9/14/2021

↑ Total Qualified

↑ Total Not Qualified

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

SY 20-21

Data as of 03/03/2021

Percentages are based on total of Inexperienced teachers

EXPERIENCED = AACPS_EXPERIENCE.TOTAL_YEARS > 3

	Inexperienced teachers teaching American Indian/ Alaska Native students		Inexperienced teachers teaching Asian students		Inexperienced teachers teaching Black/African American students		Inexperienced teachers teaching Hispanic students		Inexperienced teachers teaching Multiple Race students		Inexperienced teachers teaching Native Hawaiian/Pacific Islander students		Inexperienced teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Title I	19	0.68	69	2.46	221	7.86	230	8.19	118	4.20	11	0.39	176	6.26
Non-Title I	58	2.06	283	10.07	400	14.23	417	14.84	334	11.89	34	1.21	440	15.66
Difference	39	1.39	214	7.62	179	6.37	187	6.65	216	7.69	23	0.82	264	9.40

Percentages are based on Total of All OOF

	OOF teachers teaching American Indian/ Alaska Native students		OOF teachers teaching Asian students		OOF teachers teaching Black/ African American students		OOF teachers teaching Hispanic students		OOF teachers teaching Multiple Race students		OOF teachers teaching Native Hawaiian/Pacific Islander students		OOF teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Title I(Y)	5	0.27	22	1.17	105	5.58	122	6.48	48	2.55	1	0.05	82	4.35
Non-Title I(N)	28	1.49	207	10.99	300	15.93	326	17.31	271	14.39	13	0.69	353	18.75
Difference	23	1.22	185	9.82	195	10.36	204	10.83	223	11.84	12	0.64	271	14.39

Due to COVID, no teachers received ratings for the 2019-2020 school year. 2020-2021 ratings are underway.

	Ineffective teachers teaching American Indian/ Alaska Native students		Ineffective teachers teaching Asian students		Ineffective teachers teaching Black/ African American students		Ineffective teachers teaching Hispanic students		Ineffective teachers teaching Multiple Race students		Ineffective teachers teaching Native Hawaiian/Pacific Islander students		Ineffective teachers teaching White students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<i>Title I</i>	2	1.80%	9	2.10%	20	2.61%	22	2.73%	11	2.07%	2	2.70%	16	2.28%
<i>Non-Title I</i>	2	1.20%	10	1.26%	10	1.04%	11	1.03%	11	1.11%	4	3.70%	11	0.94%
<i>Difference</i>	0	0.60%	1	0.84%	10	1.57%	11	1.70%	0	0.96%	2	1.00%	5	1.34%

B. SCHOOLWIDE PROGRAMS

Resources

[Schoolwide Program Non-Regulatory Guidance](#)

[MSDE Schoolwide Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools.

[**B.1 Anne Arundel County Public Schools FY'22 Schoolwide Written Process Developing, Implementing, monitoring Schools**](#)

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

[**B.2 Anne Arundel County Public Schools FY-22 Schoolwide MOU- Y Headstart and AACPS 20-21**](#)

[**B.2 Anne Arundel County Public Schools FY'22 Schoolwide MOU - Community Christian**](#)

[**B.2 Anne Arundel County Public Schools FY'22 Schoolwide MOU - A Child's Garden**](#)

[**B.2 Anne Arundel County Public Schools FY'22 Schoolwide MOU - Wee Lad and Lassie**](#)

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

[**B.3 Anne Arundel County Public Schools FY'22 Schoolwide 40% Waiver Not Applicable**](#)

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

B.4 Anne Arundel County Public Schools FY'22 Schoolwide Written Process to Reduce Overuse of Discipline Practices

5. Written process for how the LEA supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.

B.5 Anne Arundel County Public Schools FY'21 Written Process for how the LEA supports programs that coordinate and integrate

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I schoolwide program Plans, which should be submitted prior to the Program Review date. The specific due date will be determined between the MSDE Title I POC and LEA Title I Coordinator.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this component. Kelly Thomas, Title I Senior Program Manager, Sarah Bell, Title I Program Manager, Theresa Gregory, Title I Program Manager, Jennie Stevens-Nelson, Title I Teacher Specialist, Laura Vezzer, Title I Teacher Specialist, Stacey Witte, Parent and Family Engagement Specialist, Title I Principals at Annapolis Elementary, Belle Grove Elementary, Brock Bridge Elementary, Brooklyn Park Elementary, Eastport Elementary, Freetown Elementary, Georgetown East Elementary, Germantown Elementary, Glen Burnie Park Elementary, Glendale Elementary, Hilltop Elementary, Lothian Elementary, Maryland City Elementary, Meade Heights Elementary, Mills-Parole Elementary, Park Elementary, Rippling Woods Elementary, Southgate Elementary, Tyler Heights Elementary, Van Bokkelen Elementary, Woodside Elementary.
Regional Assistant Superintendents, Office of School Performance; Jolyn Davis, Darryl Kennedy, Janine Robinson, Bill Goodman, Lisa Leitholf, Karen Donovan.

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

☐ YES ☒ NO

If Yes, continue below. Check one:

☐ Federal funds ☐ Federal, State, local funds.

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

☐ YES ☒ NO

(Required Attachment #3)

Application: The LEA will respond to each assurance (Check One)	Schoolwide Programs Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO See Response Below <input type="checkbox"/> N/A	1. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LEA ensures in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families. i. Describe how the LEA will assist schools in consolidating funds for schoolwide programs.	1114(a)(1)	1. SANE documentation demonstrating collaboration on the consolidation of funds 2. LEA Budget documents to support the consolidation of funds and the individual funding sources 3. Methodology of how percent contribution from each program was calculated 4. Disbursement method for consolidated funds

	<p>ii. If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.</p> <p>Response: The District has begun quarterly meetings where program managers from major grant programs and the budget office meet to discuss efforts from each grant program to facilitate the coordination of resources to support schoolwide programs and students.</p>		
<p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> N/A</p>	<p>2. The LEA ensures the implementation of a Schoolwide Program includes the following four components:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment • Schoolwide program Reform Strategies* • Parent, Family and Stakeholder Engagement • If applicable, coordination and Integration of Federal, State, and Local services and programs. 	<p>1114(b)(2) 34 C.F.R. § 200.26(a) 1114(b)(6) 1114(b)(2)(7)(i -iii)(I-V) 1114(b)(2) 1114(b)(5)</p>	<p>1. Selected copies of Schoolwide Plans</p> <p>Documentation supporting the implementation of the four Schoolwide Components:</p> <p>Comprehensive Needs Assessment:</p> <ol style="list-style-type: none"> 1. Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. 2. As needed, evidence of interviews, focus groups, or surveys. 3. Tools or processes to identify the strengths and needs of students, teachers, school and community. 4. Examples of how the data is used by the administration, teachers and parents to guide decisions and instruction. 5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups.

	<p>*MSDE's Title I Office strongly encourages LEAs to implement "evidence-based" interventions/strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/ activities/ program for non-CSI schools should demonstrate a rationale that meet the "Demonstrate a Rationale" requirement. (Level 4)</p> <p>To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEAs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (<u>Non-Regulatory</u>)</p>	<p>6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.</p> <p style="text-align: center;">Schoolwide program Reform Strategies:</p> <ol style="list-style-type: none"> 1. Examples of how schoolwide program reforms increase the quality and quantity of instruction. 2. Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. 3. Evidence to demonstrate the effectiveness of reforms. 4. Applicable adjustments were made or are planned to be made to address students not making progress. <p style="text-align: center;">Parent, Family and Stakeholder Engagement:</p> <ol style="list-style-type: none"> 1. Evidence of the involvement of parents/families/stakeholders, teachers, principals, and other school staff in the development of the schoolwide program plan must include: <ol style="list-style-type: none"> a. SAN from School Improvement meetings and/or other meetings demonstrating involvement of parents/families/stakeholders, teachers, principals, and other school staff. b. Written communication, including email, letters, newsletters, website c. Surveys and survey data, if applicable. <p style="text-align: center;">If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ol style="list-style-type: none"> 1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.) 2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.
--	--	--

	<p><u>Guidance: Using Evidence to Strengthen Education Investments)</u></p> <ul style="list-style-type: none"> • Schoolwide Program Non-Regulatory Guidance • MSDE schoolwide program Checklist • Early Learning in ESSA Non-Regulatory Guidance 		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs.</p> <p><i>Required Attachment #1</i></p>	1114(b)(3)	<p>Documentation supporting the implementation of the written process and evidence of implementation of the LEA Monitoring Plan, including the annual review of schoolwide program plans including the four components, which must include: :</p> <ol style="list-style-type: none"> 1. Schoolwide program monitoring tool(s) 2. SAN from program monitoring visit(s) 3. LEA Schoolwide program monitoring visit(s) schedule 4. Schoolwide Program monitoring reports 5. Email communication 6. Documentation demonstrating how findings for the LEA annual review process are addressed at the school level (samples) 7. A description of how the LEA will examine relevant academic achievement; include data analysis charts, tools, and/or tables 8. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>4. The LEA ensures it has a process for making the schoolwide program plan available to the LEA, parents, and the public.</p>	1114(b)(4)	<p>Documentation must include multiple (at least 2) examples of how the schoolwide plan is made available to parents/family members and the public.</p> <p>Examples may include:</p> <ol style="list-style-type: none"> 1. Schoolwide Program Plan on school website; handbooks, etc. 2. Schoolwide Program plans available to the public
<input checked="" type="checkbox"/> YES	<p>5. The LEA ensures that it has strategies for assisting preschool</p>	1114(b)(7) (A)(iii)(V)	<ol style="list-style-type: none"> 1. SAN from collaboration meetings regarding transitions 2. Timelines with evidence of implementation

<input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>children in the transition from early childhood programs to local elementary school programs, if applicable.</p> <p><i>Required Attachment #2</i></p>		<p>3. Documentation of articulation meetings, if applicable</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>6. The LEA has a written process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom.</p> <p><i>Required Attachment #4</i></p>	1112(b)(11)	<p>Documentation supporting the implementation of the written process, which may include:</p> <ol style="list-style-type: none"> 1. SAN from collaboration meetings between Title I and Student Services/Discipline Office 2. Written communication between Title I and Student Services/Discipline Office 3. SANE from professional learning related to behavior support strategies (multi-tiered system of support (MTSS), restorative practices, positive behavioral interventions and supports (PBIS), etc.) 4. Data reports and analysis demonstrating the implementation of the written process 5. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>7. The LEA has a written process for how the LEA supports programs that coordinate and integrate (A) Career and Technical Education (CTE) content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry</p>	1112(b)(12) (A-B)	<p>Documentation supporting the implementation of the written process, which may include:</p> <ol style="list-style-type: none"> 1. SAN from collaboration meetings between Title I and CTE and/or Work-Based Learning Office 2. Written communication between Title I and CTE and/or Work-Based Learning Office 3. SANE from professional learning related to CTE and/or Work-Based Learning 4. SANE from school events and/or LEA events related to CTE and/or Work-Based Learning 5. Data reports and analysis demonstrating the implementation of the written process

	professionals, and if appropriate, academic credit. <i>Required Attachment #5</i>		6. Other documentation to support the LEA has implemented its written process, if applicable.
--	---	--	--



Title: B.1 Assurances 2-4 Monitoring the Schoolwide Program

Purpose: 2. The LEA ensures the implementation of a Schoolwide Program includes the four components
 3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs.
 4. The LEA ensures it has a process for making schoolwide program plans available to the LEA, parents, and the public.

Department: Office of Community & School-Based Programming **Office:** Title I

Person(s) Responsible: Sr. Program Manager; Title I Program Managers; Title I Parent Family Engagement Specialist, Title I Administrative Technicians, Principals; Title I School Team

Implementation Date: August 2021

Procedure Steps:

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	For the FY '22 school year, all schoolwide schools will provide evidence to document the four components in our “electronic” binder, the <i>Title I Crate</i> . <ul style="list-style-type: none"> Comprehensive Needs Assessment Schoolwide Reform Strategies Parent, Family, and Stakeholder Engagement Coordination and Integration of Federal, State, and Local services and programs. 	Due dates are assigned by the program managers via the Crate at regular intervals	<i>Title I Crate</i>	Title I Office Schoolwide Schools Title I School Team, Principals
2.	<ul style="list-style-type: none"> The Title I office will provide detailed training on each component’s meaning and requirements and how the components are integral to developing, implementing, and monitoring the Title I Plans. Schoolwide schools will be provided a Data Source reference sheet to assist with completing the Title I Plan. To ensure the Plan is timely and relevant to the needs, reflective of trend data for three consecutive years. This school year, schools experienced a data desert due to the pandemic. Schools were instructed to use all available data to demonstrate student and teacher needs. 	April 28, 2021	Training materials School resource folders in Google SANE	Title I Office and Schoolwide Schools Title I School Team, Principals Regional Assistant Superintendents

	<ul style="list-style-type: none"> Schools are provided examples of the components, including a requirement checklist from MSDE that can be referred to throughout the year. 			
3.	The Title I Plans and Budget Narratives are due to the Title I Office for review and written feedback.	July 1, 2021	Plans and Budget Narratives	Title I Office Schoolwide schools, Principals & Title I School Team
4.	The Title I Office will review all Plans and provide written feedback based on the Comprehensive Needs Assessment, aligned with the other components for compliance.	July/August 2021	Feedback Rubric	Title I Office Program Managers, Parent Family Engagement Specialist & The Teacher Specialists
5.	Title I Plans are reviewed to ensure the Reform Strategies are aligned to the school data. The data includes quantitative and qualitative data points disaggregated and analyzed in charts and/or graphs to identify the students' and teachers' strengths and needs.	July/August 2021	Feedback Rubric	Title I Office Program Managers Parent Family Engagement Specialist & The Teacher Specialists
6.	The Budget Narratives will be reviewed to ensure alignment with the Comprehensive Needs Assessment and Reform Strategies. Interventions will be checked to ensure they are evidence-based interventions/strategies/activities/programs (Levels 1-3).	July/August 2021	Feedback rubric	Program Managers
7.	After receiving written feedback via email on the Title I Plan, school teams will have 3-5 days to address the corrective actions or adjustments documented on the written feedback form.	August 2021	Feedback is maintained in school-specific folders.	Title I Office- Program Managers, Parent Family Engagement Specialist, The Teacher Specialists. Title I School Team & Principals

8.	The Title I Plan will provide a list of various stakeholders (community members, parents, districts offices, and Regional Assistant Superintendents/Directors that contributed to the development of the Title I Plan.	July/August 2021	Google Documents <i>TitleICrate</i>	Principals, Regional Assistant Superintendents.
9	<p>The Title I office will hold a virtual Fall Orientation Meeting. The Principal, the Title I School Team, and the Regional Superintendents are required to attend. The orientation will include the following, but not limited to:</p> <ul style="list-style-type: none"> • Ranking Lists indicating identified students for intervention/support • Effective scheduling of interventions • Approved interventions are identified and scheduled. • Documenting student progress in interventions • Staff Attestation Report • Staffing Roles/Responsibilities for all Title I funded personnel • Title I Central Office Professional Development opportunities calendar • PFE Expectations • TSI updates and expectations • Budgeting Protocols • Peer review of all plans with guidance and a rubric for feedback. • Guidelines and timelines to upload evidence into the Title I Crate 	October 2021	Training materials SANE Peer Review Rubrics School resource folders in Google	Title I Office Program Managers, Parent Family Engagement Specialist, The Teacher Specialists. Title I School Team Principal Regional Assistant Superintendents
10.	<ul style="list-style-type: none"> • After the Peer Review is complete, the reviewing school emails the feedback to the Program Managers to ensure feedback is provided promptly and with fidelity. The Program Manager will email the Peer Review to the school to be uploaded into the <i>TitleICrate</i>. • Feedback provided in the Peer Review will be used as a reference to guide the development of the following year's Title I Plan. 	October/November 2021	Training materials Peer Reviews Rubrics	Title I Office Program Managers, Parent Family Engagement Specialist, The Teacher Specialists. Title I School Team Principal

11.	Monitoring visits will occur at least once during the year to review and discuss evidence of compliance within the four components using a monitoring tool checklist to review documentation. The Monitoring visit will be conducted using a virtual platform or in-person (based on guidelines set by AACPS). As part of each visit, the schools will have the opportunity to share written feedback and input on the program's structures and support provided by the AACPS Title I Office.	December 2021/January 2022	Written feedback from Monitoring Visit SAN Input survey about Structure and Support from Title I schools.	Title I Office Senior Program Manager Program Managers Budget Technician Principal Title I School Team
12.	<p>The Monitoring visit will be scheduled based on the level of completeness and accuracy demonstrated in the Title I Plan and the previous year's implementation of the Title I program. Schools are identified with a score of 1, 2, or 3.</p> <ul style="list-style-type: none"> ● 1 score: <i>Support Needed</i> Data not disaggregated/analyzed to show strengths or needs. Reform Strategies not aligned with the Comprehensive Needs. The Plan requires significant corrective actions to be completed. ● 2 score: <i>Moderate Support Needed</i> Several data points were provided and disaggregated/analyzed to show strengths or needs. Reform Strategies are closely aligned with the Comprehensive Needs. The Plan requires a few corrective actions to be completed. ● 3 score: <i>High Performing</i> Multiple data points were provided and disaggregated/analyzed to show strengths and needs. Reform Strategies aligned with the Comprehensive Needs. The Plan required minor adjustments. 	December 2021/January 2022	Written feedback from Monitoring Visit SAN	Title I Office Sr. Program Manager Program Managers Budget Technician Principal Title I School Team

13.	Monitoring visits will focus on the effectiveness of the Title I Plan on student achievement and building teacher capacity. Schoolwide data will be reviewed to determine progress in the areas identified in the Title I plan and other documents supporting the required components.	December 2021/ January 2022	Written feedback from Monitoring Visit SAN	Title I Office Senior Program Manager Program Managers Parent Family Engagement Specialist, The Teacher Specialists. Budget Technicians Title I School Team Principal
14.	The Title I Program Manager(s) will participate in virtual or in-person learning (based on AACPS guidelines) walks to observe how Title I resources are being used to support students and teachers in their growth and instructional implementation.	December 2021/ January 2021	Written feedback from Monitoring Visit SAN	Title I Office Sr. Program Manager Program Managers Budget Technicians Principal Title I School Team
15.	<ul style="list-style-type: none"> ● Review of requisition submitted to ensure expenditures are aligned to the four Schoolwide Title I components ● Monthly analysis of spend down reports by team members to monitor school spending in compliance with the expenditure timeline and requirements 	October 2021 - June 2022	Written feedback from Monitoring Visit SAN	Title I Office Sr. Program Manager Program Manager Budget Technician Principal Title I School Team
16	Written feedback will be provided within 10 working days of the monitoring visit. Feedback will be emailed to the Principals, the Title I School Team, and the Regional Assistant Superintendents.	December 2021 /January 2022	Written feedback from Monitoring Visit SAN	Title I Office Sr. Program Manager Program Manager Budget Technician Principal Title I School Team

				Regional Assistant Superintendents
17.	The school will have 10 working days to address concerns in the written feedback (either by making corrections or submitting a written action plan to address concerns).	December 2021/ January 2022	Written feedback from Monitoring Visit SAN	Title I Office Sr. Program Manager Program Manager Budget Technician Principal Title I School Team Regional Assistant Superintendents
18.	The Title I Literacy and Math teachers will maintain Sign-in sheets, Agendas, Notes, and Evaluations (when needed) to document meetings or events and/or next steps. The documentation will be uploaded into the <i>TitleICrate</i> under the various components.	August 2021-June 2022	Documentation uploaded to the <i>TitleICrate</i>	Title I School Team
19.	The Title I Office will review evidence demonstrating the effectiveness of reforms in the <i>TitleICrate</i> . The Title I Office will provide technical support during the school year upon request or when the Title I Office deems more focused and direct intervention is needed.	September 2020-June 2022 Due dates will be in the <i>TitleICrate</i>	Documentation in the <i>TitleICrate</i>	Title I Office

Revision History:

Revision	Date
Draft	July 2021

[Return to Table of Contents](#)

Schoolwide Program Plan Components Checklist

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

<p>1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What types of qualitative and quantitative data are being collected? <input type="checkbox"/> Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. <input type="checkbox"/> Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. <input type="checkbox"/> What are the strengths of students, teachers, school and community? What are their needs? <input type="checkbox"/> What are the contributing factors to academic strengths and needs? <input type="checkbox"/> How is the data being used by administration, teachers and parents to guide decisions and instruction? <input type="checkbox"/> How is data being reviewed in a disaggregated format to look at progress and needs of all student groups? <input type="checkbox"/> How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders? 	<p>2. Schoolwide Reform Strategies that address school needs including a description of how strategies will:</p> <ul style="list-style-type: none"> a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i)); b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well-rounded education; (1114(b)(7)(A)(ii)) c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii)) <ul style="list-style-type: none"> <input type="checkbox"/> Counseling, school-based mental health programs, specialized instructional support services; <input type="checkbox"/> Preparation for and awareness of opportunities for postsecondary education and the workforce; <input type="checkbox"/> Schoolwide tiered model to prevent and address problem behavior; <input type="checkbox"/> Professional development and other activities for teachers; <input type="checkbox"/> Strategies to assist preschool children in transition <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies? <input type="checkbox"/> How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. <input type="checkbox"/> What evidence is being collected to demonstrate the effectiveness of reforms? 	<p>3A. Parent, Family and Stakeholder Involvement - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LSS, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)</p> <p>3B. Strategies to Increase Parent and Family Engagement (Section 1116)</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will parents, families, and community members be involved in developing the schoolwide plan? <input type="checkbox"/> How will teachers, principals, and other school staff be involved in developing the schoolwide plan? <p>4. Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify all federal, state, and local programs and services. <input type="checkbox"/> How are federal, state, and local resources braided to maximize the impact of the schoolwide plan?
--	--	---



Title I SWS Feedback Form FY'22

Elementary

School: _____ **Action needed and Due Date:** _____

The Team: *All team members listed in this section should be aware that their inclusion as a team member indicates their attestation that they were active and present participants in the development of the plan.*

Multiple stakeholders were involved in the creation of the plan.	Yes	Missing	Feedback:
Principal /Administrator(s)			
Parent(s)			
Teacher(s)/Leadership Team			
Regional Assistant Superintendent			
Central Office Partners			

Component 1: Comprehensive Needs Assessment

	Focused Academic Support	Schoolwide Needs	Feedback:
Identification and analysis of 3 or more current and past trend quantitative data sources			
Qualitative and quantitative data provided			
Data sources analyzed and disaggregated to identify the strengths and needs (students and teachers) If a TSI school, the identified student groups have been specifically disaggregated and discussed in comparison to the unidentified student groups: ex: Economically Dis compared to non- Econ Disadvantaged.			
Narrative clearly defined to identify student and teacher needs. Root Cause analysis provided TSI student groups specifically discussed.			

Component 2: Reform Strategies

	Focused Academic Support	Schoolwide Needs	Feedback:

A detailed description of how the Action Steps/Interventions/Strategies for SW Reforms aligns to the needs assessment, including how it will increase the quality and quantity of instruction If TSI there is a goal for each student group in either Focused Academic Support or in Whole School Needs.			IF TSI:
Identify the Professional Learning that aligns and support the Action Steps			
What documents will be used to monitor the implementation of the Action Steps			
Identify the data that will be collected to determine the effectiveness of the Action Step			
A clear connection between the identified Needs and any Budgetary Items needed to implement the Reform Strategies			

Component 2: Plan for Teacher Supports

A detailed description of how the Action Steps/Interventions/Strategies for SW Reforms aligns to the needs assessment, including how it will increase the quality and quantity of instruction. Please specify if it is related to a TSI goal.	Feedback:
Identify the Professional Learning that aligns and support the Action Steps	
What documents will be used to monitor the implementation of the Action Steps	
Identify the data that will be collected to determine the effectiveness of the Action Step	
A clear connection between the identified Needs and any Budgetary Items needed to implement the Reform Strategies	

Component 2: Professional Development

Projected date - month and year are needed	Feedback:
Name and description of the PD are required. Please specify if it is related to a TSI goal.	

PD aligned to the Goals and the Comprehensive Needs Assessment and Reform Strategies	
What documents/procedures/follow-up will be used to monitor the implementation of the PD	
A clear connection between the PD and any Budgetary Items needed to implement the training	
Component 2: Transition Supports	
The timeline reflects at least 4 supports	Feedback:
Action Steps describes the collaboration with various offices, agencies, etc.- to increase the quality of learning.	
The goal clearly defines why this Action Step is being done	
A clear connection between the Action Step and any Budgetary Items needed to support the transition activity	
Component 3C and Component D: Parent and Family Engagement	
Sections of the Component to Consider:	Feedback:
Summary of data	
Workshop #1: Required Informational Workshop: <i>Includes: strategies to build parent capacity, parent takeaways to continue to support their child at home, barriers removed, ways to monitor effectiveness, and budgetary needs</i>	
Workshop #2: Required Parent Input Meeting: <i>Includes: strategies to build parent capacity, parent takeaways to continue to support their child at home, barriers removed, ways to monitor effectiveness, and budgetary needs</i>	
Workshop #3: Additional Workshop (Content): <i>Includes: strategies to build parent capacity, parent takeaways to continue to support their child at home, barriers removed, ways to</i>	

<i>monitor effectiveness, and budgetary needs</i>	
Workshop #3: Additional Workshop (Content) <i>Includes: strategies to build parent capacity, parent takeaways to continue to support their child at home, barriers removed, ways to monitor effectiveness, and budgetary needs</i>	
Additional Workshop: <i>Includes: strategies to build parent capacity, parent takeaways to continue to support their child at home, barriers removed, ways to monitor effectiveness, and budgetary needs</i>	
Building Parent Capacity: <i>Is each question answered with detail and address the question in its entirety?</i>	
School Parent Compact: <i>Does the compact adhere to the required checklist for all stakeholders?</i>	
Component 4: Coordination & Integration of federal, State & Local Services & programs	
Explain how the Goals, Action Steps, or other aspects of the Plan allow for the braiding of efforts and/or resources	Feedback:
How are services braided to maximize student achievement	
How will budgetary needs be braided (if applicable)	
Explain how the Goals, Action Steps, or other aspects of this Plan that allow for the braiding of efforts and/or resources	

Title I Budget Narrative Review Feedback		
Location in Budget	Notes	Action Required and due date
Personnel and Temporary Salaries		
MOI		
Professional		

Development		
Parent & Family Engagement		

Key	
X	Complete 😊
0	No Evidence
Inc.	Incomplete
?	Unclear based on the evidence provided

Title: Interventions	
Purpose: To ensure that schools are implementing research-based” interventions/strategies/activities/programs, Levels 1-4.	
Department: Office of Community & School-Based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager; Title I Program Manager; Parent Family Engagement Specialist, Principals; Title I School Team and Instructional Data Division (IDD)	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Schools will analyze multiple criteria data that may include CoGAT, DIBELS, F & P, District Assessments, i-Ready Diagnostic, MCAP KRA Screener, MCAP Reading/ Math, Pk Foundational Literacy, Attendance, Behavior, to rank and identify all students for interventions.	August/September October 2021	Preliminary Ranking will be generated by Instructional Data Division (IDD)	Title I School Team
2.	Students will be identified for interventions in reading, math, or both on the ranking list by grade level.	End of September – early October 2021	Ranking List for students in Grades 1-5	Title I School Team
3.	Interventions will be provided to identified students	Early October 2021 – June 2022	Ranking List – uploaded quarterly 2 nd quarter 3 rd quarter 4 th quarter (7 days after previous Marking period closes)	Title I School Team

5.	<p>The Title Student Intervention Support Teacher (SIST) and Teaching Assistants/Instructional Assistants (TA/IA) will maintain all necessary documentation to monitor student progress. Documents will be uploaded into the <i>TitleICrate</i> according to the timelines established.</p> <ul style="list-style-type: none"> • Evidence of student attendance, progress, and anecdote notes in interventions • Evidence of adjustments made to or plan to be made to address students not making progress 	Interventions will start by mid to late October 2021	SAN Intervention evidence	Title I School Team SIST, TA, IA, hourly employees
6.	The Title Student Intervention Support Teacher (SIST) and Teaching Assistants/Instructional Assistant (TA/IA) will receive training related to the inventions or supports provided to students.	Based on the varying levels of support needed	SAN Interventions/ supports are implemented as proscribed in training(s)	Title I School Team SIST, TA, IA, hourly employees, and other offices provided training.
7.	Title I School Teams will monitor the fidelity and implementation of the interventions and make necessary program adjustments based on student needs.	Quarterly (*minimum) *whenever adjustments are warranted	SAN Intervention documentation	Title I School Team

Revision History:

Revision	Date
Draft	July 2021

[Return to Table of Contents](#)

Title: Research-Based Interventions	
Purpose: to ensure that schools are using research-based interventions.	
Department: Office of Community & School-Based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager; Title I Program Managers; Title I Parent and Family Engagement Specialist; Manager of Research – Instructional Data Division (IDD); Principals; Title I School Teams	
Implementation Date: 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Department/Agency
1.	The School or the Title I Office submits a form to the research department.	The suggested focus in February - July 2022 during School planning for the following year	Responses to form	Title I School Team Title I Office IDD Research Department.
2.	The Research Team will compile evidence for the specific intervention/strategy that was requested on the form.	3 - 4 weeks from request	Evidence Level Forms	IDD Research Department
3.	The Research Team will assign the intervention/strategy an evidence level of 1, 2, 3, or 4.	3-4 weeks from request	Evidence Level Forms	IDD Research Department
4.	The Research Team will notify the requester of the evidence level via email using the evidence level form. The completed	3-4 weeks from request	Evidence Level Forms	IDD Research Department

	information/form is added to the AACPS database depot.			
5.	Follow Title I process for approval.	After receiving information from IDD	Communication with Title I Office	Title I Office

Revision History:

Revision	Date
	July 2021

[Return to Table of Content](#)

B.3 Anne Arundel County Public Schools FY'22 40% Waiver

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

☐ YES **NO**

(Required Attachment #3)

A waiver is not needed to operate a schoolwide school for FY'22. All schoolwide schools meet or exceed the 40% threshold based on the number of students receiving FREE and Reduced meals for the FY '22 school year.

Title: B.4 Assurance 6 Support for Discipline Practices				
Purpose: To provide support in efforts to reduce the overuse of discipline practices that remove students from the classroom.				
Department: Office of Community & School Based-Programming		Office: Title I and Safe & Orderly Schools/Student Support Services		
Person(s): Title I Program Manager, Safe & Orderly Schools/Student Support Services				
Implementation Date: August 2021				
Procedure Steps				
	Action	Time Frame	Evidence	Related Dept/Agency
1.	Maintain communication with Safe & Orderly Schools/ Student Support Services to collaborate, review, and determine how AACPS supports efforts to reduce the overuse of discipline practices that remove students from the classroom. (In person, email, phone, Microsoft teams, and google).	July 2021-August 2022 annually	SAN from collaboration meeting written procedures, agendas, meeting minutes, proposals, and documents.	Title I Office and Offices of Safe & Orderly Schools/Student Support Services
2.	Maintain communication with Safe & Orderly Schools/ Student Support Services to stay informed regarding the professional development available and the participants from the Title I Schoolwide Schools. (In person, email, phone, Microsoft teams, and google).	August/November 2021/March/June 2022 Quarterly	SAN from collaboration meeting List of professional developments and participants.	Title I Office and Offices of Safe & Orderly Schools/Student Support Services
3.	Maintain communication with Safe & Orderly Schools/ Student Support Services to review resources/tools available to Schoolwide Schools. (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Email, phone logs, invitations, Re-allocation logs, SAN documentation	Title I Office and Offices of Safe & Orderly Schools/Student Support Services
4.	Maintain communication with Safe & Orderly Schools/ Student Support Services to review discipline data. (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Disciplinary Sanction Review monthly data, SWISS data, Restorative Practices implementation data,	Title I Office and Offices of Safe & Orderly Schools/Student Support Services

			and Office Discipline Referral Data.	
5.	Maintain communication with Safe & Orderly Schools/ Student Support Services to review updates to the Code of Student Conduct. (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Code of Conduct Committee meeting agendas, sign in sheets, outcomes, and draft documents.	Title I Office and Offices of Safe & Orderly Schools/Student Support Services
6.	Maintain communication with Safe & Orderly Schools/ Student Support Services to review revisions to Board of Education Policies of AACPS that establish discipline that reflect a discipline philosophy based on the goals of fostering, teaching, and acknowledging positive behavior; be designed to keep students connected to school so that they may graduate college and career ready; and allow for discretion in imposing discipline. (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Board of Education of AACPS agendas, Policy Review Committee meeting agendas, sign-in sheets, outcomes, and draft documents.	Title I Office and Offices of Safe & Orderly Schools/Student Support Services
7.	Maintain communication with Safe & Orderly Schools/ Student Support Services to meet to collaborate with Title I Schools. (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Title I meeting agendas, sign-in sheets, meeting minutes, outcomes, and draft documents.	Title I Office and Offices of Safe & Orderly Schools/Student Support Services
8.	Maintain communication via email with Student Support Services to collaborate with Title I Schools to review outcomes from MTSS Supports. Virtual and in-person supports include coaching and PD around; Core 4 features of PBIS, Virtual Acknowledgement Tool kit, Virtual Check-In Check-Out, Virtual Behavioral Expectations, Using Restorative Practices in the Virtual Classroom - Virtual Community Building Circles & Five Questions, Data-Based Decision Making via SWIS training, and use of Team Initiated Problem Solving (TIPS) model.	July 2021- June 2022	Title I meeting agendas, SWIS data related to Minor Referrals, (RP) Restorative Practice data, sign-in sheets, outcomes, and draft documents, Fidelity Inventories for Restorative Practices, PBIS, and CDM.	Title I Office Office of Student Support Services
9.	Maintain communication with Student Support Services to collaborate with MTSS Team regarding Collaborative Decision Making (CDM) plans for students in Title I schools. Virtual/in	July 2021- June 2022	CDM Plans, discipline data, CDM team meeting notes, progress notes.	Title I Office and Office of Student Support Services

	person supports include coaching and PD around- Implementing CDM in the virtual setting, using data to drive decisions, and how to conduct virtual CDM meetings/plan in the virtual setting. (In person, email, phone, Microsoft teams, and google).			
10.	Maintain communication with the Office of Safe & Orderly Schools to discuss and monitor the delivery of student discipline practices will consist of the following: (Microsoft Teams, Phone calls, emails, google classroom, google meet, live YouTube internal, AACPS broadcasts, 504/IEP teams, Administrative teams, Committees, Task Force teams, Councils, Extended Leadership, Departmental, Collaborative Decision Making) (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Meeting agendas, sign-in sheets, meeting minutes, outcomes, and draft documents.	Title I Office and Office of Safe & Orderly Schools
11.	Maintain communication with the Office of Safe & Orderly Schools to monitor Communication Center calls from schools (remedy) and violations between schools and the Office of School System Security Services. (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Remedy information, phone logs, and major incident referrals.	Title I Office and Office of Safe & Orderly Schools
12.	Maintain communication with the Office of Safe & Orderly Schools to discuss the partnership with the Department of Juvenile Services to follow up and monitor Reportable Arrests on AACPS property <i>COMAR 13A.08.01.12</i> (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Meeting agendas, sign-in sheets, meeting minutes, outcomes, and draft documents.	Title I Office and Office of Safe & Orderly Schools
14.	Maintain communication with the Office of Safe & Orderly Schools to provide updated disciplinary consequences and interventions for professional development with school leaders in accordance with <i>COMAR 13A.08.01.11 and Md. Education Code Ann 7-305</i> (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Meeting agendas, sign-in sheets, meeting minutes, outcomes, and draft documents.	Title I Office and Office of Safe & Orderly Schools

15.	Maintain communication with the Office of Safe & Orderly Schools to Ensure annual Student Code of Conduct adherence and Acknowledgement and Review of the Student Code of Conduct by students and parents (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Meeting agendas, sign-in sheets, meeting minutes, outcomes, Acknowledgement and Review of the Student Code of Conduct, and draft documents.	Title I Office and Office of Safe & Orderly Schools
16.	Maintain communication with the Office of Safe & Orderly Schools to provide adequate resources, technology, and tools for school-based administrators to access online (intranet site). (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Email, phone logs, invitations, Re-allocation logs, SAN documentation	Title I Office and Office of Safe & Orderly Schools
17.	Maintain communication with the Office of Safe & Orderly Schools to monitor the AACPS Bullying Dashboard to ensure equitable and timely investigations of schools for student violations of the Code of Conduct. <i>Education Article 7-424.1</i> (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Bullying investigation forms and Bullying, Harassment and Intimidation data MSDE (Safe Schools Reporting Act Submission).	Title I Office and Office of Safe & Orderly Schools
18.	Maintain communication with the Office of Safe & Orderly Schools to provide, institute, and administer the AACPS Code of Conduct lessons annually in addition to the Acknowledgement and Review of the Student Handbook, Code of Conduct amongst schools (In person, email, phone, Microsoft teams, and google).	July 2021- June 2022	Code of Conduct Lessons and the Acknowledgement and Review of the Student Handbook form.	Title I Office and Office of Safe & Orderly Schools
19.	Maintain communication with the Office of Safe & Orderly Schools to maintain professional learning opportunities for principals, assistant principals, and the instructional staff that provide intervention and support to address the student's behavior. Interventions include but are not limited to: positive behavior interventions and supports; behavior intervention plan (BIP); a referral to a school-based student support team; a referral to an Individualized Education	July 2021- June 2022	Disciplinary Sanction Review monthly data, Office Discipline Referral Data. Remedy information, phone logs, and major incident referrals. Code of Conduct Lessons and the Acknowledgement and Review of the Student Handbook form. Exemplars: Behavior	Title I Office and Office of Safe & Orderly Schools

	<p>Program (IEP) or (504) team (if needed); a referral for appropriate community-based services; in-house small group or individual counseling; in-house psychological observation and support; Restorative Practices; Crisis Prevention and Intervention (CPI) by certified staff; involvement of the Special Education Behavior Technicians; threat determination, and involvement of the Learning Lab Technician or Behavior Specialist (if available). <i>COMAR 13A.08.04</i> (In person, email, phone, Microsoft teams, and google).</p>		<p>intervention plan (BIP); Referral to school-based student support team; Referral to an Individualized Education Program (IEP) or (504) teams; agendas; minutes; and sign-in sheets.</p>	
20.	<p>PREK-2 The purpose is to prohibit suspension or expulsion of students in prekindergarten, kindergarten, first grade, or second grade, with certain exceptions, per State law. Maintain communication with the Office of Safe & Orderly Schools Ensure support to principals, assistant principals, and their instructional teams through the process of guiding student behavior, link interventions to improve student behavior, and inform others who will assist school staff in creating safe and orderly environments prior to suspension or expulsion of prekindergarten, kindergarten, first or second grade students. <i>COMAR 13A.08.01.11</i>. (In person, email, phone, Microsoft teams, and google).</p> <p>Intervention Guidance for PreK-2.pdf</p>	<p>July 2021- June 2022</p>	<p>Disciplinary Sanction Review monthly data, Office Discipline Referral Data. Remedy information, phone logs, and major incident referrals. Code of Conduct Lessons and the Acknowledgement and Review of the Student Handbook form. Exemplars: Behavior intervention plan (BIP); Referral to school-based student support team; Referral to an Individualized Education Program (IEP) or (504) teams; agendas; minutes; and sign-in sheets.</p>	<p>Title I Office and Office of Safe & Orderly Schools</p>

Student Support Services SWS Assurance #6

Discipline Process *COMAR 13A.08.01.11-21*

Md. Education Code Ann 7-305, Annotated Code of Maryland, Division II. Elementary and Secondary Education, Title 7, Public Schools, Subtitle 3. Attendance and Discipline of Students and COMAR 13.08.01.11. COMAR 13A.01.04.03, Safe Schools, in the Code of Maryland Regulations (COMAR) was adopted by the Maryland State Board of Education and is specifically included as part of the overarching public school standards which address and regulate issues of academic performance, school improvement, and safety in every public school in the State. This regulation assures that “All students in Maryland’s public schools, without exception and regardless of race, ethnicity, region, religion, gender, sexual orientation, language, socio- economic status, age, or disability, have the right to educational environments that are safe, appropriate for academic achievement, and free from any form of harassment

or disruption. Anne Arundel County Public Schools adheres to the requirements of the law for any student who violates Board of Education of Anne Arundel County Public Schools Policy and Regulation in accordance with the Code of Conduct to ensure all students receive due process when determining exclusion (suspension) from school. Specifically, the specific MSDE violation/rule(s) of which the student is accused, the duration of disciplinary removal expected by the principal that are not exclusionary, the outcome expected by the student and principal, and identify the rule or law (s) that best applies to discipline cases.

Alternative School Program Placements

- Mary E. Moss Academy @ J. Albert Adams Academy (grades 6–9)
- Evening High School Programs (16 years old and older)
- The Phoenix Academy (grades 10–12).
- Schools may have access to use programs, such as, but not limited to, Saturday School, Decision-Making Rooms, or Learning Labs.

AP 1 & 2 Training

- Annual training offered to first and second year assistant principals to support their progress towards decision making for student discipline to include interventions rather than exclusionary measures for students.

Behavioral Contract

- Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.

AACPS Charles Leisure Programs

Anti-Tobacco Use Program

- Mandatory for elementary and secondary students who violate the Board of Education Policy and Regulation which prohibits the use, possession, or distribution of tobacco in any form by students at all times on school property and at any school-sponsored activities.
- Designed to enable students to comply with the tobacco use regulation, the program promotes healthier lifestyles for students and their families by helping them explore and understand tobacco use behaviors.
- Classes are conducted in a positive atmosphere by professionals who provide information, skills, and resources to help students make reasonable decisions about tobacco use.
- The ultimate intent of the program is to encourage students to become tobacco free.
- Students in the Anti-Tobacco Use Program learn about medical issues related to tobacco use, identify tobacco triggers, and obtain tips for remaining tobacco-free during the school day.
- Students also practice refusal skills, learn about advertising manipulation, and where to obtain help once a decision to quit is made.
- Class instruction consists of large and small group work requiring active participation by students.
- The mandatory parent information meeting provides an overview of the program content, the board regulation regarding tobacco use, and requirements for successful completion.
- A discussion of ways that parents can help their children remain tobacco-free in school is one of the most important aspects of the parent session.
- The parent session ends with a family activity designed to help students make positive changes in their lives.
- Parents are welcome to attend the remaining two class sessions with students, if desired.

Alternatives to Drugs Program

- Designed to help students and their parents confront together the challenges of adolescent drug and alcohol use.
- Is an opportunity for families to gain information, skills, and resources to work together to create new possibilities in their lives.

Bias Motivated Behavioral and Language Program

- Helps students and their parents create positive changes to maintain a safe and non-biased lifestyle for success in school and in life.
- Students who exhibit bias behaviors at school, on school property, or during school-sponsored activities will be required to participate in the BMBLP Program.
- Both students and their parents must participate in the BMBLP.

Responsible Actions Program

- Students are responsible for using their abilities and talents to gain the most from their school experience. They are responsible for being in school on time each day and for following all school rules.
- Parents, teachers, and administrators expect students to behave in a way that contributes positively to their education and to their schools. Expectations for behavior are based on respect for self, respect for others and their rights, respect for individual dignity, respect for the school, respect for those in authority, and respect for the community.
- Helping students and their parents create positive changes to maintain a safe, nonviolent, non-biased lifestyle for success in school and in life. Students who behave aggressively or in a biased manner at school, on school property, or during school-sponsored activities may be required to participate in the Responsible Actions Program.

Code of Conduct Lessons

- Lessons provided PREK-12 annually during the first two-weeks of school for students to review the expectations of the AACPS Code of Conduct during homeroom, advisory, and class.

Community Conferencing

- A Community Conference is a meeting of the community of people affected by behavior that has caused harm.
- The conference provides a forum in which the people involved or affected can seek ways to repair damage caused by an incident and to minimize further harm.
- Upon administrator referral, a Community Conference is conducted through a collaboration with Anne Arundel County Partnership for Children, Youth & Families (The Partnership).

Community Service

- An unpaid service for the benefit of the public that is performed as part (or all) of a consequence for committing an infraction.

Conflict Resolution

- The methods and processes involved in facilitating the peaceful ending of conflict and retribution. An attempt to resolve individual/group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group by engaging in collective negotiation.
- A wide range of methods and procedures for addressing conflict exist, including but not limited to negotiation, mediation, diplomacy, and creative peacebuilding.

Decision Making Room

- Removal of a student from their current educational setting and is given the opportunity to continue to think about their actions, deescalate, and progress in the curriculum; receives special education and related services specified on their IEP; receives instruction commensurate to that given in the regular classroom; and participates with peers to the extent appropriate.

Diversion Program

- Program supported by Crisis Mobile AAC in partnership with AACPS to assist and mentor students who may be making decisions that impact their graduation track and limit school-to-prison pipeline.

In School Intervention

- Removal of a student from their current educational setting and is given the opportunity to continue to think about their actions, deescalate, and progress in the curriculum; receives special education and related services specified on their IEP; receives instruction commensurate to that given in the regular classroom; and participates with peers to the extent appropriate.

Learning Lab

- Removal of a student from their current educational setting and is given the opportunity to continue to think about their actions, deescalate, and progress in the curriculum; receives special education and related services specified on their IEP; receives instruction commensurate to that given in the regular classroom; and participates with peers to the extent appropriate.

Mentoring Program

- Pairing students with mentors (e.g., counselor, teacher, fellow student, or community member) who help their personal, academic, and social development.

Multi-Tiered Systems of Support

Anne Arundel County Public Schools use a Multi-Tiered System of Supports (MTSS) that emphasize proactive and preventive strategies for defining, supporting, and teaching appropriate behaviors to create a positive school climate. The MTSS approach emphasizes proactive and preventative strategies for supporting appropriate behaviors, both social and academic. Behavioral supports and interventions are implemented using a three-tiered prevention/intervention approach to student behaviors.

The MTSS framework consists of three-tiers:

- Tier 1 Universal or school wide for all to be successful.
- Tier II – Targeted or available for some students who need more behavioral or academic support and is layered with Tier 1 supports.
- Tier III – Individualized for students in need of intensive behavioral or academic support. This is a continuum of supports available to students as a need arises.
- The MTSS model includes Positive Behavioral Intervention and Supports (PBIS), Restorative Practices (RP), and various other proven interventions and supports. All AACPS staff are committed creating positive school climates that teach students how to engage, connect, and succeed in their school community.
-

Three Tiers of Intervention Support

Tier 1-All Students Receive Tier I Supports, which include:

- Core Curriculum, Differentiated & Culturally Responsive Practices, Universal Design for Learning (UDL), Clearly stated behavioral expectations for various school settings (PBIS), Acknowledgment of positive behaviors (PBIS), Consistent Community-Building Circles (RP), Social, emotional learning curriculum (Second Step), and Home-School Communication.

Tier 2-Small Groups of Students May Receive these Targeted Interventions as determined by social emotional and behavioral data:

- Social skills groups, Social/emotional counseling groups, Check in and Check Out (PBIS), Check and Connect, Alternative One Teacher Support, Responsive Circles (RP- student group conflicts), Topic Circle Series (RP), Decision Making Rooms/Learning Labs, Referral to school-based problem-solving team, and Other evidence or research-based strategies.

Tier 3- Individual Students May Receive these Intensive Individualized Interventions as determined by social emotional and behavioral data

- Referral to school-based problem-solving team, Student Support Services Staff (school counselor, school psychologist, PPW, school social worker), Mentoring, Check and Connect, Responsive Circles – teacher-to-student/student-to-student (RP), Alternative One Teacher Support, Collaboration, linkages, to community resources, Individual Education Plans (IEP), Functional Behavioral Assessments (FBA), Behavioral Intervention Plans (BIP), Alternative Education Setting, and Other evidence or research-based strategies.

Parent Conference

- A communication that takes place either face-to-face or by telephone.

Peer Mediation

- A form of conflict resolution in which students serve as mediators and help their peers deal with and develop solutions to conflicts.

Teen Court

- A merger of courthouse and AACPS classroom; hearings are for misdemeanor crimes, such as but not limited to, minor assault, disorderly behavior, minor theft, alcohol and tobacco offenses, and trespassing.

Temporary Removal from Class

- Removing a student within the school building from her or his regular education program for up to, but not more than one class period.

Threat Determination

- A process that addresses a transient, imminent, substantive, or very substantive threat. A threat Determination is not disciplinary.



B.5 Anne Arundel County Public Schools FY'21 C.T.E

Title: B.5 Assurance 7 Career and Technical Education (C.T.E.)			
Purpose: The L.E.A. has a written process for how the L.E.A. supports programs that coordinate and integrate (A) Career and Technical Education (C.T.E.) content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.			
Department: Office of Community & School-Based Programming		Office: Title I and Advanced Studies and Programs	
Person(s): Title I Program Manager, Teacher Specialists from the Co-Curricular Programs and the Triple E Programs			
Implementation Date: September 2021 - June 2022			
Time Frame	Implementation Method	Evidence	Related Dept/Agency
September 2020 – June 2021	<ul style="list-style-type: none">● Starting in September students will participate in Triple E Classes once a week in-person● Co-Curricular Clubs will occur after-school in-person and/or virtual settings.<ul style="list-style-type: none">o Grades K-2 participate in activities focused on Games – learning rules, strategies, teamwork/cooperation for six weeks in person with a teacher sponsoro Grades 3-5 participate in competition-based activities - for 16 weeks MESA or S.E.A. Perch in-persono Maintain quarterly update meetings with Advanced Studies & Programming to discuss programming and student participation.	Advanced Studies and Programs: <ul style="list-style-type: none">● Student-created - projects● Student competitions● Inquiry● Maintain a list of students participating in Co-Curricular offerings – quarterly● Identify P.B.L. experiences and success skills supported at each school Title I Office: <ul style="list-style-type: none">● Include on the agenda during Title I school monitoring visit● Collect student names, demographic information, and if students receive Title I academic supports (for those participating in co-curricular programs) - quarterly Title I School Staff: <ul style="list-style-type: none">● Document the implementation of both programs by maintaining student data in the Crate.	<ul style="list-style-type: none">● Advanced Studies and Programs● Title I Office● Title I School Staff

		<ul style="list-style-type: none"> ● Actively participate in the recruitment of teachers to participate/teach in the co-curricular programs. ● Actively encourage, and recruit students to participate. ● Communicate with parents/families/guardians regarding the various opportunities and the benefits. ● Follow up on the return of applications for the co-curricular clubs. 	
--	--	--	--

Action

The Secondary Career and Technology Education (C.T.E.) programs in Anne Arundel County offer high school students an opportunity to start their careers and post-secondary education. Students can earn industry certifications and college credit while completing high school graduation requirements.

The Title I program in Anne Arundel County currently only supports elementary schools. Therefore, our Career and Technology Education requirement implementation will be limited to those students in grades K-5.

The Title I office has formed a partnership and will work collaboratively to support the various programs and clubs offered through the Advance Studies and Programs Office. Anne Arundel provides two programs for our elementary students. These programs range from after-school clubs and instructional programs during the school day. Title I students have the opportunity to experience Project-Based Learning one day a week in a Triple E class, followed by attending after-school clubs that engage and inspire their interest related to the real world.

Co-Curricular Clubs/Offering:

Advanced Co-Curricular Programs at A.A.C.P.S. offers a broad range of learning experiences outside of the traditional classroom for K-12 students. It is intended to complement, broaden, and provide practical application of the knowledge students receive in regular classes and participate in activities they enjoy. Students complete applications to join in the after-school offerings at their schools. Co-Curricular activities require students to think critically, solve problems, manage time, work as a team, and grow as individuals. Programs are available in Science, Technology, Engineering, and Mathematics (S.T.E.M.), the Humanities (Art, English, Social Studies, World Language), specific Signature Programs, and AVID.

Co-Curricular extends beyond the school building to Anne Arundel Community College with EXPLORE for grades 1-5. These courses develop regular classroom instruction, stimulate higher-level thinking and creativity, and encourages the discovery of hidden talents and abilities.

Sample course titles include:

- Math Mania
- C.S.I. Jr.
- Creative Dramatics

The purpose of the Co-Curricular Clubs/Offerings is to promote choice and access beyond school hours programming. There are no qualifiers to participate in any of the offerings. or clubs.

Maryland Hall for the Creative Arts in Annapolis offers after-school and Saturday courses in the creative and performing arts for students in grades K-12. Students are exposed to and can work and learn from various skilled artisans related to sculpting, painting, jewelry design, classical ballet, and acting.

Scholarships are available for Title I families for courses at Maryland Hall.

S.E.A. Perch- Underwater Robotics (S.T.E.M. RELATED ACTIVITY) This engineering design course focuses on design, development, and building an underwater remotely operated vehicle (ROV). Students will learn the principles of engineering in a fun-filled, project-based club environment. SEAPerch Underwater Robotics Competitions will be held locally, regionally, and nationally. Elementary schools will be invited to a county-wide EXPO to demonstrate their accomplishments.

The Triple E (Enhancing Elementary Excellence) Programs are embedded into the school day in all 13 school-wide schools. The Triple E Programs provide students with project-based, thematic student-centered learning. Students in grades Prek-5 participate weekly in an instructional class geared toward exploration and a high level of student engagement. In Project-Based Learning, teachers make learning come alive for students. Students work on a project over an extended period – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience. As a result, students develop in-depth content knowledge, critical thinking, collaboration, creativity, and communication skills. Project-Based learning unleashes contagious and creative energy among students and teachers.

Triple-E allows students to work in teams to collaboratively ask questions, creatively solve problems, and enthusiastically learn through hands-on exploration. In each school, students explore different P.B.L. modules through the lens of their Triple-E theme: Arts & Humanities, Global Studies, World Culture & Language, or S.T.E.M. in Society.

Triple-E students guide their learning to create projects that have meaning beyond the school walls, whether designing an electronic board game or making a menu for an international restaurant to build an instrument from another country. Students can also work with an industry partner to ignite a spark to develop a potential passion for the future.

Examples of Industry Partnerships:

S.T.E.M. in Society- Prosthetics P.B.L. Module; partnership with Dankmeyer Prosthetics Company

Arts and Humanities- Works regularly with Artists in Residence to co-teach experiences. i.e., Improv artists that work with students on listening and collaboration skills.

World Culture and Language: Works with native language speakers to connect with students and offer examples of how second languages can benefit society

Global Studies: Works with community members to broaden students' perspectives on local/global cultures and regional/global challenges. i.e., Students visited the M.D. Food Bank facility to learn about food scarcity and supports.

Both programs are designed to provide students with challenging opportunities to develop an interest, new skills, and a chance to see themselves in a future career or additional course work in middle schools.

C. TARGETED ASSISTANCE SCHOOLS

Resources:

[MSDE Targeted Assistance Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

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

[**C.1 Anne Arundel County Public Schools FY'22 Written Process for Transitioning a Targeted Assistance School to a Schoolwide School**](#)

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

Not Applicable

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

[**C.3 Anne Arundel County Public Schools FY'22 Written Process for Developing, Implementing and**](#)

Monitoring Requirements in all Targeted Assistance Schools

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

[C.4 Anne Arundel County Public Schools FY-22 TAS MOU- Y Headstart and AACPS 20-21](#)

[C.4 Anne Arundel County Public Schools FY'22 TAS MOU - Community Christian](#)

[C.4 Anne Arundel County Public Schools FY'22 TAS MOU - A Child's Garden](#)

[C.4 Anne Arundel County Public Schools FY'22 TAS MOU - Wee Lad and Lassie](#)

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

Kelly Thomas, Title I Senior Program Manager; Sarah Bell, Title I Program Manager; Theresa Gregory, Title I Program Manager; Jennie Stevens-Nelson, Title I Teacher Specialist; Laura Vezer, Title I Teacher Specialist; Stacey Witte, Parent and Family Engagement Specialist; Title I Principals at George Cromwell Elementary, Hebron Harman Elementary, Marley Elementary, Monarch Annapolis Academy, North Glen Elementary, Oakwood Elementary, Overlook Elementary, Point Pleasant Elementary, Richard Henry Lee Elementary, Seven Oaks Elementary, Tracey's Elementary. Regional Assistant Superintendents, Office of School Performance; Jolyn Davis, Darryl Kennedy, Janine Robinson, Bill Goodman, Lisa Leitholf, Karen Donovan

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program <i>(Required Attachment #1 and #4)</i>	1114(a)(1)(B) 1114(b)(1)(A)	Documentation supporting the implementation of the written process which must include: 1. LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program 2. Other documentation to support the LEA has implemented its written process, if applicable.

	<p>List Title I school(s) and School ID number below OR attach a list of for Targeted Assistance Schools the LEA is proposing to transition to SW in SY 2021-22:</p> <table><tr><th>School Name</th><th>School Number</th><th>Indicate New Title I School or Current TAS School</th></tr><tr><td>George Cromwell</td><td>1112</td><td>Current TAS</td></tr><tr><td>Marley ES</td><td>1162</td><td>Current TAS</td></tr><tr><td>Monarch Annapolis Academy</td><td>6123</td><td>Current TAS</td></tr><tr><td>North Glen</td><td>1172</td><td>Current TAS</td></tr><tr><td>Oakwood</td><td>1182</td><td>Current TAS</td></tr></table>	School Name	School Number	Indicate New Title I School or Current TAS School	George Cromwell	1112	Current TAS	Marley ES	1162	Current TAS	Monarch Annapolis Academy	6123	Current TAS	North Glen	1172	Current TAS	Oakwood	1182	Current TAS		
School Name	School Number	Indicate New Title I School or Current TAS School																			
George Cromwell	1112	Current TAS																			
Marley ES	1162	Current TAS																			
Monarch Annapolis Academy	6123	Current TAS																			
North Glen	1172	Current TAS																			
Oakwood	1182	Current TAS																			

	<div>Overlook</div> <div>1192</div> <div>Current TAS</div>		
	<div>Point Pleasant</div> <div>1212</div> <div>Current TAS</div>		
	<div>Richard Henry Lee</div> <div>1242</div> <div>Current TAS</div>		
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>1a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program</p> <p>The LEA has a new school that will enter Title I status in the 2021-2022 school year or an existing Targeted Assistance school that plans to transition from a Title I Targeted Assistance Program to a Schoolwide Program beginning in the 2021-2022 school year, and the school would like to undergo the abbreviated planning process described by MSDE.</p> <p>(NOTE: see MSDE Targeted Assistance School Guidance for more details on this option).</p>	1114(b)(1)(A)	<p>Documentation of the planning process must include:</p> <ol style="list-style-type: none"> 1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program 2. A letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. 3. SAN and SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> ○ Planning meetings and lists of participants that show stakeholder participation in decision making ○ Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents, and should work in coordination with the School Improvement Team) ○ Meeting schedule ○ Communications, including emails, communication log, notices on web pages, etc. 4. Documentation showing the results of the implementation of the LEA planning process and its recommendation for each school that is to become a Schoolwide Program.

	<i>Required Attachment #2</i>		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1b. Year Long Planning Option:</p> <p>The LEA has a school that is planning transitioning from a Title I Targeted Assistance Program in the 2020–2021 School Year to a Schoolwide Program beginning in the 2021-2022 School Year using the yearlong planning process described by MSDE.</p> <p>(NOTE: see MSDE Targeted Assistance School Guidance)</p> <p><i>Required Attachment #1</i></p>	1114(b)(1)	<p>Documentation of the planning process must include (For each Targeted Assistance School transitioning):</p> <ol style="list-style-type: none"> 1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program 2. A copy of the letter from the LEA to MSDE of the school’s intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. 3. SAN/SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> ○ Planning meetings ○ Lists of participants that show stakeholder participation in decision making ○ Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents should work in coordination with the School Improvement Team) ○ Meeting schedule ○ Plan approval process ○ Communications, including emails, communication log, notices on web pages, etc. 4. LEA Process for Approving a Targeted Assistance School Transition Plan. 5. At completion, the LEA planning process documentation and plan for each school to be submitted to MSDE.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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</p>	1115(c)(1)(B)	<p>If a LEA has any Targeted Assistance Schools at the time of its Annual Program Review, documentation supporting the implementation of the written process must include:</p> <ol style="list-style-type: none"> 1. Weighted selection criteria <ul style="list-style-type: none"> ○ Data sources for multiple selection criteria (by school) 2. Master ranking (all students ranked showing most needy students)

	<p>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.</p> <p><i>Required Attachment #3</i></p>		<p>served by grade and subject area)</p> <ol style="list-style-type: none"> 3. Targeted Assistance teachers and para schedules with matching student roster 4. Service delivery model 5. Description of how services will be delivered to Targeted Assistance students at each school. (Push-in, pullout, etc.) 6. Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting 7. School master schedules 8. Exit criteria by school 9. Other documentation to support the LEA has implemented its written process, if applicable. <p>LEA School-level Monitoring:</p> <ol style="list-style-type: none"> 1. Evidence of implementation of the LEA School-level Monitoring Plan must include: <ul style="list-style-type: none"> o SAN from program monitoring o Program monitoring tool(s) o Program monitoring feedback reports o Email communication 2. LEA schedules with dates for regular review for each Title I Targeted Assistance Program.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components: Targeted Assistance Program Checklist</p> <ol style="list-style-type: none"> 1. Use program's resources to help eligible children meet the state's challenging academic standards; 2. Use methods and instructional strategies to strengthen the 	1115(b)(2)(A-G)	<p>Program's resources to help eligible children meet the state's challenging academic standards may include:</p> <ol style="list-style-type: none"> 1. Programs, activities, and academic courses necessary to provide a well-rounded education. <p>Methods and instructional strategies to strengthen the academic program of the school may include:</p> <ol style="list-style-type: none"> 1. Expanded learning time, before- and after-school, and summer programs and opportunities 2. A schoolwide program tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

	<p>academic program of the school;</p> <ol style="list-style-type: none"> 3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs; 4. Provide Professional Development; 5. Strategies to increase the involvement of parents of eligible children; 6. If appropriate and applicable, coordinate with Federal, State, and local programs; 7. Each Title I Targeted Assistance School will provide the LEA assurances that it will: <ol style="list-style-type: none"> (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance 		<p>Coordination with the regular education program may include:</p> <ol style="list-style-type: none"> 1. SAN from collaboration meetings <ul style="list-style-type: none"> ○ Timelines with evidence of implementation 2. Documentation of coordination between regular education program and Title I <p>Professional Development may include:</p> <ol style="list-style-type: none"> 1. Data sources demonstrating the need for identified professional development 2. SANE documents from professional development 3. Professional development schedules, plans, and/or calendars 4. SANE from building capacity for school-level training to educate school personnel with parental assistance on how to work with parents as equal partners (see Parent and Family Engagement Checklist under Building Capacity requirements) <p><i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></p> <p>Strategies to increase the involvement of parents of eligible children may include:</p> <ol style="list-style-type: none"> 1. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs may include:</p> <ol style="list-style-type: none"> 1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.) 2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.
--	---	--	---

	<p>program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.</p> <p><i>Required Attachment #3 and #4</i></p>		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.</p> <p><i>Required Attachment #3</i></p>	<p>1115 (b)(2)(G)(iii)</p>	<p>Documentation supporting the implementation of the written process which may include:</p> <ol style="list-style-type: none"> 1. LEA schedules with dates for regular review for each Title I Targeted Assistance Program 2. SAN documentation of data review meetings 3. Documentation of program adjustments based on data review and progress monitoring 4. Student progress monitoring (evidence of progress/lack of progress) 5. Other documentation to support the LEA has implemented its written process, if applicable.



Title: C. 1 Anne Arundel County Public Schools FY'22 TAS Transition from TAS to SW	
Purpose: To detail the one year process for transitioning a Targeted Assistance Program to a Schoolwide Program	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: AACPS Title I Senior Program Manager AACPS Title I Program manager Targeted Assistance School Principals Regional Assistant Superintendents School based committees	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	AACPS Title I submits a letter via email or through mail to request consideration for TAS to begin planning to transition to Schoolwide to the MSDE Title I Director. The following must be included in the letter: <ul style="list-style-type: none"> • School data • Rationale to demonstrate readiness 	With Title I A application	letter	MSDE Title I AACPS Title I
2.	Title I office receives approval or denial letter whether or not the TAS may begin the year of planning. If yes, the schools will establish <i>small planning teams</i> including: <ul style="list-style-type: none"> • TAS Leadership team • AACPS Title Program Manager • AACPS Title I PFE Specialist If not, the school will meet with the AACPS Title I office to discuss next steps.	Fall 2021		MSDE Title I AACPS Title I Office TAS School

3.	<p>AACPS Title I will provide an information breakout session for schools transitioning to SW. Office hours will be scheduled at least twice. A member of the AACPS Title I office will be appointed to directly support each transitioning school and attend their School Transition Committee meetings.</p>	<p>October 26, 2021</p> <p>October through May</p>	<p>SANE meetings</p>	<p>AACPS Title I</p> <p>TAS schools</p>
4.	<p>The TAS schools will establish <i>school transition committees</i> including multiple stakeholders:</p> <ul style="list-style-type: none"> • The small planning team • Central office members • Administration • Teachers at the school • Family members of students at the school • Community leaders involved with the school <p>In October, the <i>small planning team</i> will draft a method and schedule for gathering input from families, community members and teachers about the school and the program throughout the year. (Possibilities: meetings established, letters sent to all families, surveys at existing events, google classroom notices, phone calls) The team will also draft the Meeting Schedule for the year.</p>	<p>By October 30, 2021</p>	<p>SAN</p> <p>Flyers</p> <p>Copies of surveys</p> <p>Meeting schedule</p>	<p>TAS small planning team</p>
5.	<p>In November the School Transition Committee (all stakeholders) will meet to collaborate on the following:</p> <ul style="list-style-type: none"> • Meeting Schedule • Engage in data protocols • Comprehensive Needs Assessment • Reviewing surveys, methods and schedules of gathering input • Establish next steps based on data and needs • Create a School wide Title I Plan (and budget) <p>The School Transition Committee will meet at least two times to continue work on data, planning for writing the school plan.</p>	<p>November</p> <p>January</p> <p>March</p> <p>May</p>	<p>SANE documentation</p>	<p>School Transition Committee</p>

6.	The small planning team will maintain documentation during the year to demonstrate implementation of schoolwide components with oversight from the AACPS Title I Office. This will be shared at the School Transition Committee meetings. Examples may be: SANE from meetings, minutes, and calendars, schedules, events and professional development.	November January March May	SAN documentation see 4 and 5	School Transition Committee TAS small planning team
7.	Each TAS presents all necessary documentation regarding proving readiness to become Schoolwide to AACPS Title I office.	By March 14, 2022	SAN documentation Schoolwide Plan	School Transition Committee
8.	AACPS Title I office reviews, with their MSDE Title I POC, the documentation from the year of planning, to determine if the school is ready for approval to transition to Schoolwide.	April 2022	SAN documentation	AACPS Title I Office MSDE POC

9.	AACPS Title I office receives an official letter of approval or denial to become Schoolwide for the 22-23 school year from the MSDE Title I director.	Spring/Summer 2022	Letter	MSDE Title I Office
----	---	--------------------	--------	---------------------

Revision History:

Revision	Date
Draft	June 2021



Title: C.3 TAS Develop, implement and monitor requirements, includes timeline and data criteria for identifying students	
Purpose: To develop, implement, and monitor requirements in all targeted assistance schools.	
Department: Office of Community and School Based programming	Office: Title I
Persons responsible: AACPS Title I Senior Program Manager; AACPS Title I Program Manager; Title I School Team	
Implementation Date: June 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	The AACPS Title I office will provide detailed training on the meaning of each component and how these components are an integral part needed to support their Title I Plans. Schools are provided with examples for the components that they can refer to throughout the year. (Virtual meeting)	May 2021	Training materials SAN from April and May meetings and office hours	AACPS Title I Office Title I School teams
2.	The Title I School Team creates and submits the Title I Plan and Budget Narrative to the AACPS Title I office via school Google folder. The school will identify the greatest needs of their targeted students to create the plan.	June 2021	Copies of plans and budgets	Title I School Team AACPS Title I Office
3.	The AACPS Title I office will review the plans and budgets to ensure that preliminary plans support the components and school data has been disaggregated and analyzed. Budget narratives will be reviewed to ensure alignment with the Comprehensive Needs Assessment. Interventions will also be checked to ensure they are evidence-based interventions/strategies/activities/programs.	July/Aug 2021	Feedback provided in next step <i>See link in 2</i>	AACPS Title I Office Program Managers AACPS Title I Office Budget Technicians

4.	The Title I Program Managers will provide feedback in writing to schools via email and discuss with the principal if or when there is a potential compliance issue.	July 2021-Sept 2021	Copy of feedback uploaded into the Crate <i>see link in 2</i>	AACPS Title I Office Program Managers AACPS Title I Office Budget Technicians
5.	Principals and Regional Assistant Superintendents will review the Title I Plans and Budget.	June 2021-Sept 2021	Signatures of Principal and RAS on plans	AACPS Office of School Performance Title I Principals
6.	<p>Using district approved assessments and consistent multiple data points, school teams will review, rank and identify students in grades 1-5 for targeted assistance. As a result of the break in instruction due to COVID, and not all students attending school, the students who only attended school virtually will be prioritized for services.</p> <p>TAS Multiple Data point criteria 2021-2022</p> <ul style="list-style-type: none"> ● Attendance during 2020-2021 school year, prioritize virtual students ● SWD, Students with Disabilities (must be considered) ● ELL, English Language Learners (must be considered) ● Head Start attendance (must be considered for grades K-2) ● Identified in previous school year 2020-2021 ● DIBELS K-3 ● Fountas and Pinnell Literacy assessment K-5 ● iReady Diagnostic K-5 ● MCAP KRA grade K ● MCAP grades 4,5 ● AACPS Literacy Assessment 3-5 	September 8 – October 11, 2021	<p>Ranking lists</p> <p>SAN documentation</p> <p><i>See Crate for all</i></p>	Targeted Assistance Leadership team

	<ul style="list-style-type: none"> AACPS Math Assessment 2-5 			
7.	<p>Collaboration (virtual) must occur in some form (school leadership, grade level planning, and/or with other stakeholders). Individual students are discussed and identified to be targeted. Document the meeting and notes on the ranking spreadsheet.</p>	September 8 – October 11, 2021	<p>SAN from meeting</p> <p>Notes from the discussion around the ranking list</p> <p><i>See Crate</i></p>	Title I School Team and Collaborators

8.	Schools will begin providing services to TAS students virtually.	October 11, 2021 Target date, dependent on county administration of assessments.	Attendance, Progress Monitoring in Crate	Title I School team
9.	The Title I school team members will attend the District provided virtual Fall Orientation Meeting. This will include the following items: <ul style="list-style-type: none"> • Peer review of all plans with guidance and a rubric for feedback • Training on compliance, best practices, and expectations for the school year. 	October 2021	SANE Peer Reviews Rubrics	Title I Office Title I School Team
10.	Schools will notify families about Title I Targeted identification status. (Email, google classroom and/or letter mailed home.)	By November 15, 2021	Copy of communication	Title I School team
11	Title I teachers will enter TAS into the district Student Management System. (Power School SMS)	By November 15, 2021	Print out of list	Title I School team
12.	Title I teachers will upload spreadsheets, SAN documentation into Title I Crate.	October 15, 2021	Spreadsheet	Title I school team
13.	The Title I School will hold a Parent Information Session about the Title I Targeted Program. Virtual or in person.	By November 15, 2021	SANE documentation	Title I school team
14.	The Title I schools will hold Title I <i>Staff</i> information sessions and TA and IA training sessions.	By November 15, 2021	Training Materials SANE documentation	Title I School team
15.	The Title I schools will upload evidence that all staff at the school has completed training on technology use and safety. Staff were required to complete training virtually during the summer.	By January 15, 2022	Training Materials SANE documentation	Title I School Team

16.	<p>Monitoring visits will occur at least once a year to review and evaluate implementation and evidence of the seven Targeted components using the Monitoring Checklist. As a part of each visit, the schools will be given an opportunity to share feedback and input on the program structure and support that is provided by the AACPS Title I Office. Schools will have the opportunity to provide this feedback and input in writing.</p> <p>Written feedback will be provided within 10 working days via email.</p> <p>The school will have 10 working days to address concerns in written feedback (either by making corrections or submitting a written plan).</p> <p>If a school does not respond within 10 working days, the Regional Assistant Superintendent will be notified and invited to a collaborative meeting with Title I and the school administration to determine next steps.</p>	December 2020/January 2021	<p>Monitoring checklist</p> <p>SAN for visits</p> <p>Feedback about Monitoring Visit from AACPS Title I</p> <p>Input survey</p>	<p>AACPS Title I Office– Senior Program Manager</p> <p>Program Manager</p> <p>Teacher Specialist</p> <p>Budget Technician</p> <p>Title I School Team</p> <p>School Principal</p> <p>Regional Assistant Superintendent</p>
17.	<p>The Title I school will re-assess current TAS students using multiple data points (see data step 6). Schools will exit, continue services or enter students based on data and ranking. Schools will insert notes into the spreadsheet to document all decisions and keep SAN for meetings.</p> <p>Exit criteria: <i>Any student considered “on grade level” or in the top 50%ile of the grade level in any assessment used will be considered for exiting.</i></p>	January 2022	<p>SAN <i>TitleICrate</i></p> <p>Spreadsheet in Crate</p>	Title I School team
18.	<p>Based on MOY(middle of year) ranking, exit status, and identification, the Title I school will make necessary adjustments in their program and support, update all items listed in the monitoring checklist. .</p>	February 2022	SAN <i>TitleICrate</i>	Title I School Team

19.	Title I Literacy and Math teachers will maintain sign-in sheets, agendas, notes and evaluations on all Title I funded opportunities. The documentation will be uploaded into the <i>TitleICrate</i> under the various components.	September 2021-June 2022, at least quarterly	Documentation on the <i>TitleICrate</i>	Title I School Team
20.	Title I team will review documents on the <i>TitleICrate</i> to ensure compliance is met. The program manager will provide technical assistance upon request or as needed during the year.	September 2021-June 2022, at least quarterly Due dates will be in the <i>TitleICrate</i>	Documentation on the <i>TitleICrate</i> <i>SAN for tech Assistance</i>	AACPS Title I Office
21.	Title I Program Manager will send the Monitoring checklist to school teams as a summary of the year via email. Additionally, schools will be asked to complete a survey to provide input on the structure and support provided to them by the AACPS Title I Office.	June 2022	Monitoring Checklist and Feedback Feedback about Monitoring Visit from AACPS Title I Input survey about Structure and Support from Title I School	AACPS Title I Office Title I School Teams
22.	Schools will create an end of year progress monitoring list based on multiple data points and criteria (see data list in step 6). This will be the ranking list used for planning purposes for the next school year.	June 2022	End of year spreadsheet and SAN	Title I School Team

Revision History:

Revision	Date
Draft	June 2021

TAS 21-22 Monitoring Tool Checklist School _____ DRAFT until Crate is created for 21-22 _____						
Crate C	Description/Title of Evidence	Due	✓	Seco nd due date	✓	If item is not “met”, notes, action steps, deadlines here
Requirement 1 (This requirement is ONLY FOR TRANSITIONING SCHOOLS Everyone else go to Req 2 below...						
1.1	Written process for transitioning (LEA)					
1.2	Other documentation to support written process					
1.4	Year long planning					
1.4.1	Evidence of intent to transition	2/3				
1.4.2	Transition letter with MSDE response	9/28				
1.4.3	SAN(E) documents for planning meetings	4/16				
1.4.4	Roster of committee	9/28				
1.4.5	Orientation meeting SANE, including multiple stakeholders	9/28				
1.4.6	Planning team roster	9/28				
1.4.7	Meeting schedule	9/28				
1.4.8	Plan approval process					
1.4.9	Communication samples	4/16				
1.4.10	LEA process for approving plan					
Requirement 2						
Crate	Description/Title of Evidence	Due		Due		Notes, action steps, deadlines
2	Written Process for TAS					
2.1	Weighted selection criteria for identifying students	10/15 TBD		2/18		
2.2	Master Ranking Info					
2.2.1	BOY ranking and ID spreadsheets, SAN	10/15 TBD				

2.2.2	MOY Ranking and ID spreadsheets, SAN	2/18				
2.2.3	EOY Ranking and ID spreadsheets, SAN	6/19				
2.3	Personnel Roster Schedules of all Title I funded staff (2 items)	10/15		2/18		
2.4	Service delivery model	10/15		2/18		
2.5	School master schedule Grade level schedules Contractual hours at school (3 items)	10/15		2/18		
2.6	Exit Criteria for Title I students	2/19				
2.7	Homeroom lists with TAS highlighted	11/15		2/18		
2.8	Downloaded PowerSchool SMS list	11/15		2/18		
2.9	“You are identified” letter	11/15		2/18		
2.10	September(Oct) Action Logs	11/15				
Requirement 3						
Crate	Description/Title of Evidence	Due		Due		Notes, action steps, deadlines
3.1	Targeted Title I Plan, signed, approved, also budget (2)	10/15		2/18		
3.2	Extended Learning documentation					
3.3	Schoolwide tiered model for SEL	10/15				
3.4	Collaborative Planning					
3.4.1	CP During school day Q1	11/15				
3.4.2	CP Instructional outside of day Q1	11/15				
3.4.3	CP During school day Q2	2/18				
3.4.4	CP instructional outside of day Q2	2/18				
3.4.5	CP during school day Q3	4/16				
3.4.6	CP instructional outside of day Q3	4/16				
3.4.7	CP during school day Q4	6/19				
3.4.8	CP instructional outside of day Q4	6/19				

3.5	Leadership, Articulation, Transition					
3.5.1	L, A, T Q1	11/15				
3.5.2	L,A, T Q2	2/18				
3.5.3	L, A, T Q3	4/16				
3.5.4	L,A, T Q4	6/19				
3.6	PD calendar	10/15				
3.7	PD Q1					
3.7.1	Mandatory Staff training	11/15				
3.7.2	Mandatory Technology training	11/15				
3.7.3	Mandatory TA, IA training	11/15				
3.7.4	Other PD in Q1	11/15				
3.8	PD Q2					
3.8.1	PD during school day day Q2	2/18				
3.8.2	PD outside contractual hours Q2	2/18				
3.9	PD Q3					
3.9.1	PD during school day Q3	4/16				
3.9.2	PD outside contractual hours Q3	4/16				
3.10	PD Q4					
3.10.1	PD During school day Q4	6/19				
3.10.2	PD outside contractual hours Q4	6/19				
3.11	SANE from building capacity school level...					
3.12	Strategies to increase involvement of parents					
3.13	Evidence/SANE involving other programs. (Federal,state, local)	2/18				
3.14	Evidence of braided funds					
Requirement 4						

Crate	Description/Title of Evidence	Due		Due		Notes, action steps, deadlines
4.1	LEA monitoring schedules with dates					
4.2	SAN documentation of monitoring visits					
4.3	Documentation of program adjustments	2/18				
4.4	Student MONTHLY progress monitoring and attendance, push in, pull out, Dreambox					
4.4.1	October PM and Attendance	11/15				
4.4.2	November PM and Attendance	12/15				
4.4.3	December PM and Attendance	1/15				
4.4.4	January PM and Attendance	2/18				
4.4.5	February PM and Attendance	3/15				
4.4.6	March PM and Attendance	4/16				
4.4.7	April PM and Attendance	5/15				
4.4.8	May PM and Attendance	6/19				
4.4.9	June PM and Attendance	6/19				
4.5	Coaching documentation					
4.5.1	Coaching logs Q1	11/15				
4.5.2	Coaching logs Q2	2/18				
4.5.3	Coaching logs Q3	4/16				
4.5.4	Coaching logs Q4	6/19				
4.6	Student Data Review					
4.6.1	Data Review during school day Q1	11/15				
4.6.2	Data Review outside day Q1	11/15				
4.6.3	Data Review during school day Q2	2/18				
4.6.4	Data Review outside day Q2	2/18				
4.6.5	Data Review during school day Q3	4/16				
4.6.6	Data Review outside day Q3	4/16				

4.6.7	Data Review during school day Q4	6/19				
4.6.8	Data Review outside day Q4	6/19				
Requirement 5 Other...						
Crate	Description/Title of Evidence	Due		Due		Notes, action steps, deadlines
5.1	Verification of Compliance Attestation	2/18				
5.2	Peer Review of another plan	11/15				
5.3	Copy of a letter to parents, signed by Principal, if a student has been taught by a non-certified teacher 4+ weeks	11/15				
5.4	Copy of a letter to parents, signed by Principal, if a student has been taught by a non-certified teacher 4+ weeks	2/18				
5.5.	Copy of a letter to parents, signed by Principal, if a student has been taught by a non-certified teacher 4+ weeks	4/16				
5.6	Copy of a letter to parents, signed by Principal, if a student has been taught by a non-certified teacher 4+ weeks	6/19				
5.7	Inventory of title I funded items	6/19				

*Any PD, planning or book study that occurs outside of the school day must have SANE that also includes an attestation that the hours are outside of contractual hours.

Semester 1 Feedback

Please ensure all unchecked items are added to the Title I Crate by _____.

Reviewer:

Date:

Additional notes:

Semester 2 Feedback

Please ensure all unchecked items are added to the Title I Crate by _____.

Reviewer:

Date:

Additional notes:

Title I SWS Feedback Form FY'22

_____ **Elementary**

Ta

Action needed and due date: _____ **School:** _____

The Team: All team members listed in this section should be aware that their inclusion as a team member indicates their attestation that they were active and present participants in the development of the plan.

Multiple stakeholders were involved in the creation of the plan.	Yes	Missing	Action needed:
Principal /Administrator(s)			
Parent(s)			
Teacher(s)/Leadership Team			
Regional Assistant Superintendent			
Central Office Partners			

Comprehensive Needs Assessment (Targeted info)

	Focused	School wide	Action needed:
Identification and analysis of 3 or more current and past trend quantitative data sources			
Data sources analyzed and disaggregated to identify the strengths and needs. If a TSI school the identified student groups have been specifically disaggregated and discussed in comparison to the non-student group: ex: Economically Dis compared to non- Econ Disadvantaged.			
Narrative clearly written to identify student and teacher needs at the school (Box 1)			
Root Cause analysis provided for different areas of need			
Qualitative and quantitative data mentioned			

Description of process and tools used to analyze data (Box 2) TSI student groups specifically discussed.			
Goals/Reform Strategies/Action Steps (Targeted and TSI info)			
	Focused	School wide	Action needed:
Goals reflect the needs written in the CNA. If TSI there is a goal for each student group in either Focused Academic Support or in Whole School Needs.			
Action steps (reform strategies) are directly related to the needs identified in the CNA and the goals written If TSI there are action steps for each student group in either Focused Academic Support or in Whole School Needs.			
Professional Learning aligns and support the Action Steps and goals			
Documents identified to monitor the implementation of the Action Steps			
Data listed to measure the impact of the Action Step			
A clear connection between the identified Needs and any Budgetary Items needed to implement the Reform Strategies			
Plan for Teacher Supports (Targeted and TSI info)			
			Action needed
Professional Learning aligns with and support the Teachers Supports			
Documents identified to monitor the implementation of the Teacher Supports			

Data identified to measure the impact of the Teacher Supports			
A clear connection between the identified Needs and any Budgetary Items needed to implement the Teacher Supports			
Professional Development (Targeted and TSI info)			
			Action needed
Projected months and year are listed			
PD is named and identified			
PD aligned to the Goals, Comprehensive Needs Assessment, and Reform Strategies			
Documents/procedures/follow-up is listed to monitor the implementation of the PD			
Data identified to measure the impact of the PD			
Transition Support (Targeted and TSI info)			
			Action needed
The timeline reflects at least 4 actions			
Action Steps describe the collaboration with various offices, agencies, to increase the quality of learning.			
The goal clearly demonstrates the purpose of the action			
A clear connection between the Action Step and any Budgetary Items needed to support the transition activity			
Parent and Family Engagement			

Sections of the Component to Consider:	Feedback:
Summary of data	
Workshop #1: Required Informational Workshop: <i>Includes: strategies to build parent capacity, parent takeaways to continue to support their child at home, barriers removed, ways to monitor effectiveness, and budgetary needs</i>	
Workshop #2: Required Parent Input Meeting: <i>Includes: strategies to build parent capacity, parent takeaways to continue to support their child at home, barriers removed, ways to monitor effectiveness, and budgetary needs</i>	
Workshop #3: Additional Workshop (Content): <i>Includes: strategies to build parent capacity, parent takeaways to continue to support their child at home, barriers removed, ways to monitor effectiveness, and budgetary needs</i>	
Workshop #3: Additional Workshop (Content) <i>Includes: strategies to build parent capacity, parent takeaways to continue to support their child at home, barriers removed, ways to monitor effectiveness, and budgetary needs</i>	
Additional Workshop: <i>Includes: strategies to build parent capacity, parent takeaways to continue to support their child at home, barriers removed, ways to monitor effectiveness, and budgetary needs</i>	
Building Parent Capacity: <i>Is each question answered with detail and address the question in its entirety?</i>	
School Parent Compact: <i>Does the compact adhere to the required checklist for all stakeholders?</i>	

Coordination of Programs (Targeted info)			
			Action needed
Programs listed to support the Plan's goals and action steps			

Title I Budget Narrative Review Feedback Document July 2021
Reviewed by _____, Budget Technician
Title I AACPS

School Name: _____ Principal: _____
Title I teachers: _____
Feedback sent date: _____

Location in Budget	Notes	Action Required
Personnel and Temporary Salaries		
MOI		
Professional Development		
Parent & Family Engagement	1)	

Title: Research-Based Interventions	
Purpose: to ensure that schools are using research-based interventions.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager; Title I Program Managers; Title I Parent and Family Engagement Specialist; Manager of Research – Instructional Data Division (IDD); Principals; Title I School Teams	
Implementation Date: 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Department/Agency
1.	The School or the Title I Office submits a form to the research department.	The suggested focus in February 2022 – July 2022 during School planning for the following year	Responses to form Form to Research Form responses part 1 Form responses part 2	Title I School Team Title I Office IDD Research Department.
2.	The Research Team will compile evidence for the specific intervention/strategy that was requested on the form.	3 - 4 weeks from request	Evidence Level Forms	IDD Research Department
3.	The Research Team will assign the intervention/strategy an evidence level of 1, 2, 3, or 4.	3-4 weeks from request	Evidence Level Forms	IDD Research Department
4.	The Research Team will notify the requester of the evidence level via email using the evidence level form. The completed information/form is added to the AACPS database depot.	3-4 weeks from request	Evidence Level Forms	IDD Research Department
5.	Follow Title I process for approval.	After receiving information from IDD	Communication with Title I Office	Title I Office

Revision History:

Revision	Date
7/2021	

Anne Arundel County Public Schools
Educational Partnership Declaration

between

A Child's Garden
and
The Anne Arundel County Public Schools

Vision

The vision of the partnership between A Child's Garden and the Anne Arundel County Public Schools is to initiate a public-private partnership between a local school system and a community-based program designed to expand access to full day public prekindergarten for three-year-olds from eligible families.

Mission

Per funding authorized by the Prekindergarten Expansion Act of 2014, and provided by a Prekindergarten Expansion Grant, A Child's Garden and the Anne Arundel County Public Schools will work together to expand access to high-quality prekindergarten education for three-year-olds from families with household incomes at or below 300 percent of Federal Poverty Guidelines which meets 10 quality benchmarks set by the Maryland State Department of Education (MSDE) – Appendix A.

Objectives

A Child's Garden and the Anne Arundel County Public Schools will:

- Target families with three-year-old children from economically disadvantaged backgrounds who meet the income eligibility requirements to participate in the community-based prekindergarten 3's program.
- Work with the Anne Arundel County Health Department to provide vision and hearing, screening for all three-year-olds enrolled in the prekindergarten 3's program.
- Support children with special needs through preschool special education services.

A Child's Garden will:

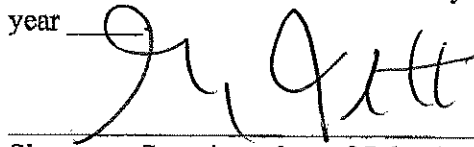
- Provide high-quality prekindergarten 3's education and wrap-around care to eligible children.
- Meet or exceed criteria for high-quality prekindergarten programs defined by the Federal Criteria for High-Quality Preschool Education (Appendix A).

- Provide a minimum of 180 days of prekindergarten 3's instruction per school year.
- Provide developmental screening to students as needed.
- Administer the Early Learning Assessment (ELA) to measure school readiness across multiple domains.
- Provide meals and snacks to all enrolled students in accordance with the Child and Adult Care Food Program.
- Maintain accurate data files for each student enrolled to be collected three times per year (October 1st, February 1st, and May 1st).
- Maintain state accreditation and participation in MD EXCELS.
- Participate in grant monitoring at least once per year.

The Anne Arundel county Public Schools will:

- Promote the community-based prekindergarten program and refer eligible families and children who are not currently served by prekindergarten education.
- Offer professional development opportunities to A Child's Garden grant teachers.
- Provide ELL resources to children if needed.
- Provide speech and language, health and physical development screening services to children if needed.
- Provide special education services to children if needed.

We, the undersigned do fully agree to the above stated partnership agreement between A Child's Garden and the Anne Arundel County Public Schools on this _____ day of _____ in the year _____



Signature: Superintendent of School, AACPS

9.29.2021
Date



Signature: Lisa Herbst, Ed.D., Program Director

9/13/21
Date

Anne Arundel County Public Schools
Educational Partnership Declaration

between

Wee Lad & Lassie Early Learning Center
and
The Anne Arundel County Public Schools

Vision

The vision of the partnership between Wee Lad & Lassie and the Anne Arundel County Public Schools is to initiate a public-private partnership between a local school system and a community-based program designed to expand access to full day public prekindergarten for three-year-olds from eligible families.

Mission

Per funding authorized by the Prekindergarten Expansion Act of 2014, and provided by a Prekindergarten Expansion Grant, Wee Lad & Lassie and the Anne Arundel County Public Schools will work together to expand access to high-quality prekindergarten education for four-year-olds from families with household incomes at or below 300 percent of Federal Poverty Guidelines which meets 10 quality benchmarks set by the Maryland State Department of Education (MSDE) – Appendix A.

Objectives

Wee Lad & Lassie and the Anne Arundel County Public Schools will:

- Target families with four-year-old children from economically disadvantaged backgrounds who meet the income eligibility requirements to participate in the community-based prekindergarten program.
- Work with the Anne Arundel County Health Department to provide vision and hearing, screening for all three-year-olds enrolled in the prekindergarten program.
- Support children with special needs through preschool special education services.

Wee Lad & Lassie will:

- Provide high-quality prekindergarten education and wrap-around care to eligible children.
- Meet or exceed criteria for high-quality prekindergarten programs defined by the Federal Criteria for High-Quality Preschool Education (Appendix A).
- Provide a minimum of 180 days of prekindergarten instruction per school year.

- Provide developmental screening to students as needed.
- Administer the Early Learning Assessment (ELA) to measure school readiness across multiple domains.
- Provide meals and snacks to all enrolled students in accordance with the Child and Adult Care Food Program.
- Maintain accurate data files for each student enrolled to be collected three times per year (October 1st, February 1st, and May 1st).
- Maintain state accreditation and participation in MD EXCELS.
- Participate in grant monitoring at least once per year.

The Anne Arundel County Public Schools will:

- Promote the community-based prekindergarten program and refer eligible families and children who are not currently served by prekindergarten education.
- Offer professional development opportunities to Wee Lad & Lassie grant teachers.
- Provide ELL resources to children if needed.
- Provide speech and language, health and physical development screening services to children if needed.
- Provide special education services to children if needed.

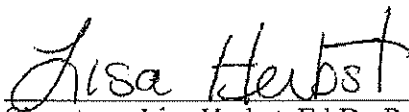
We, the undersigned do fully agree to the above stated partnership agreement between Wee Lad & Lassie and the Anne Arundel County Public Schools on this _____ day of _____ in the year _____.



 Signature: Superintendent of School, AACPS

9.29.2021

 Date



 Signature: Lisa Herbst, Ed.D., Program Director

9/20/21

 Date

SUPERINTENDENT'S SIGNATURE APPROVAL FORM

(please mark appropriate boxes)

Initials/Date

☐ Coordinator/Supervisor

☐ Director/Executive Director

☒ Assistant/Associate Superintendent

Michele Batten

mb/bsh

☐ Chief Communications Officer

☐ Chief Operating Officer

☒ Legal Office

D. McMahon

☒ Deputy Supt., Academics & Strategic Initiatives

☐ Deputy Supt., Student & School Support

☒ Superintendent Dr. Krutts

CK

Return to:

Christina Harvey

Comments:

+ Michele Batten



DPS/TH 1350/27 (Rev. 7/14)

**FOURTH AMENDMENT TO
SERVICES AWARD AGREEMENT
Between
The YMCA of Central Maryland, Inc.
And
Anne Arundel County Public Schools
For A Pre-Kindergarten/Head Start Program**

This Fourth Amendment to Services Award Agreement (this "Fourth Amendment") is made and effective as of the 1st day of July 2020 and is contingent on federal funding, by and between the YMCA of Central Maryland Inc. ("YCM"), the Grantee Agency, and the Board of Education of Anne Arundel County, also known as Anne Arundel Public Schools ("AACPS").

BACKGROUND STATEMENT

A. Whereas, YCM received an award from the U.S. Department of Health and Human Services ("HHS") to operate a Head Start program in Anne Arundel County, Maryland, and to

coordinate providing Head Start services in connection therewith; and

B. Whereas, AACPS established facilities in which to operate pre-Kindergarten programs and agreed to work with YCM to establish a Head Start Program (the "Program") in the AACPS established facilities; and

C. Whereas, YCM and AACPS entered into a Services Award Agreement effective as of August 1, 2016 which outlined their respective obligations, rights, and responsibilities to one another with respect to the provision or coordination of comprehensive Program services to preschool age children and their guardians (the "Agreement"); and

D. Whereas, the original Term of the Agreement provided for an expiration of June 30, 2017, a First Amendment provided for an expiration of June 30, 2018, a Second Amendment provided for an expiration of June 30, 2019, and a Third Amendment provided an expiration of June 30, 2020; subject, however, to the parties' ability to enter into mutually agreeable renewal periods of additional one (1) year periods; and

E. Whereas, YCM and AACPS wish to enter into this Fourth Amendment to the Agreement to renew the Term and to permit renewals of the Agreement for periods that are mutually agreed by the parties.

Now, therefore, for good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, the parties, intending to be legally bound, do hereby mutually agree as follows:

RENEWAL OF TERM Subject to the termination provisions set forth in the Agreement, the term of the Agreement shall be renewed for a one (1) year period commencing as of July 1, 2020 and ending on June 30, 2021 (the "Renewal Term"). At the end of the Renewal Term, any and all further renewals of this Award shall be mutually agreed upon by both YCM and AACPS, shall be for such renewal periods as mutually agreed in writing by the parties from time to time.

FUNDING, PAYMENT TERMS, AND FISCAL REQUIREMENTS

A. YCM's obligation to make payment of funds under this Award is specifically conditioned upon YCM receiving from HHS, Administration for Children and Families the entire amount needed to pay for the total costs of the Program Services.

B. Subject to the availability of funds in Section III A above, for the Services AACPS shall provide hereunder, YCM will pay AACPS the sum of Three Hundred Eighty-Four Thousand Dollars (\$384,000.00) for the period commencing **July 1, 2020 and ending June 30, 2021** (the "YCM Funds"). AACPS shall use the YCM Funds solely for the compensation of the faculty and staff who will be providing the Services, and for no other purpose. AACPS acknowledges and agrees that all payments hereunder are also expressly conditional upon AACPS providing its non-federal matching funds commitment of twenty percent (20%) of the YCM Funds for the same ten-month period, equal to Seventy-Six Thousand Eight Hundred Dollars (\$76,800.00). In the event that this Award Agreement is renewed and in any renewal period, funds are not available from HHS, then in such event, AACPS will have no further obligation to proceed to provide Services under this Award Agreement. If, however, this Award Agreement is renewed and HHS funds are available, but AACPS fails to enroll the requisite number of children in the Program, then, in such event, YCM may reduce the funds payable to AACPS on appropriate basis, and reallocate the funds to another established Program.

C. Payments by YCM to AACPS shall be made no later than thirty (30) days after receipt and approval by YCM of a fiscal report from AACPS. AACPS shall submit a fiscal report/invoice to YCM in acceptable form within fifteen (15) days after the end of each quarter to receive funding for the next quarter. Specifically, invoices submitted by AACPS shall provide documentation for the following periods:


July 1 -December 31; January 1 -March 30; and April 1 -June 30.

To be eligible for payment or reimbursement, program expenditures must be **limited to allowable costs** and be made in accordance with the approved Head Start budget for the current program year. The invoice must display actual expenditures comparisons to the approved expenses, including variations, and must be signed in nonblack ink by a fiscal officer of AACPS.

ENTIRE AGREEMENT. In all other respects, except as specifically modified in this Fourth Amendment, all other terms and provisions of the Agreement shall remain in full force and effect. This Fourth Amendment shall have the same force and effect as if incorporated in the Agreement and shall take precedence thereafter. This Fourth Amendment may be executed in any number of counterparts, each of which shall be deemed to be an original and all of such counterparts shall constitute one Fourth Amendment. To facilitate execution of this Fourth Amendment, the parties may execute and exchange by email or telephone facsimile copies of this Fourth Amendment and all such copies shall be deemed to be originals.

IN WITNESS WHEREOF, the parties have executed this Fourth Amendment Award and have caused their respectively seals to be affixed hereto on or before the date first set forth herein.

For: Anne Arundel County Public Schools



George P. Arlotto, Ed.D
Superintendent of Schools

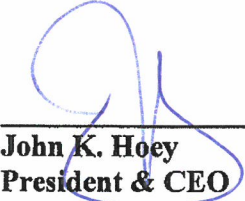
6.1.2020
Date



Attested by:

5/28/20
Date

For: YMCA of Central Maryland, Inc.



John K. Hoey
President & CEO

6.3.20
Date



Attested by:

6/3/20
Date

Omalley, Carol A

From: Batten, Michele
Sent: Monday, June 01, 2020 12:23 PM
To: Omalley, Carol A
Cc: Hardy, Christina L
Subject: FW: 2020-21 Contract- Y in Central Maryland

Carol:

Please see Lisa's review of the MOU below. Thank you.

~Michele

From: Snead, Lisa M <LSNEAD@AACPS.org>
Sent: Friday, May 22, 2020 12:56 PM
To: Batten, Michele <MBATTEN@AACPS.org>
Cc: Hardy, Christina L <clhardy@AACPS.org>; Stebbing, Susan E <SSTEBBING@AACPS.org>
Subject: RE: 2020-21 Contract- Y in Central Maryland

Michelle:

This is acceptable.

Thanks,
Lisa

Lisa M. Snead, Esquire
Staff Counsel
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, Maryland 21401
(410) 222-5305
(410) 222-5609 fax
www.aacps.org

NOTICE: The information contained in this e-mail was mailed to you by an attorney and is confidential and/or privileged. It is intended solely for the use of the named addressee. You are hereby advised that access, copying or re-use of the e-mail or any information contained herein by any other person is not authorized. If you are not the intended recipient please notify the undersigned immediately by returning the e-mail to the originator or by calling (410) 222-5305.

From: Batten, Michele <MBATTEN@AACPS.org>
Sent: Wednesday, May 20, 2020 10:20 PM
To: Snead, Lisa M <LSNEAD@AACPS.org>
Cc: Hardy, Christina L <clhardy@AACPS.org>
Subject: FW: 2020-21 Contract- Y in Central Maryland

Hi Lisa,

Please review the update Head Start MOU for 2020-2021 and verify this meets your approval.

Thank you,

MEMORANDUM OF UNDERSTANDING

Between

Anne Arundel County Public Schools (AACPS) And Community Christian Preschool (CCPS)

I. PROJECT DESCRIPTION

The purpose of this Memorandum of Understanding between the Board of Education of Anne Arundel County, (known as Anne Arundel County Public Schools) is to expand access to high quality prekindergarten education and increase the number of children in Anne Arundel County who enter kindergarten fully ready to learn. The project will improve the quality of education services that are available to low-income families in Anne Arundel County by providing prekindergarten education services to 4-year-old children from families with household incomes at or below 200 percent of the Federal Poverty Guidelines. This project will improve the quality of education services that are available to families with students who qualify for support under an Individualized Education Plan (IEP). The services described herein accord with the conditions in which the United States Department of Education awarded a Preschool Development Grant to the Maryland State Department of Education (MSDE).

II. ROLES AND RESPONSIBILITIES

The persons responsible for executing this agreement are as follows:

For Community Christian Preschool: Donna Contarino, Director

For Anne Arundel County: Dr. George Arlotto, Superintendent of Anne Arundel County Public Schools

III. GENERAL UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS

A. Community Christian Preschool agrees to the following with respect to staffing:

1. All teachers in the classrooms supported by the grant will have received specialized training in early childhood education and will meet state certification standards for early childhood education.
2. All assistant teachers will hold a minimum of a high school diploma, but preferably a Level 4 in the MSDE Credentialing Program.

3. All teachers and classroom assistants will participate in annual professional development activities as well as professional development meetings held by AACPS that align with the goals of the grant.
4. All class sizes will be limited to no more than 20 children for 4- year-olds with a staff to student ratio of 1:10.

B. Community Christian Preschool agrees to the following with respect to services:

1. Provide a full-day session of six and a half (6.5) hours.
2. Offer Frog Street Press, a state approved curriculum that meets MSDE standards and indicators.
3. Offer additional support services such as technical support for children with special needs, English for Speakers of Other Languages, parent training, physical and mental health, and wellness services.
4. Screen all children for services covering vision, hearing, speech, language, health, and physical development; making referrals as appropriate.
5. Advise parents of services offered through Child Find and the AACPS special needs early identification program. Encourage parents to avail themselves to Child Find services when appropriate.
6. Provide all children with equitable access to, and equitable participation in, activities with assistance, by addressing the special needs of participants, and other program beneficiaries in order to overcome barriers to equitable participation.
7. Through staff, monitor and track the progress of all children through a variety of evaluation tools, including but not limited to MSDE standards, questionnaires, self-appraisals, etc., to establish standardized methods of data collection between the prekindergarten 4 year old program and public school kindergarten.

C. Community Christian Preschool agrees to the following with respect to AACPS:

1. Comply with all AACPS rules and procedures that govern the delivery of early childhood educational services.
2. Meet at least yearly to evaluate the partnership against measurable evaluation criteria and revise the agreement as warranted.
3. Employ standardized methods to data collection to facilitate comparison between the prekindergarten 4 year old program and public school kindergarten.
4. Participate in informational meetings that AACPS may organize for sub-grantees or co-sponsor in collaboration with county government agencies
5. Attend informational meetings and other events at the end of the school year to promote successful transition to kindergarten.

D. AACPS agrees to the following:

1. Refer eligible 4-year-old children to Community Christian Preschool.
2. Provide technical assistance and consultation services related to kindergarten readiness, curriculum, professional development, school readiness, and services for student subgroups.
3. Offer professional development opportunities to grant funded teachers
4. Provide information about Child Find and work with staff members to coordinate a smooth transition of children and families from the prekindergarten 4 year old program of Community Christian Preschool to kindergarten in Anne Arundel County Public Schools.
5. Screen children for English language proficiency and provide guidance to ensure that children entering kindergarten receive appropriate services and support for their English language learning and access to interrupters if necessary.
6. Establish and maintain open communication between the community- based program and the public school system to support students and families.
7. Access to the Anne Arundel County Health Department to perform vision and hearing screenings for all Pre-K children.
8. Allow and provide access to Mental Health resources for 4 year old pre-kindergarten students for learning, behavioral, and psychological resources for families in crisis.
9. Allow access to and professional development in AACPS' Early Literacy program.

IV. SPECIFIC UNDERSTANDINGS, AGREEMENTS, AND REQUIREMENTS

1. All children enrolled in Community Christian Preschool who enter AACPS kindergarten classes will be monitored; their skills upon entering kindergarten will be measured as will the progress they make during their first and second years of school.
2. With parental permission, AACPS may provide Community Christian Preschool with the results of kindergarten assessments performed on all children who were enrolled in the Community Christian Preschool prekindergarten program during the previous school year.

V. MODIFICATIONS

This MOU may be modified at any time by written consent of all parties involved. None of the provisions of this MOU are intended for the benefit of any third party, and no such third party shall have the right to enforce the provisions of this MOU.

VI. EFFECTIVE DATE

This MOU is effective on November 1, 2020, and is in effect until June 30, 2022, or until otherwise modified.

VII. MISCELLANEOUS

This Agreement constitutes the entire agreement between the parties and supersedes all previous agreements and understandings relating to the subject matter hereof.

1. This MOU shall be governed by, subject to, and construed according to the laws of the State of Maryland.
2. The parties agree to comply with all applicable federal and state laws, regulations, and policies regarding (a) protection of student privacy, including but not limited to the Family Educational Rights and Privacy Act (FERPA); (b) all legal requirements prohibiting discrimination, including employment discrimination, against any person on the basis of race, color, religious creed, gender, gender identity, marital status, national origin, ancestry, disability, sexual orientation, or genetic status; and (c) Maryland laws regarding registered sex offenders and criminal background checks for individuals with direct, unsupervised, and uncontrolled access to children.
3. • Any disputes regarding the services referenced in this MOU shall be governed by applicable federal, state, and local laws, as well as AACPS policies and regulations.

VIII. SIGNATORIES

The undersigned agree to execute the objectives pertinent to their agency that are outlined in this plan and to send a copy of this agreement to MSDE by November 1, 2020.

The undersigned hereby execute this MOU on behalf of their agencies, instrumentalities, organizations, corporations, or groups.

<u>Donna Contarino</u>	<u>May 6, 2021</u>
Signature, Director	Date
<u>[Signature]</u>	<u>5.19.2021</u>
Signature, Superintendent of AACPS	Date

D. PARENT AND FAMILY ENGAGEMENT

Resources

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

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

1. A written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.

[**D.1 Anne Arundel County Public Schools FY'22 Written Process for monitoring the implementation of Parent and Family Engagement**](#)

2. LEA's 2021-2022 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.

[**D.2 Anne Arundel County Public Schools FY'22 Title I Parent and Family Engagement Plan English & Spanish**](#)

3. Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

[**D.3 Anne Arundel County Public Schools FY'22 Tool for Annual Evaluation**](#)

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I school Parent and Family Engagement Plans and School-Parent Compacts, which should be submitted prior to the Program Review. If these items are available in multiple languages, they should be submitted in all languages available. The specific due date will be determined between the MSDE Title I POC and LEA Title I Coordinator.

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

Kelly Thomas, Title I Senior Program Manager; Stacey Witte, Title I Parent and Family Engagement Specialist

Title I Principals at Annapolis Elementary, Belle Grove Elementary, Brock Bridge Elementary, Brooklyn Park Elementary, Eastport Elementary, Freetown Elementary, George Cromwell Elementary, Georgetown East Elementary, Germantown Elementary, Glen Burnie Park Elementary, Glendale Elementary, Hebron Harman Elementary, Hilltop Elementary, Lothian Elementary, Marley Elementary, Maryland City Elementary, Meade Heights Elementary, Mills-Parole Elementary, Monarch Annapolis Academy, North Glen Elementary, Oakwood Elementary, Overlook Elementary, Park Elementary, Point Pleasant Elementary, Richard Henry Lee Elementary, Rippling Woods Elementary, Seven Oaks Elementary, Southgate Elementary, Tracey's Elementary, Tyler Heights Elementary, Van Bokkelen Elementary, Woodside Elementary.

Regional Assistant Superintendents, Office of School Performance; Jolyn Davis, Darryl Kennedy, Janine Robinson, Bill Goodman, Lisa Leitholf, Karen Donovan

Application: The LEA will respond to each assurance (Check One)	Parent and Family Engagement Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>Local Educational Agency</p> <p>1. The LEA ensures that the District Policy/Plan complies with all requirements including parent outreach, written policy, reservation, annual evaluation, and building capacity. Section 1116 (a)</p> <p>Parent and Family Engagement District-Level Checklist</p> <p><i>Required Attachment #2</i></p>	<p>Section 1116 (a)(1)(2)(A)(B)(C)(D)(3)(B)</p>	<p>LEA Parent and Family Engagement Plans Evidence:</p> <p>District-Level Written Policy/Plan Evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from parent input meetings 2. Announcements/Fliers 3. Translated documents, if applicable 4. Receipts for accommodations/ interpreters, if applicable 5. Example of how the LEA's Parent and Family Engagement Policy/Plan is distributed and available. (Examples may include district/school website, student handbook, or school newsletters, etc.) 6. SANE from parent meetings specific to Section 1112. 7. SANE or other evidence that the LEA provides coordination, technical assistance, and other support to school 8. Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> o barriers to greater participation by parents; o the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; o strategies to support successful school and family interactions; o use of findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. 9. Communication/outreach regarding the distribution of evaluation/survey of LEA Parent and Family Engagement Policy/Plan 10. Results/summary of parent feedback. i.e., data analysis, narrative, etc. 11. Revisions to policy/plan are made based on evaluation, if applicable

			District-Level Reservation: Evidence must include: 12. SANE from parent meetings specifying agenda item on Title I PFE funds 13. Announcements/Fliers for meetings
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	School Level 2. The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity. Parent and Family Engagement School-Level Checklist	Section 1116 (b)(c)(d)(e)	School Level Parent and Family Engagement Plans Evidence-must include: 1. School level plan(s) 2. Example of how the school's Parent and Family Engagement Plan is distributed (Examples may include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet) 3. SANE from Title I annual meeting(s) specifying information about Title I and parents rights to be involved Policy Involvement Evidence must include: 4. SANE from parent input meetings 5. Announcements/Fliers of outreach/events 6. Translated documents, if applicable 7. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 8. How parents are informed about the Schoolwide plan and can make comments if plan is not satisfactory Reservation Evidence must include: 9. SANE from parent meetings specifying agenda item on Title I PFE funds 10. Announcements/Fliers for meetings Shared Responsibility (School-Parent Compact) evidence must include: 1. School-Parent Compact(s) 2. SANE from parent meetings specifying agenda item for review and input on the school-parent compact 3. Announcements/Fliers for meetings 4. Translated school-parent compacts, if applicable, 5. Example of how the school's School-Parent Compact is distributed and discussed. (Examples may include SAN from parent/teacher conferences and may include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet)

<p>✓ YES</p> <p><input type="checkbox"/> NO</p> <p><input type="checkbox"/> N/A</p>	<p>3. Building Capacity for Involvement</p> <p>The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement.</p> <ol style="list-style-type: none"> 1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. 2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. 3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their 	<p>1116(e)(1-6)</p>	<p>LEA and School-Level Documentation must include:</p> <ol style="list-style-type: none"> 1. SANE from LEA technical assistance to schools <p>LEA Building Capacity evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from parent meetings, outreach or events with topic specific agenda items 2. Announcements/Fliers for outreach/events 3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable <p>School-Level Building Capacity evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from parent meetings, outreach or events with topic specific agenda items 2. Announcements/Fliers for outreach/events 3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable
---	--	----------------------------	---

	<p>child's educational process.</p> <p>4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers.</p> <p>5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand.</p> <p>6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request.</p>		
✓ YES	4. The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the	1116(f)	<p>Accessibility evidence may include:</p> <ol style="list-style-type: none"> 1. Translated documents, if applicable 2. Receipts for accommodations/ interpreters, if applicable

<input type="checkbox"/> NO <input type="checkbox"/> N/A	participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachments #1 and #3)</i>	1116(a)(2)(B) 1116(e)(1-14)	Evidence of LEA monitoring processes of Parent and Family Engagement requirements may include: 1. SANE from technical assistance, including topic specific agenda items 2. Training and/or evaluation feedback results, if applicable 3. Data charts, tools, and/or tables demonstrating engagement of parents and family members in improving student academic achievement, , if applicable



Title: D.1 Assurance 2-5: Parent and Family Engagement Implementation and Monitoring	
Purpose: To develop, implement, and monitor requirements for parent and family engagement in Title I Schools	
Department: Community & School-based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager; Parent & Family Engagement Specialist; Title I Program Managers; Title I Budget Technicians; Title I School Team	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Artifacts	Related Dept/Agency
1.	For FY '22, all Title I Schools will continue to document the implementation of the school's Parent and Family Engagement plan in an "electronic" binder called <i>Title I Crate</i> . The Parent & Family Engagement Specialist provides technical assistance on ways to increase parent and family engagement at the schoolhouse level through professional learning workshops, newbie meetings to support new Title I principals and school-based Title I teachers as well as visiting individual schools to support the needs of parents and families.	June 2021 – June 2022 School Visits: The PFE Specialist will meet with each school at least once a school year. New to Title I Schools will meet with the PFE Specialist at least 2-3 times during their initial year. Schools with new Title I teachers will also meet with the PFE Specialist at least 2 times within the school year.	<i>Title I Crate.</i> <i>SAN from meetings</i>	Title I Office

2.	<p>Title I Office will provide detailed training on the meaning of each component and how the components are an integral part needed to support each school's Title I Plan which includes the Parent & Family Engagement Plan. Schools are shown and provided with examples for the components they can refer to throughout the year.</p> <p>The PFE Specialist will attend school-based workshops to provide feedback using the <i>Workshop Visit Form</i> and strategies to the school-based Title I team. The written feedback will be shared through the school's Google Folder.</p> <p>For the fall meetings with schools, there will be an option to hold the meeting in-person or in a virtual setting. During this time, we will continue to break down and discuss the integral pieces of the parent & family component as well as support each school's needs as they continue to conduct workshops and build relationships with their families.</p> <p>See Building Parent Capacity Checklist</p>	<p>May 2021: Virtual Targeted Assistance Schools Meeting</p> <p>May 2021: Virtual Schoolwide Schools Meeting</p> <p>School Visits: The PFE Specialist will meet with each school at least once a school year. New to Title I Schools will meet with the PFE Specialist at least 2-3 times during their initial year. Schools with new Title I teachers will also meet with the PFE Specialist at least 2 times within the school year.</p> <p>Newbie Meetings: At least three times a year September, November, January for schools with a Title I team that is new to Title I (2 years or less)</p>	<p>Training Materials - ex. PowerPoint Presentations, sample plan</p> <p>SANE & SAN Documentation</p> <p>Building Parent Capacity Checklist</p>	Title I Office
----	--	--	---	----------------

3.	<p>Schools receive their allocation and create a Parent and Family Engagement Plan and a budget narrative for the Parent & Family Engagement component as a part of the overall Title I Plan using guidance from the Title I Spring Meeting and Parent Input Meeting held in the Spring. Due to COVID-19, parent surveys and a virtual Spring Parent Input Meeting was held at the school & district level.</p> <p>For the FY'22 school year, schools will continue to provide parents with a virtual meeting option as well as in-person. Surveys will continue to go home to parents to obtain feedback on how to improve the program.</p>	Due June 12	Parent & Family Engagement Plan plan and Budget Narratives	Title I School Team
4.	<p>The Parent and Family Engagement Specialist will review each school's Parent & Family Engagement Plan and provide written feedback shared in the school's Google folder to individual schools' Title I team and administration. If the plan has not been approved, schools must make suggested modifications by a specific deadline.</p>	June 2021	Written feedback to schools	Title I Office
5.	<p>Schools must hold the required Fall Meeting. The purpose of this meeting must include:</p> <ul style="list-style-type: none"> ● Overview of the entire Title I Budget ● Overview of the Parent & Family Engagement Component including the Parent & Family Engagement Plan which includes the focus/purpose of the workshops and the date the workshops will be held ● Overview of the School Parent Compact ● Parent's Right to Know ● Overview of the school's data and Action Steps for the school year (schoolwide schools) 	<p>By October 1: Schoolwide Schools</p> <p>By October 29: Targeted Assistance Schools</p>	SANE	Title I School Team

	The Fall Overview Meeting will be held in-person as well as in a virtual setting for families.			
6.	A required workshop for school-level teachers and staff in which they will be trained with parental assistance on how to work with parents as equal partners in their child's educational process. Parents will help to plan the workshop and provide insight to staff about strategies to bridge the gap between school and home.	By October 30, 2022	Parent Planning Meeting: SANE Staff Meeting: SANE	Title I School Team
7.	Schools are required to create and facilitate at least two workshops in addition to the required workshops set by MSDE guidelines. Parent & Family Workshops should reflect the needs addressed in the Comprehensive Needs Assessment from the approved Title I Plan as well as insight from parents. Schools will hold fall workshops in-person with a virtual setting for families that have requested it as an option.	Workshop #1 by December 17, 2021 unless we are in a virtual setting, schools will have the option to push the workshop to February 2021. Workshop #2 by March 31, 2022	SANE	Title I School Team
8.	In the Spring, all Title I schools host a mandatory Parent Input Meeting . During the meeting, parents jointly work with school staff to develop and update the school-parent compact, the parent and family engagement plan as well as provide input as to how Title I parent and family engagement funds will be spent in the upcoming school year. Schools will provide this workshop at various times and settings (in-person & virtual)	By May 13, 2022	Parent Input Meeting: SANE	Title I School Team

Revision History:

Revision	Date
Draft	June 2020
	July 2021

Title: Home School Compact	
Purpose: to outline how parents/families, school staff, and students share responsibility for improving student academic achievement.	
Department: Community & School-based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager; Parent Family Engagement Specialist; Title I Budget Technician; Title I Program Managers; Title I School Team	
Implementation Date: Fall Parent Meeting: September for Schoolwide & October 30 for Targeted	

Procedure Steps

Step	Action	Time Frame	Artifacts	Related Dept/Agency
1.	Schools will attend the AACPS Title I Spring Meeting where the School Parent Compact requirements are explained in detail. Using the School Parent Checklist , schools will develop their own School Parent Compact with the support and feedback of parents.	May 2021	Draft of School Parent Compact Spring Parent Input Meeting: SANE	Title I school team Title I Office - Parent Family Engagement Specialist
2.	The school will send a draft via email of the School Parent Compact to the Parent & Family Engagement Specialist for approval.	June 2021	Parent & Family Component Feedback Form	Title I school team Title I Office - Parent Family Engagement Specialist
3.	The Parent & Family Engagement Specialist will review the draft and approve or provide written feedback on the draft to the school Title I team and administration through a shared school Google folder.	June 2021	Parent & Family Component Feedback Form	Title I school team Title I Office - Parent Family Engagement Specialist
4.	Schools will distribute the first distribution of School Parent Compact after holding the Fall Meeting when the School Parent Compact is discussed with parents. The following day, the teacher and student will also discuss the compact.	Schoolwide – September 25 Targeted Assistance – October 30	Signed School Parent Compacts Distribution list of the percentage of compacts	Title I school team

	<p>The parent, student and teacher will sign the compact and return the signed copy to school.</p> <p>Schools have an option to distribute the school parent compact as a hard copy or through a Google Form.</p>		<p>returned signed by parent, teacher, and student.</p>	
5.	<p>Schools will have the 2nd distribution of School Parent Compacts for teachers, students and parents to review the compact as well as initial it has been reviewed a second time.</p> <p>Schools have an option to distribute the school parent compact as a hard copy or through a Google Form.</p>	January 2022	<p>Signed School Parent Compacts Distribution list of the percentage of compacts returned signed by parent, teacher, and student.</p>	Title I school team
6.	<p>Schools will have the 3rd distribution of School Parent Compact for teachers, students and parents to review the compact as well as initial it has been reviewed a third time.</p>	Parent Teacher Conferences: March 2022	<p>Signed School Parent Compacts Distribution list of the percentage of compacts returned signed by parent, teacher, and student.</p>	Title I school team

Revision History:

Revision	Date
Draft	June 2020
	July 2021

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

LEA: _____ Reviewer: _____ Date Reviewed: _____

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

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

<p>6. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)</p> <ul style="list-style-type: none"> a. barriers to greater participation by parents; b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; c. strategies to support successful school and family interactions; d. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. <p>7. The LEA's policy/plan includes at least one of the following strategies:</p> <ul style="list-style-type: none"> a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies. b. Supporting programs that reach parents and family members at home, in the community, and at school. c. Disseminating information on best practices focused on parent and family engagement. d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy/plan. 	<ul style="list-style-type: none"> • Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> • barriers to greater participation by parents; • the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; • strategies to support successful school and family interactions; and other support to school. • used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. • Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Plan • Results of data/feedback • Revisions to policy/plan are made, based on evaluation, if applicable • SAN with meeting notes, if applicable • Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys, if applicable. • Evidence in LEA plan • SANE or other evidence supporting strategies - i.e. working with nonprofit organizations, home visits, LEA guide on best practices for schools, subgrants to schools for PFE, LEA's outreach to parents/families supporting activities in the LEA PFE Plan.
---	---

B. *Building Capacity: Section 1116(a)(2)(B) The Plan describes how the LEA will build the schools' and parents'/families capacity for parental involvement	Evidence of Implementation may include:
1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)	<ul style="list-style-type: none"> ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/ interpreters
2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)	<ul style="list-style-type: none"> ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/interpreters
3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)	<ul style="list-style-type: none"> ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/interpreters
4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)	<ul style="list-style-type: none"> ● SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate. ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/interpreters
5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)	<ul style="list-style-type: none"> ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/ interpreters
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e) (14)	<ul style="list-style-type: none"> ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/ interpreters

C. Accessibility: Section 1116 (f)	Evidence of Implementation
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)	<ul style="list-style-type: none"> • SANE from LEA technical assistance to schools • Translated documents • Receipts for accommodations/interpreters

[Return to Table of Contents](#)

**Title I School Level Parent and Family Engagement Plan and School Parent Compact – Section 1116:
Checklist**

LEA: _____ School: _____ Date _____

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

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

A. General Requirements: Section 1116 (b) (d)	Evidence of Implementation
<ul style="list-style-type: none"> o 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) o Parent and Family Engagement Plan <ul style="list-style-type: none"> a. Date Reviewed for input: _____ b. Date distributed: _____ o School-Parent Compact <ul style="list-style-type: none"> a. Date Reviewed for input: _____ 	<ul style="list-style-type: none"> • SAN(E) from parent input meetings • Announcements/Fliers • Parents feedback • Translated documents, if applicable • Receipts for accommodations/interpreters, if applicable <p>Examples of how the school level Plan is distributed may include:</p> <ul style="list-style-type: none"> • School website • Student handbook • School newsletters • Plans sent home via backpack/ orientation packet
<ul style="list-style-type: none"> o Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B) 	<ul style="list-style-type: none"> • SAN(E) from parent meetings specifying agenda item on Title I PFE funds • Announcements/Fliers for meetings • Parents feedback
B. Policy Involvement: Section 1116 (c)	Evidence of Implementation
1. Schools convene an annual meeting, at convenient times, to inform parents of the school's role and requirements in implementing Title I, and the right of parents to be involved. Sec.1116 (c)(1)	<ul style="list-style-type: none"> • SAN(E) from annual meeting(s) specifying information about Title I and parents rights to be involved • Announcements/Fliers of outreach/events • Translated documents, if applicable • Receipts for interpreters, transportation, or other accommodations, if applicable
2. 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

<p>3. Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3)</p> <ul style="list-style-type: none"> a. School Parent and Family Engagement Plan b. Schoolwide plan 	<ul style="list-style-type: none"> ● SAN from parent meetings specifying agenda item for review and input on <ul style="list-style-type: none"> ○ School Parent and Family Engagement Plan ○ Schoolwide plan ● Announcements/Fliers for meetings ● Parent feedback
<p>4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)</p>	
<p>5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)</p>	<ul style="list-style-type: none"> ● How parents are informed about the SW plan and can make comments if plan is not satisfactory
<p>C. Shared Responsibility: Section 1116 (d) (School-Parent Compact)</p>	<p>Evidence of Implementation</p>
<ul style="list-style-type: none"> ● The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d) 	
<p>1. School Responsibilities: Describe how the school will:</p> <ul style="list-style-type: none"> ● Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1) ● Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A) ● Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B) ● Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C) ● Ongoing basis, ensuring regular two-way, meaningful communication between home and school and in a language the family members can understand. Section 1116 (d)(2)(D) 	<ul style="list-style-type: none"> ● Completed MSDE PFE school level checklist for compact showing all components are addressed ● SANE from parent meetings specifying agenda item for review and input on the school-parent compact ● Announcements/Fliers for meetings ● Parent feedback ● Translated school-parent compacts, if applicable ● SANE from sharing school-parent compact with parents and family members
<p>2. Parent Responsibilities: Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, and use of extracurricular time.) Section 1116 (d)(1)</p>	

3. Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)	
D. Building Capacity: Section 1116 (e) The Plan describes how the school will build the schools' and parents'/families' capacity for parental involvement	Evidence of Implementation may include:
1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children Section 1116 (e)(1)	<ul style="list-style-type: none"> • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)	<ul style="list-style-type: none"> • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)	<ul style="list-style-type: none"> • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)	<ul style="list-style-type: none"> • SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate. • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to	<ul style="list-style-type: none"> • Announcements/Fliers for outreach/events

the extent practicable, in a language the parents can understand. Section 1116 (e)(5)	<ul style="list-style-type: none"> • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e)(14)	<ul style="list-style-type: none"> • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/ interpreters
E. Accessibility: Section 1116 (f)	• Evidence of Implementation
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)	<ul style="list-style-type: none"> • SANE from LEA technical assistance to schools • Translated documents • Receipts for accommodations/ interpreters

Title I Supports Strong Effective Parent & Family Engagement by...

...Building Parent Capacity



The Title I Office will:

Host parent and family engagement workshops within Title I schools and neighborhoods throughout the year to promote effective leadership skills, more effective communication with school staff, and build knowledge of instructional standards and strategies within Anne Arundel County. Topics this year include workshops on sparking your child's interests & passions, understanding math tools, number sense strategies, good questions to enhance comprehension, strategies to decode unknown words, bringing STEM to life through perseverance and ways to encourage writing at home.

Build capacity by providing materials and training to parents through workshops, the quarterly Title I newsletter, and Title I website. This includes information about Title I, state and local assessments, academic standards, and strategies to support their child at home to increase student achievement.

Participate at county workshops at least once a year to inform parents about Title I and its requirements.

Provide parents with a list of upcoming parent and family engagement workshops offered at the school and district level.

...Building School Capacity



The Title I Office will:

Monitor schools and their parent and family engagement plan to ensure the annual parent input meeting is conducted at the end of the year to gather parent input through in-person and virtual workshops as well as surveys, ensure all parent workshops include a parent evaluation/feedback form to continue to gain parent needs, and ensure parents have an opportunity to join the School Improvement Team and/or the school's parent advisory group as a means to encourage parent participation in the decision-making process.

Gather input to share with school staff from the Parent & Family Engagement Meetings (PFE), parent evaluations, and spring surveys to determine satisfaction, suggestions, and recommendations for future parent initiatives and budgets, as well as input on professional development for instructional staff on how to work with parents as equal partners.

Review School Improvement Plan to ensure parent offerings are aligned with instructional goals in areas of need.

Provide at least one presentation related to effective parent and family engagement at Title I sponsored professional development event for school-based staff.

Supply a Title I Overview PowerPoint presentation to school staff to use during Title I Informational Workshop and site-based staff development which will include all parent and family engagement requirements.

Collaborate with AACPS to ensure all Title I related parent documents are distributed in a format and language parents understand. Interpreters will be provided as necessary.

...Working with Outside Businesses



The Title I Office will collaborate with various businesses, agencies, and outside programs to:

Provide parents with materials, trainings, incentives, and resources from various social service organizations to enhance their knowledge of opportunities available to them.

The Title I Office and schools use survey results to improve district wide initiatives, parent & family engagement workshops, volunteer programs, home-school communication and more.

District Level Family Engagement Survey: This annual survey is distributed to all families. We use the results to improve the quality of this Parent & Family Engagement Plan & initiatives.

Annual Parent Input Meeting: All Title I Schools hold this meeting at the end of the year. Families are asked to provide their input on the school compact, parent plan, & how Title I funds should be used at their child's school

Workshop Surveys: Evaluations are distributed at the end of each workshop. The feedback helps to improve our parent & family planned workshops.



AACPS believes in the support of parents and the greater community to increase student achievement.

Both the county's Parent Policy and the Title I Parent & Family Engagement Plan are written to ensure strong home-school-community partnerships and promotes the increase of effective comprehensive involvement practices — adapted from the AACPS Parent Policy which is part of the ESSA Consolidated Strategic

ESSA Annual Report 2021

Please let us know how we can improve the 2021-2022 District Level Family Engagement Plan.

Ways to submit feedback:

- Enter the link into the browser:
<https://forms.gle/U7sahyu7YiWLCrSp9>
- Contact the *Parent & Family Engagement Specialist*, Stacey Witte at switte@aacps.org

This annual Title I Parent & Family Engagement Plan will be posted on the Title I website as well as published in the District Title I Newsletter to allow for input on its revisions.



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

George Arlotto, Ed.D., Superintendent of Schools

225
AACPS • Title I Program • DPS/JH 2296/5 (Rev. 7/21)

Anne Arundel County Public Schools Title I Program



2021-2022 District Level Parent & Family Engagement Plan

Anne Arundel County Public Schools

El Título I apoya la participación activa y efectiva de los padres y la familia mediante...

...El desarrollo de la habilidad parental



La Oficina del Título I:

Organizará talleres de participación de padres y familias en las escuelas y los vecindarios del Título I durante el año para promover habilidades de liderazgo efectivas, una comunicación más efectiva con el personal de la escuela y para fomentar el conocimiento de los criterios y las estrategias de instrucción en el condado de Anne Arundel. Los temas de este año incluyen talleres para despertar el interés y pasión de su niño(a), comprender las herramientas matemáticas, estrategias de sentido numérico, buenas preguntas para mejorar la comprensión, estrategias para decodificar palabras desconocidas, hacer que STEM (ciencias, tecnología, ingeniería y matemáticas) cobre vida y maneras de fomentar la escritura en casa.

Desarrollará la capacidad facilitando materiales y entrenamiento a los padres a través de talleres, el boletín informativo del Título I y el sitio web del Título I. Esto incluye información sobre el Título I, evaluaciones locales y estatales, niveles académicos y estrategias para apoyar a los niños en casa para incrementar el rendimiento de los estudiantes.

Participará en los eventos del condado al menos una vez al año para informar a los padres sobre el Título I y sus requisitos.

Ofrecerá a los padres una lista de los próximos talleres de participación de padres y familias que se ofrecen a nivel de la escuela y el distrito.

...El desarrollo de la capacidad escolar



La Oficina del Título I:

Supervisará a las escuelas y el plan de participación de los padres y familias para garantizar que la reunión anual de padres se lleve a cabo con el fin de consultar la opinión de los padres mediante talleres en persona y virtuales, además de encuestas, asegurar que todos los talleres para padres incluyen un formulario de evaluación/comentarios para validar sus necesidades y garantizar que se ofrecen oportunidades para unirse al equipo de mejoras de la escuela y/o el grupo de asesoramiento de padres de la escuela como un medio para alentar la participación de los padres en el proceso de toma de decisiones.

Reunirá información de las Reuniones de Participación de Padres y Familias (Parent & Family Engagement Meetings, PFE) para compartirla con el personal de la escuela, evaluaciones de los padres y encuestas de primavera para determinar la satisfacción, sugerencias y recomendaciones para futuras iniciativas y presupuestos, así como la opinión sobre el desarrollo profesional para el personal de enseñanza sobre cómo trabajar con los padres en igualdad de condiciones.

Revisará el Plan de Mejora de la Escuela para garantizar que las contribuciones de los padres estén alineadas con los objetivos educativos en las zonas necesitadas.

Ofrecerá al menos una presentación relacionada con la participación efectiva de padres y familias en un evento de desarrollo profesional para personal escolar patrocinado por el Título I.

Entregará una presentación en PowerPoint de la visión general del Título I al personal de la escuela para usarla durante los eventos para padres del Título I y el desarrollo del personal del lugar que incluirá todos los requisitos para la participación de padres y familias.

Colaborará con las escuelas públicas del condado de Anne Arundel (Anne Arundel County Public Schools, AACPS) para garantizar que todos los documentos del Título I relacionados con los padres se distribuyan en un formato y un idioma que los padres comprendan. Se proporcionarán intérpretes según sea necesario.

... El trabajo con empresas externas



La Oficina del Título I colaborará con diversas empresas, agencias y programas externos para:

Ofrecer materiales, entrenamiento, incentivos y recursos de diversas organizaciones de servicio social a los padres para ampliar su conocimiento sobre las oportunidades disponibles para ellos.

La Oficina de Título I y las escuelas utilizan los resultados de las encuestas para mejorar iniciativas a nivel de distrito, talleres de participación de padres y familias, programas de voluntariado, comunicaciones entre hogar y escuela entre otras iniciativas.
Encuesta de Participación Familiar a Nivel de

Distrito: esta encuesta anual se distribuye a todas las familias. Utilizamos los resultados para mejorar la calidad de este plan de participación para padres y familias y otras iniciativas.

Reunión Anual de Consulta de la Opinión de los Padres: todas las escuelas Título I celebran esta reunión a final de curso. Se les ruega a las familias que ofrezcan su opinión acerca del convenio escolar, el plan de padres y la manera en la que los fondos Título I deberían ser utilizados en la escuela de su niño(a).

Encuestas de los talleres: las evaluaciones se distribuyen al finalizar cada taller. Los comentarios nos ayudan a mejorar los talleres que planificamos para padres y familias.

Anne Arundel County Public Schools



Las AACPS creen en el apoyo de los padres y de la comunidad en general para aumentar el rendimiento de los estudiantes.

La Política de Padres del condado al igual que el Plan de Participación de Padres y Familias del Título I están redactados para garantizar la colaboración activa entre el hogar, la escuela y la comunidad y promueve el aumento de prácticas de participación efectivas e integrales, adaptadas de la Política de Padres de las AACPS, la cual es parte del Plan Estratégico Consolidado de ESSA

Por favor, háganos saber de qué manera podemos mejorar el Plan de Participación Familiar a Nivel de Distrito 2021-2022. Para enviar sus comentarios pueden:

- *Introducir este enlace en el navegador: <https://forms.gle/U7sahyu7YiWLcRSp9>*
- *Contactar con la Sra. Stacey Witte, especialista en Participación de Padres y Familias en switte@aacps.org*

Este programa anual de Participación de Padres y Familias del Título I se publicará en el sitio web del Título I y en el boletín informativo del Título I del distrito cada primavera con la finalidad de incluir la información recopilada en sus revisiones.



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

George Arlotto, Ed.D., Superintendent of Schools

AACPS • Title I Program • 2021-2022
445/JH 2296/SS (Rev. 7/21)

Programa del Título I de las escuelas públicas del condado de Anne Arundel



**2021-2022
Plan de Participación
de Padres y Familias a
nivel de distrito**

Anne Arundel County Public Schools



Title I District Level Family Engagement Planning Tool
Herramienta de Evaluación de Compromiso Familiar del Programa Título
I a Nivel de Distrito 2021-2022

Each year we ask Title I families to evaluate the content and effectiveness of the District Level Family Engagement Plan so we can continue to create meaningful workshops and meet the needs of our families. Please add your comments on each section. / Cada año pedimos a las familias del Programa de Título I que evalúen el contenido y la eficacia del Plan de Participación Familiar a Nivel de Distrito para que podamos continuar creando talleres significativos y satisfacer las necesidades de nuestras familias. Por favor, agregue sus comentarios en cada sección.

1. What school does your child attend? / ¿A qué escuela asiste su estudiante?

- ☐ Annapolis Elementary
- ☐ Belle Grove Elementary
- ☐ Brock Bridge Elementary
- ☐ Brooklyn Park Elementary
- ☐ Eastport Elementary
- ☐ Freetown Elementary
- ☐ George Cromwell Elementary
- ☐ Georgetown East Elementary
- ☐ Germantown Elementary
- ☐ Glen Burnie Park Elementary
- ☐ Glendale Elementary
- ☐ Hebron-Harman Elementary
- ☐ Hilltop Elementary
- ☐ Lothian Elementary
- ☐ Marley Elementary
- ☐ Maryland City Elementary
- ☐ Meade Heights Elementary
- ☐ Mills-Parole Elementary
- ☐ Monarch Annapolis Elementary
- ☐ North Glen Elementary
- ☐ Oakwood Elementary
- ☐ Overlook Elementary
- ☐ Park Elementary
- ☐ Point Pleasant Elementary
- ☐ Richard Henry Lee Elementary



- ☐ Rippling Woods Elementary
- ☐ Seven Oaks Elementary
- ☐ Southgate Elementary
- ☐ Tracey's Elementary
- ☐ Tyler Heights Elementary
- ☐ Van Bokkelen Elementary
- ☐ Woodside Elementary
- ☐ Non-public School

2. **Provide your email.** (Optional) / Proporcione su correo electrónico. (Opcional)

3. **The Title I District Level Parent & Family Engagement Plan is clearly written & easy to understand. Rate from 1-5 with 1 being the least & 5 being the most. / El Plan de Participación para Padres y Familias de Nivel Programa de Título I está claramente escrito y es fácil de entender. Califique del 1-5 donde el 1 siendo menos y 5 siendo el más o mejor.**

1	2	3	4
Not at	a little	Somewhat	Very
all true /	bit true	true	true / Muy Cierto
Para Nada			

4. **The Title I District Level Parent & Family Engagement Plan helps parents better understand the responsibilities of schools in supporting academic achievement. Rate from 1-5 with 1 being the least & 5 being the most. / El Plan de Participación de Padres y Familias del Programa de Título I ayuda a los padres a entender mejor las responsabilidades de las escuelas en el apoyo a los logros académicos. Califique del 1-5 donde el 1 siendo menos y 5 siendo el más o mejor.**

1	2	3	4
Not at	a little	Somewhat	Very
all true /	bit true	true	true / Muy Cierto
Para Nada			



5. **The Title I District Level Parent & Family Engagement Plan helps parents better understand the role of Title I in Anne Arundel County. Rate from 1-5 with 1 being the least & 5 being the most. / El Plan de Participación para Padres y Familias del Programa de Título I ayuda a los padres a entender mejor el papel del Título I en el Condado de Anne Arundel. Califique del 1-5 donde el 1 siendo menos y 5 siendo el más o mejor.**

1	2	3	4
Not at	a little	Somewhat	Very
all true /	bit true	true	true / Muy Cierto
Para Nada			

6. **Were you able to attend any of the school-based or district level Title I workshops held this year? / ¿Pudo asistir a alguno de los talleres de Título I escolares o de distrito que se llevaron a cabo este año?**

- ☐ Yes / Si
☐ No

7. **Please identify reasons for not being able to attend the workshops? Check all that apply. / ¿Por favor, identifique las razones para no poder asistir a los talleres? Marque cada uno que corresponda.**

- ☐ No interest in the topic / No estoy interesado en el tema
☐ Never received notification of the opportunity to attend a workshop / Nunca recibí una invitación para asistir al taller de padres
☐ Lack of child care / No tengo guardería infantil
☐ Lack of transportation to the workshop location / No tengo transportación
☐ Virtual Setting: no access to internet / No tengo acceso a internet para los talleres virtuales
☐ Virtual Setting: no access to technology / No tengo acceso a tecnología para los talleres virtuales
☐ Language Barrier (need an interpreter) / No entiendo inglés y necesito intérprete
☐ Time of day did not work in my schedule / El día y la hora no me funcionan con mi horario
☐ Didn't like the location / No me gusta la ubicación
☐ Do not feel comfortable at my child's school / No me siento cómodo en la escuela de mi estudiante
☐ Was able to attend workshops / Sí pude asistir a los talleres para padres



8. **Please provide additional ways we can increase the participation of our Title I families at school-based & district level workshops? / ¿Por favor, proporcione maneras adicionales de aumentar la participación de nuestras familias Título I en talleres escolares y a nivel de distrito?**

9. **What topics are you interested in learning to help support your child's? Check all that apply. / ¿Qué temas le interesan aprender para ayudar a apoyar a su estudiante? Marque cada uno que corresponda.**

- ☐ Good questions to ask as I read with my child / Buenas preguntas de lectura cuando leo a mi estudiante
- ☐ Math vocabulary / Vocabulario matemático
- ☐ How to help with math problem solving / Como ayudar con solución de problemas matemáticos
- ☐ What to do with the math tools / Que hacer con herramientas de matemática
- ☐ Helping my child sound out words/decoding unknown words / Ayudando a mi estudiante con sonidos y descifrando palabras
- ☐ Understand the expectations of grade level curriculum / entendiendo las expectativas del currículo escolar
- ☐ Understanding my child's reading level / Entendiendo las habilidades de lectura de mi estudiante
- ☐ Creating positive relationships/sparking my child's passion / Creando relaciones positivas y despertando la pasión de mi estudiante
- ☐ Value of conversation and developing oral language / Valorar la conversación y desarrollo del lenguaje oral
- ☐ Writing process and how it is scored / Valorar la conversación y desarrollo del lenguaje oral

10. **Identify additional strategies/topics you are interested in learning to help with your child's academic achievement?**



11. How can we continue to create a POSITIVE relationship between school and home?

12. Please provide your thoughts on how we can increase engagement of families with teachers and school staff.

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Resources

[Non-Regulatory Guidance: Equitable Services](#)

[Consultation Checklist](#)

[Affirmation of Consultation Form](#)

[Intent to Participate Form](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

1. A written process for:
 - (a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
 - (b) oversight, monitoring, supervising, and evaluating the Title I program serving private school students to include:
 - (i) ordering and storing of materials and equipment for use in the program provided to private school children
 - (ii) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program
 - (c) Developing a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.

E.1.a-c Anne Arundel County Public Schools FY'22 Written Process for Equitable Services

- NOTE: The school system must submit the following documents in Appendix H of the Local ESSA Consolidated

Strategic Plan. These documents are not required attachments for the Title I application.

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

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

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this component. Kelly Thomas, Title I Senior Program Manager, Sarah Bell, Title I Program Manager, Lisa Schittone, Equitable Services Teacher.

Application: The LEA will respond to each assurance <i>(Check One)</i>	Participation of Children Enrolled in Private Schools Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1. Delivery of Services The LEA ensures it <i>(check all that apply)</i>:</p> <p><input checked="" type="checkbox"/> Provides services directly to the eligible private school students.</p> <p><input type="checkbox"/> Enters into a third party contract to provide services to eligible private school students.</p> <p><input checked="" type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students.</p> <p>Please identify LEAs involved. <u> BCPS </u> <u> HCPSS </u></p>	1117(b)(1)(C)(G)	<ol style="list-style-type: none"> 1. Copies of contracts or agreements with individuals under contract with the LEA (hourly employees) 2. Payroll lists for Title I staff providing Title I services to participating private school children 3. Third party vendor documentation that the LEA has transferred Title I funds to another LEA 4. If applicable, formal agreement (MOU) with other LEA to provide services to private school students. <ul style="list-style-type: none"> ○ If applicable, communication with other LEA(s) regarding timeline for formal agreement (MOU). ○ If applicable, signed MOU with other LEA.

	<p>_____</p> <p>Provide the date(s) services will begin:</p> <p>___10/11/21_____</p> <p><i>Required Attachment #1c</i></p>		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. Invitation to Private School Officials</p> <p>The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program.</p> <p><i>Required Attachment #1a</i></p>	<p>1117(a)(1)(A) 1117(b)(1)(b)(5)</p>	<ol style="list-style-type: none"> 1. Approved list of private schools, church exempt, and publicly funded schools. 2. Forms of outreach may include: emails, phone logs, or certified mail receipts, etc. 3. List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>3. Ongoing Consultation</p> <p>The LEA ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LEA ensures that services to private school students start at the beginning of the school year.</p> <p><i>Required Attachment #1a</i></p>	<p>1117 (b)(1-5)</p>	<ol style="list-style-type: none"> 1. Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> o SANE documentation including topic specific agendas; emails, notes from phone calls 2. If applicable, the LEA should have a signed letter from the private school designee if the official is representing a consortium of private schools.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<p>4. Equitable Services to Students</p> <p>The LEA ensures it provides services to private schools' students in an equitable manner</p>	<p>1117(a)(1)(A) 8501(c)</p>	<ol style="list-style-type: none"> 1. List of participating private school children 2. Multiple selection criteria used to select for services

<input type="checkbox"/> N/A	based on the needs of the participating private school.		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. Teachers and Families Participation The LEA ensures that families and teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.	1117(1)(B)	1. Evidence of professional development for teachers: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of professional development activities provided or scheduled to be provided to the classroom teachers 2. Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	6. Dispute Resolution The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.	1117(b)(2-6) 1117(c)(2)	1. If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution 2. If applicable, evidence of resolving disagreements
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	7. Supervision and Evaluation The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. <i>Required Attachment #1b & c</i>	1117(b)(1) 1117 (d)(1)	Evidence LEA Supervises: LEA Program Oversight <ol style="list-style-type: none"> 1. Schedules of Title I staff 2. Timeline/schedules for monitoring visits 3. LEA written process and procedures for monitoring Title I services in private schools 4. Monitoring feedback on student progress to Title I staff providing services or private schools officials (including letters, emails, reports, or notes, if applicable) 5. Sample lesson plans and student work

			<p>6. Oversight of third party vendor services</p> <p>Qualifications of staff providing services:</p> <ol style="list-style-type: none"> 1. Teachers providing services meet state certification and licensure requirements 2. Paraprofessionals providing instructional support are under direct supervision of teachers that meet state certification and licensure <i>(May not apply to LEAs that use a third party provider, unless the LEA has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i> <p>Ordering and Storing of Materials and Equipment Oversight:</p> <ol style="list-style-type: none"> 1. Title I property labels 2. Inventory list <p>Evidence of Evaluation must include:</p> <ol style="list-style-type: none"> 1. Progress reports/EOY reports on effectiveness of services 2. SANE documenting modification to program, if applicable
--	--	--	---



Title: E.1.a Equitable Services Private School consultation

Purpose: to explain how to invite private school officials and document consultation with private school officials to provide equitable participation to students in private schools.

An LEA must consult with appropriate private school officials during the design and development of the LEA's Title I program. The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children. (ESEA section 1117(b)(1)).

Department: Office of Community and School Based Programming

Office: Title I

Person(s) Responsible:
AACPS Title I Senior Program Manager
AACPS Title I Program Manager
Private School Point of Contacts
AACPS Title I teacher
AACPS Office of Partnerships

Implementation Date: March 2021

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	The Office of Partnerships invites local private schools to a meeting via email and a mass distribution letter to learn about the different Federal Titles with which they are welcome to participate. The Program Manager shares information about Title I, and the school representatives indicate if they are interested.	March 2021 March-April 2021	SANE Copy of invitation Documentation of communication with private schools Copy of invitation Interest Survey	Office of Partnerships AACPS Title I Program Manager

2.	<p>The AACPS Title I Program Manager (virtually or by phone) meets with private school officials to determine their interest and discuss details such as:</p> <ul style="list-style-type: none"> • The process for generating funds • Identifying students • Possibilities for services 	Spring 2021	<p>SAN documentation (agenda reflects the Equitable Services Consultation Checklist)</p> <p>Emails</p> <p>Intent to Participate form</p>	AACPS Title I Program Manager
3.	The private school representative will affirm or decline participation. If the representative affirms, in writing by submitting an Intent to Participate form, continue to #4.	Spring 2021	<p>Intent to Participate form</p> <p>Attestation form</p>	Point of Contact at Private School
4.	<p>The private school shares K-5 enrollment and income survey data from September 30, 2020 via email.</p> <p>The AACPS Title I Program Manager sorts the data to determine and identify the number of students who generate funds for services. It is sent to the private schools via email.</p>	By Spring 2021	Data	<p>Point of Contact at Private School</p> <p>AACPS Title I Program Manager</p>
5.	The AACPS Title I Program Manager reviews enrollment data to determine which students are eligible to receive services based on their address and home school. This information is sent to the private schools via email.	Spring 2021		<p>Point of Contact at Private School</p> <p>AACPS Title I Program Manager</p>
6.	Private schools use agreed upon multiple data points to determine which students will be scheduled to receive services.	Summer 2021	Data	<p>Point of Contact at Private School</p> <p>AACPS Title I Program Manager</p>

7.	Consultation occurs via phone and email in order to have a teacher, a list of students and schedules in place by October 11, 2021.	Summer 2021 through October 11, 2021	Email and/or phone log	Point of Contact at Private School AACPS Title I Program Manager
8.	Schedules will be created and implemented, and interventions will begin.	October 11, 2021	Intervention roster and schedules	Point of Contact at Private School AACPS Title I Program Manager Title I Teacher
9.	Modifications to the program and consultation occur throughout the school year via phone, email, in person and/or google meets with monitoring and support visits.	Quarterly through 2021-22 school year	SANE Emails	Point of Contact at Private School AACPS Title I Program Manager
10.	At the end of the year, the AACPS Title I Program Manager and Private school POC collaborate to evaluate the program and begin planning for the next year. The teachers, families and Private School POC are also asked to evaluate the program in writing.	June 2022	SAN Evals	Point of Contact at Private School AACPS Title I Program Manager

Revision History:

Revision	Date
Draft	July 2021

Title: E.1.b.i Equitable Services Ordering and storing materials	
Purpose: to provide oversight, monitoring, supervising and evaluating the Title I program serving private school students to include: <ul style="list-style-type: none"> ordering and storing of materials and equipment for use in the program provided to private school children 	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: AACPS Title I Sr. Program Manager AACPS Title I Program Manager AACPS Title I Budget Technician Equitable Services teacher	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Students and their content areas for instruction are identified.	Summer 2021	Roster	School Point of Contact Title I Program Manager
2.	LEA and private schools collaborate to determine what materials of instruction, instructional hours and technology will be needed to provide appropriate services.	Summer 2021	SAN Budget narrative	School Point of Contact AACPS Title I Program Manager
3.	The AACPS Program Manager and Budget Technician will order, receive, properly label, inventory, and distribute the materials and equipment to the Title I teacher at the private schools.	As needed, 2021-22	Requisition forms Inventory Lists Labels Packing slips	AACPS Title I Program Manager AACPS Title I Budget Technician
4.	Items purchased with Title I funds are stored in a locking cabinet at St. Philip Neri School, or in the Title I Office at Central Office, Riva Road.	2021-22		Title I Teacher

				AACPS Title I Program Manager
5.	Items are collected and inventoried at the end of each school year, and kept at the Title Office at Central Office, Riva Road. This information is used for ordering purposes for the next school year.	June 2022	Inventory list	Title I teacher AACPS Title I Program Manager

Revision History:

Revision	Date
Draft	July 2021

Title: E.1.b.ii Equitable services Evaluation of program

Purpose: to provide oversight, monitoring, supervising and evaluating the Title I program serving private school students to include:

- monitoring, supervising, and 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

Department: Office of Community and School Based Programming

Office: Title I

**Person(s) Responsible: AACPS Title I Sr. Program Manager
AACPS Title I Program Manager
AACPS Title I Budget Technician
School Point of Contact**

Implementation Date: August 2021

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Steps 1 through 7 should be completed on the MSDE Equitable Services Consultation and Communication Process.			
2	The Title I teacher will collect pre-assessment math and reading data and	September 2021	Data	Title I teacher

	share with the AACPS Title I Program Manager.			AACPS Title I Program Manager
3.	The AACPS Title I Program Manager will collect the progress monitoring and attendance data from the Title I Teacher.	Fall 2021 – Spring 2022 Collected quarterly.	Data Notes	AACPS Title I Program Manager Title I Teacher
4.	The AACPS Title I Program Manager and/or Senior Program Manager will complete at least one observation of the Title I Teacher. This will be completed in person or virtually in the Winter. Written feedback will be provided and a meeting to discuss the feedback will be established.	Winter 21-22	Lesson plans written feedback SAN meeting	AACPS Title I Program Manager AACPS Title I Senior Program Manager Title I Teacher
4a.	The Title I Program Manager and Senior Program Manager will complete an informal visit and do a student work review. Written feedback will be shared with the Title I teacher.	Winter 21-22	Written feedback from visit and student work review	AACPS Title I Program Manager AACPS Title I Senior Program Manager
5.	The AACPS Title I Program Manager will meet with the school Point of Contact and Title I teacher for a monitoring visit, either virtually or in person, depending on the situation. The MSDE Program Review items will be used as a checklist and evaluative tool. Professional development documentation will be reviewed at this visit.	February 2022	SAN documentation Monitoring visit SAN	AACPS Title I Program Manager Title I Teacher School POC
6.	The AACPS Title I Program Manager will send out an electronic parent input survey and evaluation as well as to the classroom teachers and School Point of Contact.	February 2022	Parent survey results and evaluations <i>also see parent info night in step 4</i>	AACPS Title I Program Manager

7.	The AACPS Title I Program Manager will evaluate and analyze data that is collected to make modifications (if needed).	February 2022	Parent Survey results and evaluations	AACPS Title I Program Manager
8.	The AACPS Title I Program Manager will meet with the school Point of Contact and Title I teacher for a monitoring visit. This may occur virtually, depending on the environment. Professional development documentation will be reviewed at this visit.	May 2022	SAN documentation	AACPS Title I Program Manager Title I Teacher School POC
9.	The Title I teacher will collect post assessment math and reading data administered to students. The data will be submitted to the Title I Program Manager.	May/June 2022	Data	AACPS Title I Program Manager Title I Teacher
10.	The AACPS Title I Program Manager will send the point of contact, Title I teacher and the classroom teachers an evaluation survey electronically.	June 2022	Evaluations	AACPS Title I Program Manager Title I Teacher Classroom Teachers School POC
11.	The AACPS Title I Program Manager will send out a parent input survey and evaluation of the program electronically.	June 2022	Parent evaluation Surveys	AACPS Title I Program Manager
12.	The AACPS Title I Program Manager, Title I teacher and POC at Private schools will meet to evaluate and analyze data that is collected throughout the school year, in the form of a summary report, then collaborate on making modifications (if needed) for the following year. This meeting will occur either in person or virtually on an agreed upon date/time. If a date/time is not available, the Title I PM will provide an online platform on which	June 2022	All end of year evaluation surveys Summary Report SAN	AACPS Title I Program Manager School Point of Contact

	to share data, ideas, suggestions and modifications.			
--	--	--	--	--

Revision History:

Revision	Date
Draft	July 2021
Draft	Sept 2021 sgb

[RETURN TO TABLE OF CONTENTS](#)

Title: E.1.c Equitable Services developing MOU and timeline– MOUs and Exchange of Funds for other LSS residence in Anne Arundel private schools. E.1.C Part 1	
Purpose: to develop a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: AACPS Title I Sr. Program Manager AACPS Title I Program Manager AACPS Legal Office AACPS Accounting Office Neighboring LSS Title I Office, Legal Office, and Accounting Office	
Implementation Date: March 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	During the consultation meetings, private schools share enrollment and income data with the Title I Program Manager, which is reviewed for the number of students who generate funds.	March 2021	SAN documentation from the Consultation Enrollment/Income data	School Point of Contact Title I Program Manager

2.	The Title I Program Manager responds to surveys from the neighboring LSS that include a list of their Title I schools for the upcoming school year. The response includes grades and addresses of any student who are eligible for free meals according to the income survey.	April 2021	Email Communication Copies of letters	Title I Program Manager
3.	The neighboring LSS will confirm that the addresses are in a Title I school area.	April 2021	Email Communication Copies of letters <i>see above</i>	Title I Program Manager
4.	The Title I Program Manager in collaboration with the AACPS Legal Office generates an MOU to share with the neighboring LSS.	July 2021	Email Communication MOU	Title I Program Manager AACPS Legal Office
5.	The Superintendents of both AACPS and the neighboring LSS sign the MOU.	By October 2021	MOU <i>see above</i>	Superintendent
6.	The Title I Program Manager will notify the neighboring LSS whether or not any of their residences will receive services.	By October 2021	Email communications	Title I Program Manager
7.	If any neighboring LSS students who would attend a Title I school are receiving services, AACPS submits an invoice to the neighboring LSS that reflects their PPA for the current school year times the number of students from their district who generate funds.	By June 2022	Invoice	AACPS Accounting Office Title I Budget Technician
8.	AACPS receives the payment from the neighboring LSS.	By June 2022	Receipt of Payment	AACPS Accounting Office Title I Budget Technician

Revision History:

Revision	Date
Draft	June 2020

--	--

[RETURN TO TABLE OF CONTENTS](#)

Title: E.1.C Equitable Services developing MOU and timeline– MOUs and Exchange of Funds for Anne Arundel residents attending private schools in neighboring LSS. E.1.C Part 2				
Purpose: to develop a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.				
Department: Office of Community and School Based Programming			Office: Title I	
Person(s) Responsible: AACPS Title I Sr. Program Manager AACPS Title I Program Manager AACPS Legal Office AACPS Accounting Office Neighboring LSS Title I Office, Legal Office, and Accounting Office				
Implementation Date: March 2021				
Procedure Steps				
Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	During the consultation meetings, private schools share enrollment and income data with the Title I Program Manager, which is reviewed for the number of students who generate funds.	March 2021	SAN documentation from the Consultation Enrollment/Income data	School Point of Contact Title I Program Manager

2.	The Title I Program Manager sends surveys to the neighboring LSS that include a list of our Title I schools for the upcoming school year. The letter is requesting enrollment and income data for Anne Arundel County residents attending their private schools.	April 2021	Email Communication Copies of letters Updated emails	Title I Program Manager
3.	The neighboring LSS will respond with the enrollment and income data for students who may generate funds. (This information is needed for our C-125 and allocation worksheet).	April 2021	Email Communication Copies of letters <i>see above</i>	Title I Program Manager
4.	The Title I Program Manager will receive the MOU from the neighboring LSS and send it to the Superintendent for the signature unless the AACPS Legal Office determines changes need to be made. AACPS and the neighboring LSS will collaborate to agree upon an MOU.	August 2021	Email Communication Copies of MOUs	Title I Program Manager AACPS Legal Office
5.	The Superintendents of both AACPS and the neighboring LSS sign the MOU.	By October 2021	MOU <i>see above</i>	Superintendent
6.	The neighboring LSS will notify AACPS Title I if any Anne Arundel students are receiving services in their private school.	By October 2021	Email communications	Title I Program Manager
7.	If any Anne Arundel students who would attend a Title I school, are receiving services, the neighboring LSS submits an invoice to AACPS that reflects the AACPS-Title I PPA for the current school year times the number of students from the district who generate funds.	By June 2022	Invoice	AACPS Accounting Office Title I Budget Technician
8.	AACPS sends the payment to the neighboring LSS.	By June 2022	Receipt of Payment	AACPS Accounting Office

				Title I Budget Technician
--	--	--	--	------------------------------

Revision History:

Revision	Date
Draft	July 2021

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Resources

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

[Shelter Housing for Children and Youth Tracking Certification](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. A written process that includes how the Title I office will coordinate with the Homeless Education Liaison/Office, which includes:
 - a. how the LEA will provide educationally related support services in a coordinated effort, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education
 - b. the LEAs method for determining the homeless reservation set-aside, whether by a needs assessment or some other method.

F.1 Anne Arundel County Public Schools FY'22 Written Process for Education of Homeless Children & Youth

2. If applicable, a written process that includes:
 - a. a description of how the LEA calculated the excess costs of providing transportation to homeless students;

F.2.a Anne Arundel County Public Schools FY'22 Title I and McKinney Vento Needs Assessment

- b. the calculations that the LEA used to arrive at the figure on this section.

F.2.b Anne Arundel County Public Schools FY'22 Assistance Request for Title I Reimbursement

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.

F.3 Anne Arundel County Public Schools FY'22 List of Active Shelters

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

Kelly Thomas, Title I Senior Program Manager; Catherine Mellos, Title I Administrative Technician; Laurietta Jones, Coordinator Pupil Personnel; Jennifer Laque, Pupil Personnel Worker

Application: The LEA will respond to each assurance (Check One)	Education for Homeless Children and Youth Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that Title I funds provide educationally related support services in a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. <i>Required Attachment #1</i>	1113(c)(3)(A)(i)	1. Email or written communication regarding the needs of homeless students and families 2. Consultation Meetings with the LEA homeless education coordinator/liaison and Title I Office (SAN) <ul style="list-style-type: none"> ○ Copy of needs assessment or method used to determine needs/set-aside ○ Copy of homeless enrollment data ○ Copy of support services data (based on educationally related support services provided)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA has a written process and ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost	1113(c)(3)(A)(c)(i)	Documentation supporting the implementation of the written process which must include: 1. Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> ○ Funds used for full or part of the homeless education liaison or additional staff ○ Funds used for excess transportation ○ Funds used for instruction and support services

	<p>data), and how the liaison was consulted or involved in that process.</p> <p><i>Required Attachment #1 and #2</i></p>		<ol style="list-style-type: none"> 2. Written/email communication with LEA homeless education coordinator/liaison) of agreed reservation set-aside for allowable activities. 3. Other documentation to support the LEA has implemented its written process, if applicable.
--	--	--	--



Title: F.1.a-b Anne Arundel County Public Schools FY'21 Written Process for Education for Homeless Children and Youth and G.1 Support for Foster Care Students

Purpose: to describe how the Title I office will coordinate efforts for homeless children and youth including:

- a. How AACPS will provide educationally related support services in a coordinated effort to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education
- b. The AACPS method for determining the homeless reservation set aside, whether by a needs assessment or some other method

Department: Office of Community and School Partnerships

Office: Title I

Person(s) Responsible: Title I Office: Senior Program Manager, Program Manager, Administrative Technician

Office of Pupil Personnel: Coordinator - Pupil Personnel, Homeless Liaison, Pupil Personnel Worker, McKinney Vento Administrative Assistant

Accounting Office: Grant Manager

Implementation Date: August 2020

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	The Title I Office and Office of Pupil Personnel will meet to collaborate to analyze the Office of Pupil Personnel needs assessment to determine what the	June 2021 - July 2021	Title I and McKinney Vento Budget Needs Assessment	Title I Office

	predetermined set-aside is needed for the upcoming year. FY22 Needs Assessment		SAN from collaboration	Office of Office of Pupil Personnel
2.	<p>The Title I Office and Office of Pupil Personnel will meet to collaborate to determine how the set-aside funding will be used.</p> <p>The Title I Office and Pupil Personnel Office will decide which budget categories the funds will be placed in based on the needs assessment.</p> <p>Title I Administrative Technician adds the information into the Systemwide budget narrative (Title I Application) equal to the agreed upon set-aside to Accounting for review.</p> <p>Once approved by Accounting, MSDE, funds are populated into McKinney/Vento Budget Spreadsheet.</p>	<p>July 2021</p> <p>August 2021</p> <p>September 2021</p>	<p>SAN from collaboration meetings with Title I and Office of Pupil Personnel</p> <p>McKinney Vento Statement of Need</p> <p>Copies of Secretary Position requests email from MSDE</p> <p>Draft Schedule</p> <p>Budget Narrative</p> <p>Budget Spreadsheet</p>	<p>Title I Office</p> <p>Office of Pupil Personnel Office</p> <p>Accounting</p> <p>Title I Office</p> <p>Office of Office of Pupil Personnel</p> <p>Administrative Technician</p>
3.	Schools and PPWs will identify the student(s) who need financial support for a Title I approved item and will complete a Sharepoint referral Sharepoint Referral.pdf which is automatically sent to the Homeless Liaison, McKinney Vento	<p>Ongoing</p> <p>July 2021 - July 2022</p>	<p>Sharepoint Referral</p> <p>Email approval</p>	<p>Pupil Personnel Worker</p> <p>Homeless Liaison</p>

	<p>Administrative Assistant, Title I Senior Program Manager, Program Manager and Administrative Technician for review. PPW is alerted to the approval or denial of the request. <u>9.29Homeless Assistance Request for Title 1 Reimbursement Process.pdf</u></p>			<p>McKinney Vento Administrative Assistant</p> <p>Senior Program Manager</p> <p>Program Manager</p> <p>Administrative Technician</p>
4.	<p>If approved, the Title I Administrative Technician will enter the amount of the request into the McKinney/Vento Budget Spreadsheet as pending expenditure.</p> <p>Note: A Title I McKinney/Vento purchase can be made either by the PPW or the school associated with the student(s) and reimbursed.</p> <p>Once the need is met, a requisition will be created by the associated school's Financial Secretary and Principal. The documentation receipts are attached and</p>	<p>Ongoing</p> <p>July 2021 -July 2022</p>	<p>Requisition</p> <p>Invoice/Payment Receipt</p> <p>McKinney/Vento Budget Spreadsheet</p>	<p>Pupil Personnel Worker</p> <p>School's Financial Secretary</p> <p>Principal</p> <p>Administrative Technician</p>

	<p>the package will be sent by email to the Title I Administrative Technician for processing.</p> <p>*Due to Covid-19, the Title I Office has been working virtually, therefore all documents are sent via email. If accounting requires original copies, basket-mail between Central Office and Schools will resume</p>			
5.	<p>The Title I Senior Manager or Program Manager, Administrative Technician, Homeless Education Liaison and McKinney Vento Administrative Assistant will meet once every other month to discuss Federal updates, LEA procedures, review requests for spending and discuss school-based procedures as it relates to the partnership with Pupil Personnel Workers, the schools and the Title I Office.</p>	<p>September</p> <p>November</p> <p>January</p> <p>March</p> <p>May</p>	SAN from Collaboration	<p>Title I Senior Program Manager</p> <p>Title I Program Manager</p> <p>Title I Administrative Technician</p> <p>Coordinator - Pupil Personnel</p> <p>Homeless Liaison</p>

				McKinney Vento Administrative Assistant
6.	G.1 Support for Foster Care Children Foster Care Children and possible Title I supports will be discussed at each Title I/Pupil Personnel Office Meeting. At this time, we will determine if there are any needs of Foster Students that are not able to be met elsewhere. As of July 2021, the Foster Care needs are being met through the collaboration between the Office of Pupil Personnel and Department of Social Services	Monthly July - June	Title I/Student Support Office Meeting SAN	Title I Office Coordinator Pupil Personnel

Revision History: [Return to Table of Contents](#)

Revision	Date
Draft	August 2020
1	September 2020
2	July 2021

McKinney-Vento Title I, Part A Set-Aside Needs Assessment

Anne Arundel County Public Schools

The Needs Assessment documents the following:

- A. Dollar amount of Title I, Part A Homeless set-aside.
- B. Evidence of a needs assessment or other written documentation of how the Title I, Part A Homeless set-aside amount was determined.
- C. Evidence that the Title I, Part A Homeless set-aside amount is sufficient to identify homeless students and meet unique needs of identified homeless students.
- D. Description/documentation explaining how Title I, Part A Homeless set-aside dollars for homeless students are spent.
- E. Funds other than Title I, Part A used to support the needs of homeless students, and evidence of the sources and amounts of these funds.

Guiding Questions

- **Capacity:** Is your LEA's homeless liaison provided with the time to meet the duties under McKinney-Vento?
- **Needs:** How many homeless students are you planning for? How many actually needed services in the past few years? Do your numbers match your LEA needs?

The categories listed in the needs assessment are intended to provide insight into the needs of homeless students in Anne Arundel County Public Schools and display how we are using funds to meet these needs.

Explanation of Categories

Liaison Capacity-Costs Associated.	
School Transportation	Provide the costs for School Transportation for Homeless Students. In addition to stating the costs of homeless pupil transportation, please also include the percentage currently paid to the LEA through the state transportation funding formula.
Student Educational Needs-Costs Associated	Examples include clothing, PE uniforms, school uniforms, school supplies (for use in school), school and study support supplies (for use off-site at shelters, hotel, home, etc.), food (to meet need during instructional time or activities).
Enrollment/Transfer Services-Costs	Examples include records transfer (postage, etc.), birth certificates, immunizations
Medical/Mental Health/Shelter Support	Examples includes referrals/services for medical, dental, mental health/counseling, substance abuse, housing, domestic violence
Costs Associated with Removing Barriers to Participation, Retention and Success in School	Examples include extracurricular fees, test fees (IB/ACT/SAT etc.), co-curricular (ASB cards, cap and gown), materials and fees for educational programs/courses (i.e., fees associated with music, art, STEM, CTE, etc.), alternative education programs, Running Start, credit retrieval, GED assistance
Extended Educational Assistance	Examples include before school programs, after school programs, summer programs, Saturday programs, tutoring, mentoring, educational enrichment to meet state standards
Fines	Examples include lost/damaged materials, uniforms, books, etc.
PreK Coordination With Early Education Programs	
Outreach	Examples include outreach to homeless drop out youth for reengagement, outreach to students living in hotels/motels, campgrounds, shelters, etc., coordination with community agencies and programs.
Parent/Family Engagement	Parent/family engagement, parent/family trainings on the rights of homeless children and youth, coordination with community agencies and programs.

Homeless Needs Assessment Worksheet

Anne Arundel County Public Schools

A. LSS FUNDING INFORMATION			AMOUNT
1. Title I, Part A, Homeless Set-Aside Title I			\$15,000
2. Homeless Student MOI			\$5,000
3. McKinney-Vento Grant Subgrant			\$100,907.04
4. 21 Century Education Foundation Homeless Youth Fund (varying funding based on donations)			\$3,000
5. Date Team Completed Assessment 7/20/21	Jennifer Laque, jlaque@aacps.org Homeless Education Liaison 410-693-5875	AACPS Homeless Liaison PPW, Homeless Resource	20.21 Homeless Students Data 933 MV Students
B. HOMELESS NEEDS ASSESSMENT TEAM			
Jennifer Laque, Homeless Education Liaison		Kelly Thomas, Sr. Program Manager Title 1	
Laurie Jones, Coordinator of Pupil Personnel		Catherine Mellos, Title 1 Technician	
C. PROCESS DESCRIPTION			
<p>AACPS outlines policy and regulation for identifying homeless students under JAC-RA-Homeless Students. Identification of Homeless Children</p> <p><i>School personnel shall rely on the response given on the Student Record (SR) cards regarding loss of permanent housing or information that otherwise comes to the attention of the school administration. If the parent/guardian or unaccompanied youth has responded in the affirmative, school personnel shall immediately get in touch with the school-based homeless contact. The school-based homeless contact will then provide the information to the homeless education liaison who will confirm the homelessness. The homeless education liaison, pupil personnel workers, and school personnel shall work collaboratively with Child Find to identify all younger students that may be in need of educational services and other support. This would include children appropriate for Child Find and/or prekindergarten. Once identified, younger students shall be referred to Child Find and/or prekindergarten programs in that area and be enrolled according to these procedures.</i></p> <p>The needs of homeless youth are assessed by the use of the McKinney-Vento Informal Needs Assessment completed at the end of each academic year. Additional information is gathered through the Displaced Family Survey provided to shelter families regarding satisfaction with enrollment procedures and resource supports. An external evaluation report of the McKinney-Vento program and grant funded programs are conducted each year. Recommendations and findings from the yearly evaluation are utilized to determine needs and supports. The external evaluation includes a survey to Pupil Personnel Workers as well as survey results from the Power of One Mentor program. Additionally, transportation data is reviewed to support the identified need of our prompt response to the provision of transportation.</p> <p>Allocations for budgeting needs are based on prior years requests for MV expenses and estimates of expenses based on projected MV enrollment numbers. MV grant funds are based on provided allocations from MSDE and program funding estimates. Transportation allocations were based on emergency cab requests and summer school transportation requests data from prior years.</p> <p>An Informal Needs Assessment is completed as well as the attached budget outline to determine the funding available to support homeless students in AACPS through the various funding resources. Amendments will be made to grant funding and budget line allocations as requests for needs are submitted by Student Services Staff indicating the need for support.</p>			

D. ANNE ARUNDEL COUNTY MCKINNEY-VENTO DEMOGRAPHICS

Identified Need	20-21
Total number of students identified as homeless – year to date	934
Total number of Unaccompanied Homeless Youth (UHY)	161
Pre-school/ECI students identified as homeless	25
High school seniors identified as homeless	60
Students identified as residing in hotels or motels	90
Students identified as living in a shelter	56
Students identified as living in doubled-up scenario	768
Students identified as unsheltered and/or substandard conditions	18
Students identified as homeless and ELL	2
Students identified as homeless and receiving Special Education Services	136
Students identified as homeless who required special transportation arrangements to continue in the school of origin.	119
Students identified as homeless who receive transportation outside of the LEA to continue enrollment in the school of origin.	18 (Hybrid)
Students identified as homeless who have required a modification to transportation	149

E. COST AND FUNDING RESOURCES						
		FUNDING SOURCES AND AMOUNTS				
Need	Total Cost	21 st Century Funds	State & Federal Homeless Education Grants	Homeless MOI	LEA General Fund	Amount from Title I, Part A Homeless Set-Aside
1. McKinney-Vento Liaison	\$100,000				\$100,000	
2. Part-Time MV Grant Assistant	\$21,000		\$21,000			
3. Professional Development	\$18,190		\$11,190			\$7,000
4. School Transportation for Homeless	\$1368000		\$10,000		\$1,355,000	\$3,000
5. Student Educational Needs	\$12,500	\$1000	\$8500	\$3000		
6. Enrollment/Transfer Services	\$200			\$200		
7. Medical/Mental Health/Shelter	\$0					
8. Removing Barriers to Participation,	\$6000	\$1000	\$2000	\$1000		\$2000
9. Extended Educational Assistance	\$34,350		\$34,350			
10. Fines	\$0					
11. Coordination with Early Education	\$0					
12. Outreach	\$4150		\$1150			\$3000
13. Parent/Family Engagement	\$0					
14. Other	\$6500	\$1000	\$4,700	\$800		
TOTAL COSTS OF SERVING HOMELESS STUDENTS IN LEA AND IDENTIFIED	\$1,570,890	\$3000	\$100,907.04*	\$4200	\$1,455,000	\$15,000

* Total represents fixed and indirect charges, pending grant budget line changes

F. NO NEED EXPLANATION

7. Medical/Mental Health/Shelter Support- provided by wraparound services and Coordinated Entry Supports from community agencies.
 10. Individual schools remove fines for MV students.
 11. No specific fee directed for coordination with Early Education
 13. No fee associated communication of rights currently

G. DETAILED HOMELESS NEEDS ASSESSMENT

		FUNDING SOURCES AND AMOUNTS				
Need	Total Cost	21 st Century	State & Federal Homeless Education	Homeless MOI	LEA General Fund	Amount from Title I Set-Aside
1. McKinney-Vento Liaison					\$100,000	
2. Part-time MV Grant Assistant	\$21,000		\$21,000			
3. PROFESSIONAL DEVELOPMENT	\$18,590		\$11,590			\$7,000
4. SCHOOL TRANSPORTATION FOR HOMELESS	\$1,368,000		\$10,000		1,355,000	\$3,000
5. STUDENT EDUCATIONAL NEEDS (SUBTOTAL)	\$13,000					
a. Clothing		\$500	\$3000			
b. PE Uniforms						
c. School Uniforms				\$3000		
d. School Supplies (For use in school)			\$2000			
e. School and Study Support Supplies (For use off-site at Shelters, hotel,			\$3500			
f. Food (to meet need during instructional time or activities)		\$1000				
6. ENROLLMENT/TRANSFER SERVICES	\$200					
a. Records Transfer (postage, etc.)						
b. Birth Certificates/Immunizations				\$200		
d. Other						
7. MEDICAL/MENTAL HEALTH/SHELTER SUPPORT	\$0					
a. Medical Referrals/Services						
b. Dental Referrals/Services						
c. Mental Health/Counseling						
d. Substance Abuse Referrals/Services						
e. Housing Referrals/Services						
f. Domestic Violence Abuse						

Need	Total Cost	21 st Century	State & Federal Homeless Education Grants	Homeless MOI	LEA General Fund	Amount from Title I Set-Aside
8. REMOVING BARRIERS TO PARTICIPATION, RETENTION AND SUCCESS (SUBTOTAL)	\$5000					
Alternative Education Programs, Running Start, Credit Retrieval, GED Assistance.						
a. Extracurricular Fees						\$1000
b. Test Fees (IB/ACT/SAT, etc.)						
c. Co-Curricular (ASB cards, cap and gown)						\$1000 Senior Dues
d. Materials and Fees for Educational Programs/Courses (i.e. fees associated with music, art, STEM, CTE, etc.)			\$2000	\$1000		
e. Alternative Education Programs						
f. Running Start						
g. Credit Retrieval						
h. GED Assistance						
9. EXTENDED EDUCATIONAL ASSISTANCE (SUBTOTAL)	\$34,350					
a. Before School Programs						
b. After School Programs						
c. Summer Programs						
d. Saturday Programs						
e. Tutoring/Mentoring			\$34,350			
f. Educational Enrichment to Meet State Standards						
10. FINES (SUBTOTAL)	\$0					
a. Lost/damaged materials, uniforms, books, etc.						
b. Other						
11. COORDINATION WITH EARLY EDUCATION PROGRAMS	\$0					

Need	Total Cost	21 st Century	State & Federal Homeless Education	Homeless MOI	LEA General Fund	Amount from Title I Set-Aside
12. OUTREACH (SUBTOTAL)	\$4,150					
a. Outreach to Homeless Drop Out Youth for						
b. Outreach to Students Living in Hotels/Motels, Shelters						\$3000
c. Coordination with Community Agencies and						
d. Materials Supplies for College			\$1,150			
13. PARENT/FAMILY ENGAGEMENT	\$1500					
a. Parent/Family Engagement of						
b. Parent/Family Trainings on the Rights of Homeless Children &						
c. Coordination with Community Agencies and						
d. Other		\$1500				
14. OTHER (SUBTOTAL)	\$6500					
a. Drivers Education for UHY		\$1000		\$800		
b. Contract Service/Outside Program Evaluation			\$4,700			
TOTAL COSTS OF SERVING HOMELESS STUDENTS IN LEA AND IDENTIFIED FUND	\$1,570,890	\$3,000	\$100,907.04	\$4200	\$1,455,000	\$15,000

H. TITLE 1 SET-ASIDE DETAILED BUDGET NEEDS

Title 1 Set-Aside	Allocation	Set-Aside Determination Data/Support
Removing Barriers to Success	\$2000	21.22 Estimated 20 MV Students will need support at the 1 AACPS High School Estimated Cost: \$1000 21.22 Title 1 Allowable Items will be requested through Title 1 SharePoint Estimated Cost: \$1000
Outreach Services	\$3000	Level Readers and Support Materials to be provided to families residing in shelters and shelters to provide supplemental support during 21-22 School year. 21.22 Estimated 35 Students.
Professional Development	\$7000	*Education Leads Home 2022 Conference - Austin, TX 3/6-3/8 (2 Attendees: Pupil Personnel Worker (PPW) Coordinator, Homeless Education Liaison) Registration: \$400 x 2 = \$800 Airfare: \$350 x 2 = \$700 Hotel: \$350/night x 3 nights = \$1,050 x 4 = \$2100 Meals: \$50/day x 3 days = \$150 x 2 = \$300 Transportation to/from hotel: \$100 Total: \$4,000 Attendance Works Speaker Series: \$300 , 10 Pupil Personnel Workers to attend the virtual Attendance Works professional development. \$3000
Transportation	\$3000	21-22 Estimate of emergency requests based on prior requests

Homeless Assistance Request for Title 1 Reimbursement

STEP 1
School/PPW identifies student who needs financial support for a Title 1 approved item.
STEP 2
PPW completes a Title 1 Assistance form. Christa McGuire, MV Administrative Assistant, reviews request with Cathi Mellos and Kelly Thomas for approval/denial.
STEP 3
Cathi Mellos/Kelly Thomas responds to request with approval/denial.
STEP 4
If approved, the PPW should alert the School Financial Secretary of the approval. The School Financial Secretary completes the requisition form and submits it with a cancelled check and invoice sending it in basketmail/via email to Cathi Mellos. Questions regarding requisition forms and needed documents can be directed to Cathi Mellos at cmellos@aacps.org or 410-222-5444.
STEP 5
Cathi Mellos submits to the accounting office. The accounting office reimburses the school.

TITLE 1 APPROVED ITEMS

Field Trips- specify on form

Birth Certificates

Senior Expense Cap and Gown

Senior Expense Diploma Cover

Musical Instrument

Sports Equipment

Student Fees for general education program

Personal School Supplies

Immunizations

Transportation

Fees for AP, IB, and Certification Testing

Fees for SAT, ACT, College Entrance Exams

Student Specific School Equipment

Christa McGuire, McKinney-Vento Administrative Assistant, 410-518-9872, cmmcguire@aacps.org

Cathi Mellos, Budget Technician Title 1, 410-222-5444, cmellos@aacps.org

Jennifer Laque, Homeless Education Liaison, 410-693-5875, jlaque@aacps.org

Kelly Thomas, Senior Manager Compensatory Education, klthomas@aacps.org

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


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

Local School System: Anne Arundel County Public Schools

Homeless Education Coordinator/Liaison: Jennifer Laque, 410-693-5875/410-518-9872,

Homeless Education Coordinator / Liaison's Email: jlaque@aacps.org

NAME OF SHELTER and CONTACT PERSON	ADDRESS/TELEPHONE/EMAIL	POPULATION SERVED
Sarah's House Kelly Anderson	2015 20 th Street Ft. Meade, Md. 201755, 443-354-2724	Families and Adults
Lighthouse Shelter JoAnn Mattson	10 Hudson Street Annapolis Md. 21401, 410-349-5056	Families and Adults
Arden House YWCA Kate Yuan	410-222-6800	Victims/Families of Domestic Violence


Signature - Homeless Education Coordinator/Liaison

7/26/21
Date

G. SUPPORT FOR FOSTER CARE STUDENTS

Resources

[Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

[**G.1 Anne Arundel County Public Schools FY'22 Written Process for Education of Homeless Children and Foster Care**](#)

[**G.1.b Anne Arundel County Public Schools FY'22 Educational Stability MOU**](#)

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

Not applicable

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

Kelly Thomas, Title I Senior Program Manager; Catherine Mellos, Title I Administrative Technician; Laurietta Jones, Coordinator Pupil Personnel; Jennifer Laque, Pupil Personnel Worker

Application: The LEA will respond to each assurance <i>(Check One))</i>	Support for Foster Care Students Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care. <i>Required Attachment #1</i>	1111(g)(1)(E)	1. Collaboration with the child welfare agency, inclusive of the LEA foster care point of contact and the local education agency. (SAN) 2. Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) 3. Email communication
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	2. The LEA ensures that it uses a method for determining the foster care transportation set-aside, whether by a needs assessment or some other method (e.g., past foster care student enrollment and support services cost data), and how the foster care point of contact was consulted or involved in that process. <i>Required Attachment #2</i>	1111(c)(5)	1. Email or written communication regarding the needs of foster care students 2. Consultation Meetings with the LEA foster care point of contact and Title I Office (SAN) <ul style="list-style-type: none"> ○ copy of needs assessment used ○ copy of foster enrollment data ○ copy of support services data



Title: F.1.a-b Anne Arundel County Public Schools FY'21 Written Process for Education for Homeless Children and Youth and G.1 Support for Foster Care Students

Purpose: to describe how the Title I office will coordinate efforts for homeless children and youth including:

- a. How AACPS will provide educationally related support services in a coordinated effort to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education
- b. The AACPS method for determining the homeless reservation set aside, whether by a needs assessment or some other method

Department: Office of Community and School Partnerships

Office: Title I

Person(s) Responsible: Title I Office: Senior Program Manager, Program Manager, Administrative Technician

Office of Pupil Personnel: Coordinator - Pupil Personnel, Homeless Liaison, Pupil Personnel Worker, McKinney Vento Administrative Assistant

Accounting Office: Grant Manager

Implementation Date: August 2020

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	The Title I Office and Office of Pupil Personnel will meet to collaborate to analyze the Office of Pupil Personnel needs assessment to determine what the	June 2021 - July 2021	Title I and McKinney Vento Budget Needs Assessment	Title I Office

	predetermined set-aside is needed for the upcoming year. FY22 Needs Assessment		SAN from collaboration	Office of Office of Pupil Personnel
2.	<p>The Title I Office and Office of Pupil Personnel will meet to collaborate to determine how the set-aside funding will be used.</p> <p>The Title I Office and Pupil Personnel Office will decide which budget categories the funds will be placed in based on the needs assessment.</p> <p>Title I Administrative Technician adds the information into the Systemwide budget narrative (Title I Application) equal to the agreed upon set-aside to Accounting for review.</p> <p>Once approved by Accounting, MSDE, funds are populated into McKinney/Vento Budget Spreadsheet.</p>	<p>July 2021</p> <p>August 2021</p> <p>September 2021</p>	<p>SAN from collaboration meetings with Title I and Office of Pupil Personnel</p> <p>McKinney Vento Statement of Need</p> <p>Copies of Secretary Position requests email from MSDE</p> <p>Draft Schedule</p> <p>Budget Narrative</p> <p>Budget Spreadsheet</p>	<p>Title I Office</p> <p>Office of Pupil Personnel Office</p> <p>Accounting</p> <p>Title I Office</p> <p>Office of Office of Pupil Personnel</p> <p>Administrative Technician</p>
3.	Schools and PPWs will identify the student(s) who need financial support for a Title I approved item and will complete a Sharepoint referral Sharepoint Referral.pdf which is automatically sent to the Homeless Liaison, McKinney Vento	<p>Ongoing</p> <p>July 2021 - July 2022</p>	<p>Sharepoint Referral</p> <p>Email approval</p>	<p>Pupil Personnel Worker</p> <p>Homeless Liaison</p>

	<p>Administrative Assistant, Title I Senior Program Manager, Program Manager and Administrative Technician for review. PPW is alerted to the approval or denial of the request. <u>9.29Homeless Assistance Request for Title 1 Reimbursement Process.pdf</u></p>			<p>McKinney Vento Administrative Assistant</p> <p>Senior Program Manager</p> <p>Program Manager</p> <p>Administrative Technician</p>
4.	<p>If approved, the Title I Administrative Technician will enter the amount of the request into the McKinney/Vento Budget Spreadsheet as pending expenditure.</p> <p>Note: A Title I McKinney/Vento purchase can be made either by the PPW or the school associated with the student(s) and reimbursed.</p> <p>Once the need is met, a requisition will be created by the associated school's Financial Secretary and Principal. The documentation receipts are attached and</p>	<p>Ongoing</p> <p>July 2021 -July 2022</p>	<p>Requisition</p> <p>Invoice/Payment Receipt</p> <p>McKinney/Vento Budget Spreadsheet</p>	<p>Pupil Personnel Worker</p> <p>School's Financial Secretary</p> <p>Principal</p> <p>Administrative Technician</p>

	<p>the package will be sent by email to the Title I Administrative Technician for processing.</p> <p>*Due to Covid-19, the Title I Office has been working virtually, therefore all documents are sent via email. If accounting requires original copies, basket-mail between Central Office and Schools will resume</p>			
5.	<p>The Title I Senior Manager or Program Manager, Administrative Technician, Homeless Education Liaison and McKinney Vento Administrative Assistant will meet once every other month to discuss Federal updates, LEA procedures, review requests for spending and discuss school-based procedures as it relates to the partnership with Pupil Personnel Workers, the schools and the Title I Office.</p>	<p>September</p> <p>November</p> <p>January</p> <p>March</p> <p>May</p>	SAN from Collaboration	<p>Title I Senior Program Manager</p> <p>Title I Program Manager</p> <p>Title I Administrative Technician</p> <p>Coordinator - Pupil Personnel</p> <p>Homeless Liaison</p>

				McKinney Vento Administrative Assistant
6.	G.1 Support for Foster Care Children Foster Care Children and possible Title I supports will be discussed at each Title I/Pupil Personnel Office Meeting. At this time, we will determine if there are any needs of Foster Students that are not able to be met elsewhere. As of July 2021, the Foster Care needs are being met through the collaboration between the Office of Pupil Personnel and Department of Social Services	Monthly July - June	Title I/Student Support Office Meeting SAN	Title I Office Coordinator Pupil Personnel

Revision History: [Return to Table of Contents](#)

Revision	Date
Draft	August 2020
1	September 2020
2	July 2021

Educational Stability Memorandum of Agreement

This Memorandum of Agreement (Agreement) is entered into by the Department of Human Services, Anne Arundel County Department of Social Services (CWA) and Anne County Public Schools (LEA), collectively referred to as the “Parties” and individually as “Party”. The Parties agree as follows:

I. PURPOSE

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

II. STATUTORY AUTHORITY

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

III. BACKGROUND

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

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

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

Whereas, these laws also direct public school systems and local departments of social services to monitor and support the educational stability and success of students in foster care in other ways,

including ensuring the prompt transfer of school records and the maintenance and sharing of school records in accordance with FERPA.

IV. DEFINITIONS

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

- I. **Local education agency (LEA)** – Any of the 24 local public school systems in the State.
- J. **Local zoned school** – School serving the catchment area of the student’s out-of-home placement.
- K. **Out-of-home placement** – Location where CWA places the child when in foster care.
- L. **School of origin** – The school the student attended prior to placement or change of placement in out-of-home care or the school in which the child was last enrolled. School of origin also includes feeder schools the student has not yet attended, but was zoned to attend, public prekindergarten, and public charter schools.

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

A. **Basic Procedure**

- 1. The CWA point of contact or caseworker will immediately notify the LEA Foster Care Liaison for the school of origin and also the LEA Foster Care Liaison of the local zoned school when a student is placed in foster care or a student’s out-of-home placement changes.
- 2. This notification prompts the need for a best interests determination by the CWA in accordance with the provisions set forth below regarding whether the student will remain at the school of origin or whether the student will change schools.
- 3. For every student in an out-of-home placement, the presumption is that the student will remain in the school of origin so that the student may benefit from school stability and educational continuity.
- 4. The best interests determination must occur within five (5) business days of the student’s placement in foster care or the change of the out-of-home placement.
- 5. The CWA shall seek the LEA’s input in the best interests decision through the LEA Foster Care Liaison or other school of origin representative, such as a school counselor, classroom teacher, school social worker, school psychologist, pupil personnel worker, special education coordinator, coach, or other representative from an extracurricular activity in which the student is involved.
- 6. The CWA shall consider the student’s preference in making the best interests decision, if appropriate.

7. The CWA shall make all reasonable efforts to include additional persons who are able to contribute relevant information to the best interests determination made under this section, unless doing so would create undue delay in placement. Individuals who have knowledge of the student may include, but not be limited to: the parent; current and prior custodians; the student's attorney; parent surrogate for educational decisions, if applicable; and any other significant person who has knowledge of the student.
8. Participation in the best interests determination process may occur through in-person meetings, phone calls, teleconferences, emails, or other electronic means.
9. The student shall remain enrolled in the school of origin until a best interests determination is made. The transportation of the student to the school of origin during that time period is the responsibility of the CWA.

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

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

C. Documentation and Notification

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

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

1. If the LEA determined prior to December 10, 2017, that it was in the student's best interests to continue to attend the school of origin, the decision will remain in effect until the CWA determines that it is no longer in the student's best interests to attend the school of origin.
2. The LEA and CWA will follow the transportation procedures set forth in Section VII of this Agreement.

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

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

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

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

Form, Attending School of Origin form Out of Home Placement (Transportation Plan Form – Attachment B), which is attached hereto.

- I. If the CWA determines that it is more cost effective for the CWA to arrange and implement transportation, and it chooses to assume such responsibility, the CWA will notify the LEA in writing of its decision. The LEA will document the arrangement on the Transportation Plan Form, which is attached hereto, and include the written notification from the CWA. The CWA will request reimbursement from the LEA for monies that the LEA would have otherwise spent on transportation.
- J. In the five (5) school days during which the LEA is developing and implementing a transportation plan for the student to attend his or her school of origin, interim transportation will be provided by the CWA. Interim transportation should be addressed during the best interests determination.
- K. The CWA will reimburse the LEA for any additional costs incurred for the transportation of each student to that student's school of origin provided that the LEA produces a receipt proving such additional costs associated with each student, indicating clearly the period of time each student was transported to that student's school of origin.
- L. The CWA will reimburse the LEA within thirty (30) calendar days of receipt of a proper invoice and supporting documentation.
- M. The CWA will provide a contact for billing purposes, including a name, address, telephone number, and email address to ensure that invoices are directed to the proper individual and are paid promptly.
- N. The LEA's superintendent or designee may allow a student who exits foster care (through adoption, guardianship, or reunification with a parent) before the end of an academic year and relocates to a home outside of the school of origin's catchment area to remain in the school of origin until the end of the academic year if requested by the student's parent or guardian, and so long as transportation is provided by the parent or guardian, or the LEA or CWA agrees, in writing, to provide and pay for the student's transportation.

VIII. INFORMATION SHARING AND CONFIDENTIALITY

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

IX. TERM OF AGREEMENT

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

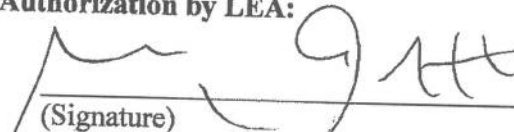
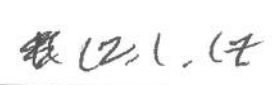
X. AMENDMENTS OR MODIFICATIONS

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

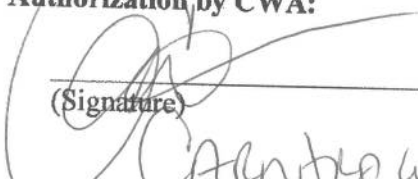
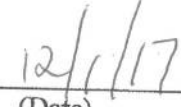
XI. TERMINATION

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

Authorization by LEA:


(Signature) _____
George Arlotto, Ed. D. 
(Printed Name) _____ (Date) _____
Superintendent of Schools
(Title)

Authorization by CWA:


(Signature) _____
Candice White 
(Printed Name) _____ (Date) _____
Director
(Title)

H. ENGLISH LEARNERS

Resources

[Non-Regulatory Guidance: English Learners and Title III](#)

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

H.1 Anne Arundel County Public Schools FY'22 Written Process for Coordination of Efforts

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

Kelly Thomas, Title I Senior Program Manager; Stacey Witte, Parent & Family Engagement Specialist; Leanne Riordan, Coordinator of English as a Second Language; Gaston Gamez International Family Outreach Program Manager

Application:	English Learners Assurances	Citation	Evidence of Implementation
The LEA will respond to each assurance (Check One)			Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review

<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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.</p> <p><i>Required Attachment #1</i></p>	<p>1112(e)(3)</p>	<p>Evidence of a coordinated effort to inform parents about the ESOL Program placement, which must include:</p> <ol style="list-style-type: none"> 1. Distribution of dated and completed English and/or translated versions of the ESOL Parent Notification Letter specifying the student's placement in an ESOL Program with parent signature or documentation of due diligence to obtain the parent's signature. 2. Documentation of distribution of the letters within 30 days of the beginning of the school year or within two weeks of the student's placement in a language instruction educational program (ESOL program). 3. SAN documentation and/or written communication documenting collaboration between the Title I and Title III offices pertaining to: <ul style="list-style-type: none"> o Parent notification o English Learner (EL) screening and placement o ESOL placement timeline
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents/families of ELs regarding their education.</p>	<p>1116(e)(4) 1116(f) 1112(e)(3)(C)(ii)</p>	<p>Evidence of intentional practices to implement effective outreach to parents/families of ELs regarding their education, which must include:</p> <ol style="list-style-type: none"> 1. SANE documenting English Learner parental participation in parent and family engagement events 2. SANE documenting specific events held for parents/families of English Learners regarding how to increase their awareness of the American Educational System. <i>(For example: English to Speakers of Other Languages (ESOL) Parent Orientations, and workshops on how to help your ELs to be successful on the ACCESS for ELLs, etc.)</i> 3. Copy of Parent/Family Communication Logs 4. Translated documents or flyers 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 6. Translated school improvement team invitation letter/flyer sent to parents/families of ELs and sign-in sheet (SAN/SANE) <p><i>NOTE: some of these items may be available in component D – Parent and Family Engagement.</i></p>

<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	3. The LEA assures it has a report card, that is concise, presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and accessible to the public.	1111(h)(2)	<ol style="list-style-type: none"> 1. Sample of the LEA's report card 2. SAN and/or written communication documenting the ongoing collaboration between the Title III and Title I Coordinators 3. SANE, emails, and/or communication to parents/families demonstrating the report card data was shared in a language that the parents/families can understand.
--	--	------------	---



Title: H.1 Anne Arundel County Public Schools Written Process for the coordinated effort to inform parents about the ESOL Program Placement	
Purpose: to ensure there is a coordinated effort to inform parents about the ESOL Program placement and ensure collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.	
Department: Community & School-based Programming	Office: Title I
Person(s) Responsible: Title I Office: Title I Senior Manager; EL Coordinator; Title I Parent and Family Engagement Specialist; Program Manager International Family Outreach	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Title I Senior Program Manager, Title I Parent & Family Engagement Specialist and the English Language Coordinator meet and collaboratively determine needs of the English Language Development (ELD) program based on needs assessment as well as determine how the Title I Program can help support and annual monitoring visit completed by MSDE.	June-July	Needs Assessment Monitoring Feedback SAN	Title I Senior Program Manager/Designee English Language Coordinator
2..	English Language Development/ESOL teachers are trained to understand the process and how to check to ensure families have responded to the electronically generated English Language Parent Notification Letter.	August-September	List of Trained Teachers-Google Form Training documents/slides for English Language Development teachers English Language Development	English Language Coordinator

			Office News & Notes	
3.	<p>Annual Parent Notification Letters are generated and distributed electronically by Central Office (Technology Team) through an AACPS Student Electronic Forms (SEF) portal. The Communications Office sends all English Language families at least three ConnectEd messages with directions for accessing the online SEF. Families are able to see the Parent Notification Letter in English or as a translation, and then electronically sign to confirm their child's participation or refusal of English Language Development service. Information from the SEF is collected in a database, which is accessible to central office staff and English Language Development teachers.</p> <p>English Language Development teachers review signatures in the SEF database and follow up with families as needed for additional signature attempts, either online or as a hard copy paper form.</p>	September. (Within 30 days of the beginning of the year. Or new students-within 2 weeks)	<p>Copy of Electronic Parent Notification Letter Form</p> <p>Screenshot of ESOL Dashboard for Student Electronic Forms</p> <p>Electronic signature spreadsheet/data</p> <p>English Language Development Office News & Notes</p>	ELD Office
4.	<p>The English Language Development Office meets to collaborate with the Office of School and Family Partnerships and International Welcome Center staff to provide timely screening and placement of English Learners.</p> <p>Upon registration, all families complete a Home Language Survey which identifies potential eligibility for English Language Development service. Students whose home language survey indicates a home</p>	Throughout the school year and summer	<p>Generated Notification Letter</p> <p>Collaborative meeting notes from English Language Development office and IWC</p> <p>Follow up emails and communication</p>	<p>English Language Development Office</p> <p>Office of School</p> <p>Family Partnerships International Welcome Center</p>

	<p>language other than English are administered an English language proficiency screener (as required by the Maryland State Department of Education). Based on the results of the initial screener, students who are eligible for English Language Development instructional services will be enrolled in ESOL courses and receive support from an English Language Development teacher. Student screening data is entered into the English Language Development system and the English Language Development teacher will see the entry as a “new student.” A hard copy of the screening data is internally mailed to the student’s new school. If the student enrolled at the International Welcome Center, IWC staff also send an email notification about the new student to the school principal, registrar, and the English Language Development teacher.</p>		<p>between IWC and English Language Development Office</p> <p>Follow up emails and communication between IWC and school-based staff (principal, registrar, and the English Language Development teacher)</p>	
--	--	--	--	--

Revision History:

Revision	Date
Draft	June 2020
	September 2020
	July 2021

[RETURN TO TABLE OF CONTENTS](#)

I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

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

Resources

[Link for School Improvement Resource Hub](#)

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

I.1.i-iii Anne Arundel County Public Schools FY'22 Development and Monitoring of Title I TSI School Implementation

I.1.i-iii Part 2 Anne Arundel County Public Schools FY'22 Implementing the School Level TSI Plan

- d. Process for identifying and addressing resources inequities impacting TSI schools (Section 1111(d)(2)(C)).

I.1.iv Anne Arundel County Public Schools FY'22 Identifying and Addressing Resource Inequities in TSI Schools

I.2. Anne Arundel County Public Schools FY'22 Additional Allocations to Title I TSI Schools

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review selected Title I Targeted Support and Improvement Intervention Plan(s), which should be submitted prior to the Program Review date. The specific due date will be determined between the MSDE Title I POC and LEA Title I Coordinator.

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

Kelly Thomas, Title I Senior Program Manager; Jennie Stevens-Nelson, Title I Teacher Specialist; Laura Vezer, Title I Teacher Specialist; Principals of Annapolis Elementary, Germantown Elementary, Belle Grove Elementary, Brooklyn Park Elementary, George Cromwell Elementary, Hilltop Elementary, Park Elementary, Freetown Elementary, Marley Elementary, Point Pleasant Elementary and Richard Henry Lee Elementary, Mills Parole Elementary, Tyler Heights Elementary, Eastport Elementary, Monarch Annapolis Academy, Glen Burnie Park Elementary, Southgate Elementary, Rippling Woods Elementary, Van Bokkelen Elementary, Meade Height Elementary, Hebron-Harman Elementary, Seven Oaks and Brock Bridge Elementary; Regional Assistant Superintendents, Lisa Leitholf and Chris Truffer.

Application: The LEA will respond to each assurance <i>(Check One)</i>	Targeted Support and Improvement School Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures it has a written process for planning, approving, implementing, and monitoring the components of each Title I TSI School.	1111(d)(2), 1112(b)(1)(3)	Documentation supporting the implementation of the written process which must include: 1. Needs Assessment, with documentation to include: <ul style="list-style-type: none"> Needs Assessment Tool Summary of Results, with focus on identified student group(s)

<p>N/A = There are no Title I TSI Schools</p>	<p><i>Required Attachment #1</i></p>		<ul style="list-style-type: none"> ○ Root Cause Analysis Tool (recommended) ○ SAN, e.g. School Staff and Parent/Community Members, Training Dates and Materials, ○ Written Summary of Results <p>2. SAN Documentation</p> <ul style="list-style-type: none"> ○ SIT Meetings, <u>Other</u> Stakeholder Meetings ○ Schedule for Conducting the Needs Assessment <p>3. Analysis of Resource Inequities that affect lower performance in identified student group(s)</p> <ul style="list-style-type: none"> ○ Written Method for Conducting Analysis ○ SAN for Meetings, e.g., between School and LEA Staff ○ Written Summary of Findings of Analyses <p>A written process for implementing the school level Title I TSI plan including:</p> <ol style="list-style-type: none"> 1. Evidence-based strategies that are aligned with findings of the Needs Assessment and Resource Inequities Analyses 2. Communications with LEA departments and partnerships with entities outside the LEA 3. List of staff and organizations involved in plan development 4. SAN/SANE from meetings, training, staff development 5. Communications Logs, emails, etc. 6. Copies of formal agreements, contracts, etc. <p>Evidence of Stakeholder involvement, which must include:</p> <ol style="list-style-type: none"> 1. SAN/SANE 2. Communication logs <p>Documentation for monitoring and evaluating Title I TSI school plans:</p> <ol style="list-style-type: none"> 1. Analysis of academic progress of identified student groups, and timelines that include: <ul style="list-style-type: none"> ○ Written Monitoring tool(s) and schedule ○ Summary Results of Assessments
---	--------------------------------------	--	--

			<ul style="list-style-type: none"> ○ Procedure for making changes in Strategies/Interventions based on growth in the identified student group(s) needs, if applicable <p>2. Other documentation to support the LEA has implemented its written process, if applicable</p>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. The LEA ensures it has a written process for determining how it will allocate additional Title I and local/other funds set aside for each Title I TSI School, if applicable.</p>		<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. If applicable, written process for determining allocation of additional Title I funds to schools 2. SAN from meetings e.g.: Finance Office Staff to develop budget 3. Emails, communication logs 4. Other documentation to support the LEA has implemented its written process, if applicable.



Title: I.1.i-iii Development and Monitoring Of Title I TSI School Implementation	
Purpose: To develop and monitor Title I TSI school implementation to ensure that schools are working to close the gap between identified student groups.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager, Title I Teacher Specialists, Regional Assistant Superintendents (RAS); TSI Title I School Principals and Leadership teams.	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	School Improvement Planning begins. The procedures of Anne Arundel County Public Schools are reviewed with principals. For the 2021 - 2022 school year, a document that included guiding questions to address equity was distributed.	3rd Quarter 2020-2021	Equity Guiding Questions Document Powerpoint from the Principal's Meeting	Office of School Performance Principals
2.	Expectations for TSI are shared at the virtual Title I TSI Point of Contact Meeting	February 2021 and May 2021	SANE	Title I Office Principals Office of School Performance Title I Teacher Specialists
3.	Title I Teacher Specialists will collaborate with Office of School Performance to discuss how Title I schools will address TSI in their School Improvement Plans and how schools will receive support in relation to their specific need with their TSI student groups.	July 2021	SAN documentation	Title I Office Central Office Partners/Office of School Performance
4.	Schools receiving Title I funding are required to include goals and monitoring steps in their School Improvement Plans and their Title	June 2021 - July 2021	School Improvement Plans	Regional Assistant Superintendents Principals/Designee

	<p>I Plan. They will submit their School Improvement plans to Regional Assistant Superintendent. They will submit their Title I plans to their Program Manager, Teacher Specialist, and Administrative Technician.</p> <p>The Teacher Specialist will provide feedback on the Title I plan in regards to the Comprehensive Needs Assessment and the Title I Plan in regards to TSI.</p>		Title I Plans	<p>Title I Program Manager</p> <p>Title I Teacher Specialist</p> <p>Title I Administrative Technician</p>
5.	<p>School Improvement plans for all TSI schools will be approved by Office of School Performance TSI Point of Contact.</p> <p>The Teacher Specialist will review both the Title I plan and the School Improvement Plan to ensure alignment.</p>	July – October 2021	School Improvement Plans	<p>Regional Assistant Superintendents</p> <p>Title I Teacher Specialists</p>
6.	<p>Title I Teacher Specialists will contact assigned schools via email to remind them of the Title I Teacher Support menu and to reflect on how TSI was implemented for the 20-21 school year. Title I Program managers and Office of School Performance will be invited.</p>	August 2021-September 2021	<p>Email communication</p> <p>SAN documentation from meetings</p> <p>Title I Teacher Specialist Support Menu</p>	<p>Title I Teacher Specialists</p> <p>Principals/Designee</p> <p>Title I Program Manager</p> <p>Office of School Performance</p>
7.	<p>Title I Teacher Specialists will compile information from approved Title I Plans and School Improvement Plans into the TSI Progress Monitoring Data Table for MSDE documentation to compose a first draft.</p>	July – October 2021	Progress Monitoring Data Table	Title I Teacher Specialists

8.	Title I Teacher Specialists will update the TSI Progress Monitoring Data Table with any additions or revisions from the Title I Plan-to create a second draft.	October - November 2021	Title I Plans TSI Progress Monitoring Data Table	Title I Teacher Specialists
9.	Support will be given to schools via Written Procedure <u>I.1.i-iii Part 2 Implementing the School Level TSI Plan.</u> Title I Teacher Specialists will provide additional support as requested by each school. Refer to options in the <u>Title I Teacher Specialist Support Menu.</u> The minimum amount of support is once a month when school is in session.	July 2021-June 2022	SAN documentation Title I Teacher Specialist Support Menu <u>I.1.i-iii Part 2 Anne Arundel County Public Schools FY'22 Development and Monitoring of Title I TSI School Implementation.</u>	Title I Teacher Specialist Title I School Team
10.	Title I Teacher Specialists will meet with each school during their Program Reviews with the Title I Program Managers to monitor their TSI goals and monitoring steps. They will provide written feedback to the schools within 5 days after the Program Reviews.	Fall/Winter 2021 Spring 2022	SAN documentation	Title I Teacher Specialists Title I Program Managers Title I School Team Office of School Performance
11.	The planning begins for the 2022-2023 school year. Title I Teacher Specialists will be invited to participate in any meetings involving TSI schools.	February/March 2022	Invites	Office of School Performance Title I Teacher Specialists
12.	Title I Teacher Specialists will meet with schools at the end of the school year to reflect on the TSI process for their school and analyze data for the identified student groups.	End of school year 2022	SAN documentation TSI Progress Monitoring Data Table	Title I Teacher Specialists Title I School Team Office of School Performance

Revision History:

Revision	Date
Draft	July 2020
1	July 202



Title I Teacher Specialist

Data Assistance

Support with data protocols, data analysis and next action steps for:

- Grade Level Teams
- Leadership Teams
- School Improvement Teams
- Provide data with TSI student groups highlighted

Professional Development and Instructional Support

- Participate in collaborative planning and co-teaching process
- Provide coaching for resource team or teachers on collaborative planning structures
- Effective Instructional Strategies
- Deliver professional development focused on progress monitoring, analyzing data and making instructional decisions based on data.
- Coaching Feedback and Conversations
- Walk throughs to support SIP goals

*Support
Menu:*

*How can we
help your
teachers and
school?*

Needs Assessment

Support the leadership team with:

- Needs assessment
- Root cause analysis
- Implementation and/or monitoring of Interventions
- School Improvement Planning

TSI Classification and Implications

Present information on:

- MSDE requirements for Title I TSI schools
- How a school is classified as TSI
- Which level of classification applies to your school
- Criteria to exit TSI classification

7/9/2020

TSI Progress Monitoring Table

	School	Subject	Goal	Student Group	Strategies & Evidence Based Interventions	Timeline and Monitoring Dates	Metric to measure growth	Measure used at intervals for progress monitoring	Baseline measure	Progress Monitoring Data point #1	Progress Monitoring Data point #2	Progress Monitoring Data point #3	Final Measure	Goal met?	Strategy effective?
Annapolis Cluster	Annapolis Elem.			Econ. Dis. Black/Afr. Amer. Spec. Ed.											
	Eastport Elem.			Econ. Dis. Black/Afr. Amer. Spec. Ed.											
	Germantown Elem.			Black/Afr. Amer. Econ. Dis.											
	Mills-Parole Elem.			Black/Afr. Amer. Econ. Dis. ELL											
	Monarch Annapolis			Black/Afr. Amer. Hispanic Spec. Ed. Econ. Dis.											
	Tyler Heights Elem.			Spec. Ed. Econ. Dis.											
				Econ. Dis. Spec. Ed. Black/Afr. Am White Two or More Races											
Glen Burnie Cluster	Freetown Elem.			Spec. Ed.											
	Marley Elem.			Econ. Dis.											
	Point Pleasant Elem.			Econ. Dis.											
	Richard Henry Lee Elem.														
Meade Cluster	Brock Bridge Elem.			Spec. Ed.											
	Hebron-Harman Elem.			Spec. Ed. Econ. Dis.											
	Meade Heights Elem.			Econ. Dis.											
	Seven Oaks			Spec. Ed.											
	Van Bokkelen Elem.			Black/Afr. Amer. Econ. Dis. Spec. Ed.											
				Black/Afr. Amer. Econ. Dis. Spec. Ed. White											
North County Cluster	Belle Grove Elem.			Black/Afr. Amer. Econ. Dis. Spec. Ed. White											
	Brooklyn Park Elem.			Black/Afr. Amer. Econ. Dis. Spec. Ed. 2 or more races White											
	George Cromwell Elem.			Econ. Dis. English Language Learners (ELL)											
	Hilltop Elem.			Black/Afr. Am Econ. Dis. Spec. Ed.											
	Park Elem.			Econ. Dis. White											
				Econ. Dis. Spec. Ed. ELL											
Old Mill Cluster	Glen Burnie Park Elem.			Spec. Ed. Econ. Dis. ELL											
	Rippling Woods Elem.			Spec. Ed.											
	Southgate Elem.			Econ. Dis. Spec. Ed.											



Title: I.1.i-iii Part 2 Implementing the School Level TSI Plan	
Purpose: To implement the school level TSI plan, including evidence based strategies that are aligned with findings from the needs assessment and inequities resource analysis.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Teacher Specialists; School TSI Point of Contact; TSI Title I School Principals, Central Office Partners	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Title I Teacher Specialists will meet with school administration from assigned schools.	August - September 2021	SAN from meetings	Title I Teacher Specialists TSI School administration
2.	The principal will assign a TSI Point of Contact (POC) for each of their goals. The POC should be someone at the school directly involved with the implementation of the action step and goal.	September 2021	Email Communications TSI POC List	TSI School Principal
3.	School TSI Point of Contacts will meet with Title I Teacher Specialists for an overview of TSI requirements.	October 2021	SAN from Quarter 1 Meeting	Title I Teacher Specialists School-Title I TSI Point of Contact Central Office Partners -(Math, Literacy, ELA, Specialized Instruction, Student Services, etc.)

4.	School- TSI Point of Contacts will be responsible for delivering a Staff Overview of TSI and sharing TSI information with other necessary school personnel.	by November 12, 2021	SANE from Staff Overview	School-Title I TSI Point of Contact
5.	<p>School - Title I TSI Point of Contact will be responsible for ensuring at least 3 Monitoring checkpoints during the year. At each checkpoint, discussions should answer the following questions:</p> <ul style="list-style-type: none"> • The progress/percentage of students in student group who are meeting the goal or are on target to meet the goal. • Any patterns, trends, or challenges they notice with student group data • Next steps and/or adjustments to action steps 	Dates determined by the school, should have a date in Quarter 2, Quarter 3, and Quarter 4.	<p>SAN from Meeting that data was discussed</p> <p>Data protocol sheets</p> <p>Menu of options to progress monitor for 3 Monitoring Checkpoints</p>	<p>School - Title I TSI Point of Contact</p> <p>School - Leadership Team</p> <p>Title I Teacher Specialist</p>
5.	School-TSI Point of Contact will be responsible for uploading documentation to the TitleICrate.	September 2021 - June 2022	<p>Crate documentation</p> <p>Checklists</p>	School-Title I TSI Point of Contact
6.	School-TSI Point of Contact and/or school administrators are required to participate in the Title I Monitoring Visits.	September 2021 - June 2022	SAN	<p>AACPS Title I Team</p> <p>School-Title I TSI Point of Contact</p>
7.	School TSI Point of Contact are invited to attend quarterly collaboration meetings with Title I Teacher Specialists and share progress and strategies.	<p>Early December 2021</p> <p>February 2022</p> <p>May 2022</p>	SANE	<p>Title I Teacher Specialists</p> <p>School-Title I TSI Point of Contact</p> <p>Central Office Partners (Math,</p>

				Literacy, ELA, Specialized Instruction, Student Services, etc.)
8.	School-Title I TSI Point of Contact should meet with administrator(s) to discuss preparation for a Needs assessment and possible Root Cause Analysis to develop the TSI portion of the Title I plan.	After February 2022 Meeting	SAN from meeting	School-Title I TSI Point of Contact Principal
9.	A survey will be given to the staff via the TSI Point of Contact evaluating the structures and supports of the Title I Teacher Specialists- The TSI Point of Contact will also provide input on any needed revisions for the TSI written processes.	May 2022	Survey Results TSI Point of Contact input	AACPS Title I Teacher Specialists Title I TSI Point of Contact
10.	For technical assistance, please contact your Title I Teacher Specialist.	September 2021 - June 2022	emails, SAN	Title I Teacher Specialists School-Title I TSI Point of Contact
11.	Title I Teacher Specialists will meet with TSI school administration to reflect on progress and next steps.	June/July 2022	SAN	Title I Teacher Specialists Title I Senior Program Manager Title I Program Manager Title I TSI School Administration Office of School Performance

Revision History:

Revision	Date
Draft	September 2020
1	July 2021



Title: I.1.iv Anne Arundel County Public Schools FY'21 Identifying and Addressing Resource Inequities in TSI Schools.

I.4 School based - Resource Inequities

(Internal control)

Purpose: To analyze the resources that are already available and determine what resources are still needed.

Department: Office of Community and School Based Programming

Office: Title I

Person(s) Responsible: Title I Teacher Specialists; School-Title I TSI Point of Contact; TSI Title I School Principals and leadership/school improvement teams

Implementation Date: August 2021

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Title I Teacher Specialists will host a collaborative discussion with TSI Point of Contacts, administrators and central office partners around the barriers for student success.	February 2021	SAN from February TSI Point of Contact Meeting	AACPS Title I Office - Teacher Specialists
2.	Office of Equity and Accelerated Student Achievement created a document with Guiding Questions for Equity to be used during the development of school improvement planning. These were also shared at the May TSI POC meeting.	May 2021	Guiding Questions	Office of Equity and Accelerated Student Achievement (OEASA) Title I Office School administrators and Leadership teams.
3.	Schools are categorized using trend data from the Maryland Report Card and schools in need of more structured support will participate in the University of Maryland College of Education TSI School Support Network.	August 2021- June 2022		

	*Dependent on Available Funding			
4.	Using the Comprehensive Needs Assessment or Root Cause Analysis, identify resources that are needed.	Spring 2021	SAN	Title I TSI School Leadership/School Improvement Team. Office of Instructional Data Division
5.	Include the needed resources in your Title I Plan and Budget Narrative.	Spring 2021	Title I Plan and Budget Narrative	Title I TSI School Leadership/School Improvement Team.
6.	For technical assistance, please contact your Title I Teacher Specialist.	September 2020-June 2021	email, SAN	Title I Teacher Specialists

Revision History:

Revision	Date
Draft	September 2020
1	July 2021



TITLE: I.2 SET ASIDE FOR TSI SPECIFIC FUNDS	
Purpose: to determine how additional Title I and local/other funds will be set aside for each Title I TSI School	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager, Title I Teacher Specialists; Director of Community and School Based Programming	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Artifacts	Related Dept/Agency
3.	Schools are categorized using trend data from the Maryland Report Card by the AACPS Instructional Data Division. These categories include schools that are: <ul style="list-style-type: none"> ● schools still need to improve scores ● Schools are expected to come off TSI after 3 yrs. but scores are close to cut off ● Schools expected to come off TSI after 3 yrs. 	December 2019	TSI List	AACPS Instructional Data Division
4.	Using the Comprehensive Needs Assessment or Root Cause Analysis, identify resources that are needed.	Spring 2021	SAN	Title I TSI School Leadership/School Improvement Team.
	For schools that are categorized as “still need to improve scores” and “expected to come off TSI after 3 years but scores are close to cut off” the following resources will be provided by Title I funds.	August 2021 - June 2022	SAN from TSI/Title I Debrief SAN	Director of Community and School Based Programming AACPS Title I Team

	<ul style="list-style-type: none"> School based team to participate in University of Maryland College of Education TSI School Support Network. 			Office of School Performance Identified Title I TSI schools
	For schools that are categorized as “still need to improve scores” and/or EOC a Student Instructional Support Teacher (SIST) will be provided to work with students who are in an identified TSI student group using ESSR funds..	August 2021 - June 2022	SAN from Meeting with RAS Roster of ESSR SIST	Brooklyn Park George Cromwell Hilltop Van Bokkelen Eastport Tyler Heights Title I Office

Revision History:

Revision	Date
Draft	July 2020
	November 2020
	July 2021

[Return to Table of Contents](#)

J. FISCAL REQUIREMENTS

Resources:

[Non-Regulatory Guidance: Supplement Not Supplant](#)

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

[Skipped School Addendum](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval Letter and [Skipped School Addendum](#).

J.1 Anne Arundel County Public Schools FY'22 Skipped School Addendum and Letter

2. If applicable, Neglected & Delinquent: Include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also, list each institution and the amount of funding provided.

Not Applicable

3. Education for Homeless Children and Youth: Include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.

J.3 Anne Arundel County Public Schools FY'22 Education of Homeless Children & Youth Title I Funds

Provide Support Services

4. If applicable, Education for Homeless Children and Youth - Homeless Liaison: Include a job description of the Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).

Not Applicable

5. If applicable, Education for Homeless Children and Youth - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section.

Not Applicable

6. If applicable, Education for Foster Care Students - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation for Foster Care students; 2) the calculation that the LEA used to arrive at the amount in this section. *Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.*

Not Applicable

7. The LEA must include a written process for Supplement, not Supplant, which includes how the LEA: Cathi/Matt
- uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
 - provides the methodology used along with a supporting narrative that demonstrates and explains how the methodology is used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

J.7 Anne Arundel County Public Schools FY22 Written Process for Supplement not Supplant Methodology

8. The LEA must include a written process for documenting and monitoring the school-level use of Title I funds and Title I funded positions, including: Cathi/Amy/Cecelia
- School-level Fiscal responsibility

- Approval of school-level expenditures that are reasonable, necessary, allowable, and allocable
- Appropriate use of school-level Title I funded positions based on approved job descriptions
- Roles and responsibilities of paraeducators

J.8 Anne Arundel County Public Schools FY22 Written Process for Documenting Monitoring Title I Funds

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

J.9 Anne Arundel County Public Schools FY'22 District-level Administration Job Description

10. The LEA must include a written process for how the Parent and Family Engagement Allocations are determined, ensuring at least 90% is distributed to schools. The LEA must provide a list of all Title I school's individual parent and family engagement allocations.

J.10 Anne Arundel County Public Schools FY'22 Written Process for Parent and Family Engagement Allocation

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

Kelly Thomas, Title I Senior Program Manager; Shannon Pugh, Community and School Based Programs, Director; Maisha Gillins, Office of Equity and Accelerated Student Achievement, Title I Principals at Belle Grove Elementary, Eastport Elementary, Freetown Elementary, Georgetown East Elementary, Germantown Elementary, Hilltop Elementary, Maryland City Elementary, Meade Heights Elementary, Mills-Parole Elementary, Park, Tyler Heights, Van Bokkelen Elementary, Woodside Elementary, Annapolis Elementary, Brock Bridge Elementary, Brooklyn Park Elementary, George Cromwell Elementary, Glen Burnie Park Elementary, Glendale Elementary, Hebron Harman Elementary, Lothian Elementary, Marley Elementary, Monarch Annapolis Academy, North Glen Elementary, Oakwood Elementary, Overlook Elementary, Point Pleasant Elementary, Richard Henry Lee Elementary, Rippling Woods Elementary, Seven Oaks Elementary, Tracey's Elementary, and Southgate Elementary; Regional Assistant Superintendents, Jolyn Davis, Karen Donovan, Janine Robinson, Bill Goodman, Lisa Leitholf, and Daryl Kennedy; Matthew Stanski, Director of Finance; Melissa Comella, Lead Accountant; Accounting Office; Robert Lundy, Senior Analyst, Technology Support; Kimberly Olds, Specialist, Office of Technology; Theresa Gregory and Sarah Bell, Title I Program Managers; Stacey Witte, Parent and Family Engagement Specialist; Jennie Stevens-Nelson and Laura Vezzer, Title I Teacher Specialists; Cecelia Berry, Catherine Mellos, and Amy Willmarth, Title I Administrative Technicians

Application: The LEA will respond to each assurance <i>(Check One)</i>	Fiscal Requirements Assurances	Citation	Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	1. The LEA ensures that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions. <i>Required Attachment #8</i>	2 CFR Part 200 Subpart E 200.403 200.404 200.405	Documentation supporting the implementation of the written process which must include: 1. Systems and structures for monitoring and approving school-level fiscal responsibility 2. Systems and structures for monitoring and approving school-level expenditures that are reasonable, necessary, allowable, and allocable 3. LEA monitoring of the appropriate use of school-level Title I funded positions based on approved job descriptions 4. LEA monitoring of the appropriate use of Title I funded paraeducators, including roles and responsibilities. 5. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	2. The LEA ensures that it uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. <i>Required Attachment #7</i>	1118(b)(1)	Documentation supporting the implementation of the written process which must include: 1. The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. 2. Most current, dated copy of the district's supplement, not supplant policy and procedures document, if applicable, <i>(only if there have been any changes to number 1)</i> . 3. Semi-annual certification (district, schoolwide program, and targeted assistance). 4. Time and effort for split funded staff (district, schoolwide program, and targeted assistance), to include: <ul style="list-style-type: none"> ○ Job descriptions ○ Time and effort reporting ○ Personnel Activity Reports (PARs) ○ Written procedures to review Time and Effort

			5. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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.</p> <p><i>Required Attachment #7</i></p>	1118(b)(2)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. LEA Internal Controls and Written Procedures 2. Allocation Amount and Expenditures for non-Title and Title I schools (both Schoolwide Program and Targeted Assistance) 3. Distribution of staff and funding per the approved methodology for non-Title I and Title I schools (both Schoolwide Program and Targeted Assistance) 4. List of Title I schools and non-title I schools inclusive of the distribution method used by the local Educational Agency for the applicable school year. 5. LEA Transaction Level Reports of Expenditures 6. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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.</p> <p>(Derived from NRG Q17.)</p>	1118(b)(1)-(2) 1114(a)(2)(B)	<ol style="list-style-type: none"> 1. Allocation Amount and Expenditures for non-Title and Title I schools demonstrating receipt of State and local funds for children with disabilities and English Learners.

J. FISCAL REQUIREMENTS

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

expenditure Title I Parent and Family Engagement spending plan.		
<p>Requirement 3 – Neglected & Delinquent Reservation</p> <p>Table 7-9.1</p> <p>LEAs are required to reserve Title I funds if N&D programs exist in the LEA. Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.</p>	<p>1113(c)(3)(A)(ii)</p> <p>1113(c)(3)(A)(iii)</p>	<p>Evidence of Neglected & Delinquent Expenditures</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Invoices, contracts, etc. 4. Memorandum of Understanding (MOU)
<p>Requirement 4 - Homeless Children and Youth</p> <p>Table 7-9.1</p> <p>Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds.</p>	<p>1113(c)(3)(A)(i)</p>	<p>Evidence of Homeless Children and Youth Expenditures</p> <p>Reservation:</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Invoices, contracts, etc. <p>Costs associated with Instructional/Educational Support Services may include:</p> <ol style="list-style-type: none"> 1. Tutoring Services, especially in shelters or other locations where homeless students live 2. Extended learning time (before and after school, Saturday classes, summer school) 3. Counseling services to address mental health issues related to homelessness that is impeding learning 4. GED testing for school-age students

		<ol style="list-style-type: none"> 5. Parental involvement specifically oriented to reaching out to parents of homeless students 6. Fees for AP and IB testing 7. Items of clothing, student fees, required records, medical and dental services, outreach services <p style="text-align: center;">Homeless Liaison (If applicable):</p> <ol style="list-style-type: none"> 1. Cost associated with Homeless Education Coordinator/Liaison position 2. Reservation is in the budget 3. Job description 4. Schedules (note who monitors/oversight) <p style="text-align: center;">Transportation (If applicable):</p> <ol style="list-style-type: none"> 1. Cost associated with Homeless Education Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation
<p>Requirement 5 - Education for Foster Children Table 7-9.1 Funds are reserved to provide support to children in foster care. The LEA has a plan for the use of the funds.</p>	<p>Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program</p>	<p style="text-align: center;">Transportation (If applicable):</p> <ol style="list-style-type: none"> 1. Cost associated with Foster Care Student Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation 5. Contracts
<p>Requirement 6- Districtwide Title I Instructional Programs Table 7-9 .2</p>	<p>34 CFR Part 200.77</p>	<p style="text-align: center;">Expenditures</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.

LEAs must reserve funds for Districtwide instructional programs for Title I schools.		
<p>Requirement 7 - Districtwide Professional Development</p> <p>Table 7-9.2</p> <p>LEAs may reserve funds for Districtwide professional development programs for Title I schools such as:</p> <p>Professional development for Title I schools that is above and beyond what the Local Educational Agency program provides for all schools.</p>	34 CFR Part 200.77	<p>Evidence of Districtwide professional development Expenditures, if applicable:</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
<p>Requirement 8- Administration</p> <p>Table 7-9.3:</p> <p>LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost.</p> <p><i>Required Attachment #10</i></p>	34 CFR Part 200.77	<p>Evidence of Administration Expenditures, if applicable:</p> <p>LEA reservations are in the LEA budget and line items can be followed from the budget</p> <ol style="list-style-type: none"> 1. LEA Transaction Level Reports of Expenditures 2. Invoices, contracts, etc. 3. Indirect costs at the approved yearly rate 4. Travel, Office Supplies, and technology for Title I 5. Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget
<p>Requirement 9 - Support for Title I TSI Schools</p> <p>Table 7-9.4</p>	Section 1111(d)(2)	<p>Expenditures</p> <ol style="list-style-type: none"> 1. LEA Title I, Part A set-aside funding, if applicable, is in the LEA budget and line items can be followed from the budget 2. LEA non-Title I funding is listed, if applicable 3. LEA Transaction Level Reports of Expenditures 4. Invoices, contracts, etc.
Requirement 10 - Carryover Estimate	1127	<ol style="list-style-type: none"> 1. LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures

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

<p>supported by a Federal agency.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>Elements:</p> <p>Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.</p> <p>A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.</p> <p>A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.</p> <p>Adequate maintenance procedures must be developed to keep the property in good condition.</p>		
---	--	--

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

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

Title I Skipped Schools' Addendum SY 2021-2022



Local Education Agency: __Anne Arundel County Public Schools__

Signature/ Date: *Kelly Thomas* 8/2/2021

Title I Coordinator: __Kelly Thomas__

Fiscal Representative: __Melissa Comella__

To identify the appropriate additional State and local funds derived from the PPA, we reviewed Mary Moss at J. Albert Adams ranking for free and reduced meals within AACPS. We have ensured that Mary Moss at J. Albert Adams is getting the PPA in alignment with their commiserate position on the FARMs ranking sheet. Mary Moss at J. Albert Adams is getting the same or more PPA as those schools with similar FARMs rates as they are getting the same, \$1650 PPA, with a free and reduced meal percentage of 85.71%, as those schools with free and reduced meal percentages ranging from 87.4% and 85.06%.

August 2, 2021

Ms. Paula M. Harris, M.Ed., Director
Title I-Program Improvement and Family Support
Division of Curriculum,
Instructional Improvement and Professional Learning
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

RE: Skipped School/Mary Moss Academy

Dear Ms. Harris:

Mary Moss Academy (4064) is an alternative school (code 40) for students in grades 6-8. Using Title I calculations based on the September 30, 2020, enrollment and FARMS information, Mary Moss Academy is 85.71%, which qualifies them to receive Title I funding. Because Anne Arundel County Public Schools only services a grade span of K-5, Mary Moss Academy will be skipped for SY21-22.

Using the county's AAA funding, which is our county-funded compensatory budget, we would like permission to skip Mary Moss Academy within the Title I grant. AAA funds are treated like Title I schoolwide funds, and we currently service the feeder middle school to our Title I elementary schools using this budget. Using Triple A funds, Mary Moss Academy will be allocated the full \$59,400 that they would normally receive through Title I funds for 36 free and reduced meal students @ \$1650 the PPA.

The school's principal will collaborate with the Sr. Program Manager of Compensatory Education, the Executive Director of Equity and Accelerated Student Achievement as well as their Regional Assistant Superintendent, and our budget accountant to ensure that these supplementary funds are used as if they were Title I funds including maintaining required documentation. These funds would be in addition to the funds and staffing resources that they receive through the normal county budget process.



Therefore, I request that Anne Arundel County Public Schools is allowed to classify Mary Moss Academy as a “skipped school” based upon the additional funds that will be made available to them through our county’s compensatory budget for the FY2022 school year.

Thank you for your consideration in this matter. If you have any questions, please do not hesitate to contact me at 410-222-5444.

Sincerely,

Kelly L. Thomas

Sr. Program Manager, Compensatory Education

Cc: Dr. Shannon Pugh and Dr. Maisha Gillins



J.3 Education for Homeless Children and Youth

Title: F.1.a-b Anne Arundel County Public Schools FY'21 Written Process for Education for Homeless Children and Youth and G.1 Support for Foster Care Students	
Purpose: to describe how the Title I office will coordinate efforts for homeless children and youth including: <ol style="list-style-type: none"> How AACPS will provide educationally related support services in a coordinated effort to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education The AACPS method for determining the homeless reservation set aside, whether by a needs assessment or some other method 	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Office: Senior Program Manager Program Manager Administrative Technician Office of Student Services: Pupil Personnel Worker Office of Student Services: Homeless Liaison McKinney Vento Administrative Assistant Accounting Office: Grant Manager	
Implementation Date: August 2020	

Title I Senior Program Manager, Program Manager and Administrative Technician will meet with the Homeless Liaison from the Student Services office to review the 2021-2022 McKinney-Vento Homeless Education Program Informal Needs Assessment during the summer of 2021. Based on the needs the set-aside is determined and the parties will agree upon an amount to use based on funding from previous years.

- Items of clothing, particularly if necessary to meet a school's dress or uniform
- Clothing and shoes necessary to participate in physical education classes;
- Student fees that are necessary to participate in the general education program;
- Personal school supplies such as backpacks and notebooks;
- Birth certificates necessary to enroll in school;
- Immunizations;

- Food;
- Medical and dental services;
- Eyeglasses and hearing aids;
- Counseling services to address anxiety related to homelessness that is impeding learning;
- Outreach services to students living in shelters, motels, and other temporary residences;
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- Tutoring services, especially in shelters or other locations where homeless students live;
- Parental involvement specifically oriented to reaching out to parents of homeless

The Title I Office will meet with the Homeless Education Liaison once every other month to discuss Federal updates, LEA procedures, review requests for spending and discuss school-based procedures as they relate to the partnership with pupil Personnel Workers, the schools and the Title I Office.

Based on the basic and general needs of the homeless population, School PPWs will work with the Office of Pupil Personnel, specifically the Homeless Liaison to gain support and/or funding for the identified students' needs. In addition, PPWs will coordinate with school-based personnel to retain that same support and/or funding using the set-aside Title I allocation. During Virtual Learning, the same systems will be used.

Revision	Date
Draft	August 2020
1	September 2020
2	July 2021

J.6 Anne Arundel County Public Schools FY21 Education for Foster-Care Students

Title: G.1 Support for Foster Care Students	
Purpose: To identify if and how Title I will support students in foster care.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Office: Senior Program Manager; Program Manager; Budget Technician; Office of Student Services: Pupil Personnel Coordinator/Foster Care Contact	
Implementation Date: August 2020	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	A written agreement facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) Department of social services MOU.pdf including transportation, school of origin and best interest decisions.	June-July	SAN	Sr. Program Manager PPW Coordinator/ Foster Care POC Title I Administrative Technician

Revision History:

Revision	Date
Draft	June 2020
1	August 2020
2	July 2021

[RETURN TO TABLE OF CONTENTS](#)



Title: J.7 Anne Arundel County Public Schools FY'22 Written Process for Supplement, not Supplant	
Purpose: To ensure that Title I schools receive all the state and local funds that they would otherwise receive if they were not Title I.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Senior Manager; Grants Accountant; Office of School Performance	
Implementation Date: August 2020	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	The Office of School Performance provides enrollment and formula-based staffing to all schools regardless of need or status within their online roster. Every school starts with this baseline.	February - March 2022	Staffing lists Staffing Resource Distribution Documentation	Office of School Performance
2.	The Office of School Performance provides additional staffing to Title I schools. This includes additional classroom teachers, and other support such as Behavior Specialists and other support positions based on specific school needs.	February - March 2022	School Online Rosters	Office of School Performance
3.	The Office of School Performance provides additional staffing to schools with additional academic or behavioral needs. Additional resources are distributed on a case by case basis to the extent resources are available.	March - April 2022	School Online Rosters	Office of School Performance
4.	Title I funded positions are added. This ensures that Title I funds do not supplant state and local funds.	April 2022	School Rosters Title I Staffing Sheet	Title I Office

5.	Elementary schools are also allotted funds for MOI on a county level based on enrollment regardless of Title I or non Title I Status. The above processes are the same for Virtual vs. In-School	March 2022	MOI Allocation	Office of School Performance Accounting Office
----	--	------------	----------------	--

Revision History:

Revision	Date
Draft	June 2020
1	August 2020
2	July 2021

[RETURN TO TABLE OF CONTENTS](#)

AACPS Methodology

State and local funding is allocated to all schools by formulas based on enrollment information and other data driven factors (such as whether a school is a High School, Middle School, or Elementary School). Since all elementary schools (including Title I schools) are allocated state and local funding based on the same formulas, the state and local funding allocated to Title I meets the supplement not supplant requirement. Title I funding should always be additional funding to a Title I school, above and beyond the state and local funding.

AACPS ensures that Title I schools receive all the state and local funds that they would otherwise receive if they were not Title I by our 3-step staffing process in our written procedure. The process is Title I neutral because the three steps do not consider Title I funding or staffing as part of the equation. The steps, as follows, are for general fund positions which are allocated to meet needs equitably across the county:

Step 1 provides enrollment and formula-based staffing to all schools regardless of need or status. Every school starts out with this baseline.

Step 2 provides additional staffing to Title I schools. This includes additional classroom teachers, and other support such as School Performance Coaches, Alt 1 Teachers, Behavior Specialists positions, etc. Other support positions are based on specific school needs.

Step 3 provides additional staffing to schools with additional academic or behavioral needs. Additional resources are distributed on a case by case basis to the extent resources are available.

Once these three steps are complete, schools that have Title I funds then can determine their additional needs and create a plan to address them accordingly. Title I schools never have to

use their funds to cover something a non-title I school receives, because of the steps outlined above.

The language for the Accelerated Achievement for All (AAA) section was revised to include both Title I and non-title I schools because Title I schools benefit from AAA positions as well. Mainly this allows for continuity of program and staffing as Title I funds change from year to year. If a Title I school cannot afford the teachers they currently cover with their Title I funds, AAA FTE can be used so that the school can continue to afford those positions. Additionally at the elementary level there are some schools whose Free Meal percentage may be just below the cut-off for Title I funds. Those are schools that throughout the years have been Title I off and on. AAA funds help grandfather the support to those schools so that they also have some continuity of the program. Usually these schools will receive 1.0 to 2.0 FTEs from AAA to support positions such as Literacy and Math Teachers. Because AACPS does not have secondary Title I funds, the bulk of the AAA program goes to secondary schools with the highest poverty rates.

Anne Arundel County Public Schools Staffing Resource Distribution

State and Local funding is distributed to schools based upon formulas with the addition of need-based distributions for identified areas such as special education, English Language Acquisition and economically disadvantaged. All resource distributions are contingent upon funding availability. Currently, the system is underfunded in positions and unable to meet all staffing guidelines.

Enrollment Based Positions:

Grade Level	Average Ratio for Classroom Teachers	Teacher Assistant Ratio
Pre K*	1:20	1:20
Kindergarten	1:18	1.0 TA for 4 classes, 2.0 TA for 5 or more classes (Title I schools receive 1.0 TA for every 2 classes)
Grades 1 - 3	1:25	
Grades 4 & 5	1:28	
Grades 6 - 8	1:20	
Grades 9 - 12	1:23	

**not all schools have PreK, all Title I schools have Pre K, all school-wide Title I have full-day programs all PreK programs are general fund positions*

Additional Teaching Positions:

Reading

enrollment	FTE
------------	-----

up to 450	1.0
451 - 650	1.5
651+	2.0

Elementary

Middle 1.0 FTE per school

Secondary Supplemental (supports release time for Department Chairs, Athletic Directors, etc.)

Middle	1.0
High	3.0

Elementary Cultural Arts (Art, Music, PE & Library Media)

1.0 FTE for approximately every 20 classes, distributed on a full-day schedule

Magnet Programs

2.0 per grade level plus additional for program coordination as needed

English Language Acquisition (ELA)

FTEs are provided based on numbers of ELA students with a target ratio of 1:40 for Elementary and 1:35 for secondary

Enhancing Elementary Education (EEE)

1.0 for participating schools <450, 1.50 for schools 450-699, 2.0 for schools >700. Positions provide project based learning (STEM, Arts Integration, etc.) and additional planning time for classroom teachers. EEE is expanding and is currently in half of AACPS feeder systems.

Poverty Program (Academic Achievement for All, AAA)

Additional Teaching (and some TA & Student Services) FTEs are provided to Middle & High Schools as well as Title I Elementary schools and Elementary Schools that do not otherwise qualify for Title I service

Other/Additional Positions

School Performance Coaches, Additional Requests, Alt 1, etc. FTEs based on needs determined by OSP

Assistant Principals

enrollment	FTE
up to 500	0.0
501+	1.0
up to 500	1.0
501-1,000	2.0
1,001-1,500	3.0
1,501-2,000	4.0
2,001-2,500	5.0
2,501+	6.0

Elementary

Secretaries

Enrollment	FTE
up to 200	1.0
201-400	1.5
401-600	2.0
601-800	2.5
801-1200	3.0
1201-1600	3.0
1601-2000	3.0
2,001+	3.0

all levels

+0.50 additional Elementary for guidance

+3.0 additional Middle for guidance, media, data processing & accounting

+4.0 additional High for guidance, media, data processing & accounting

Student Services

Guidance: Elementary = 1.0 FTE, Secondary = 1:300

Psychologists, Social Workers and PPWs are staffed based on program and student needs

Other TA positions

Staffed on an as needed basis for class sizes, etc.

Middle schools receive 1.0 Alternative to Suspension Assistant

Library Media TA positions used to assist Specialist with various Media functions

Technology Support Technicians

FY2022 MOI ALLOCATION FORMULAS

	FY2020	FY2021	FY2022	Allocation Basis
<u>Elementary Schools</u>				

Basic Elementary	32.00	32.00	47.00	Enrollment
Kindergarten	32.00	32.00	47.00	Enrollment
Pre-Kindergarten	18.00	18.00	33.00	Enrollment
Art	2.60	2.60	3.60	Enrollment
Music	2.05	2.05	3.05	Enrollment
Physical Education	2.15	2.15	3.15	Enrollment
Guidance	320.00	320.00	320.00	Per School
Media	16.00	16.00	17.00	Enrollment
Special Education - Teacher	100.00	100.00	100.00	Per Teacher FTE*
Special Education - Assistant	50.00	50.00	50.00	Per Aide FTE*
Office Supplies	6.50	6.50	6.50	Enrollment
Supplemental School Supplies	-	-	7.00	Enrollment

*Note: FTE - Full Time Equivalent

** Beginning in FY19, the MOI allocation for Art was changed from Per Teacher FTE to enrollment

***Beginning in FY19, some subject area MOI allocations were increased to eliminate student fees.

[Return to Table of Contents](#)

Revision History:

Revision	Date
Draft	June 2020
1	August 2020
2	July 2021

[RETURN TO TABLE OF CONTENTS](#)



**Title: J.8 Collaboration with AACPS Accounting Office to Review Budget and Responsibilities
Statuses of Active Grants**

Purpose: To have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving district and school-level fiscal responsibility.

Department: Office of Community and School Partnerships

Office: Title I

Person(s) Responsible: Title I Office Senior Manager and Program Managers; AACPS Accounting Office; Grant Accountant; Title I Administrative Technicians

Implementation Date: August 2020

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	The AACPS Title I Office will meet with the AACPS Accounting Office, Office of School Performance.	Monthly on the 1 st Monday of every month (2 nd if not enough attendance due to schedules)	SAN documentation	AACPS Accounting Office Office of School Performance
2.	AACPS Accounting Office in collaboration with the Title I office is responsible for creating the agenda that will facilitate the meetings.	Monthly	Agenda	AACPS Accounting Office
3.	Participants should come to the meeting prepared to discuss items.	Monthly	SAN documentation	AACPS Title I Office AACPS Accounting Office Office of School Performance
4.	Standing Agenda Items may include: <ul style="list-style-type: none"> FY19 Title I Carryover Grant 190725 	Monthly	SAN documentation	AACPS Title I Office AACPS Accounting Office

	<ul style="list-style-type: none"> • FY20 Title I Grant 200987 • FY19 CSI Pre-Implementation Grant 191722 (activity 1965) • FY20 CSI Year 1 Implementation Grant 201765 (activity 1985) • 1. FY21 CSI Year 2 Implementation Grant (1986) • FY22 Title I Grant • Next Steps/Follow up with time frames established in meeting <p>Other items of discussion are added, as necessary, for example</p> <ul style="list-style-type: none"> • Implementation of written procedures • Current Methodologies • Current Title I Schools Vacancies • MSDE Monitoring Feedback and actions 			Office of School Performance
5.	Further guidance of responsibilities of Title I Administrative Technicians and AACPS Accounting Office are embedded in the Fiscal written procedures. *The above procedure is the same for Virtual vs. In-School	June 2021-June 2022	Written Procedures	AACPS Title I Office AACPS Accounting Office Office of School Performance

Title: J.8 Assurance 3 - Cost Principles	
Purpose: To have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving school-level fiscal responsibility and school expenditures.	
Department: Office of Community and School Partnerships	Office: Title I
Person(s) Responsible: Title I Office Senior Manager and Program Managers; Title I Parent Family and Engagement Specialist (PFES); AACPS Accounting Office; Grant Accountant; Title I Administrative Technicians; Title I Schools Principals and Title I Funded Staff	
Implementation Date: August 2020	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Title I office will provide detailed training on the expectations for budgets and budget narratives at the Spring Meeting. Training is inclusive of a review of Title I funded job descriptions and appropriate uses of this staff within our schools.	May 2021	Training materials SANE Recording of Virtual Meeting	Title I Office Title I Schools
2.	Title I Plans and Budget Narratives are due to the Title I office from the schools via Google drive or email.	July 1, 2021	Plans and Narratives	Title I School Team
3.	The Title I office will review to ensure that preliminary plans support the components and school data has been disaggregated and analyzed. Budget narratives will be reviewed to ensure alignment with the Comprehensive Needs Assessment and use of the Cost Principles. Items must be reasonable, necessary, allowable and allocable.	July 2021	Feedback provided in next step	Title I Office Program Managers Parent Family Engagement Specialist Administrative Technicians
4.	The Title I Office will provide written feedback via email to the Title I School Team to ensure that all requirements have been met in their budget narratives.	July 2021-August 2021	Copy of feedback uploaded into the Crate	Title I Office-Program Manager Parent Family Engagement Specialist Administrative Technicians Grant Accountant
5.	Once the Title I Administrative Technicians & PFES have reviewed the budget and determined costs align with the Title I Plan, calculations and meet cost principles, the budget is shared via Google drive to the Grant Accountant for review of staffing funds sufficiency, classification, and calculations.	Summer 2021	Individual Title I Schools' Budget Narratives	Administrative Technicians Parent Family Engagement Specialist Grant Accountant
6.	Grant Accountant provides feedback via comments in the budget narratives	Summer 2021	Individual Schools' Title I	Grant Accountant

	and/or approves. Once all schools are approved, the budget narratives are consolidated for the Title I application.		Budget Narratives	
7.	Administrative Technician notifies school via email that their approved budget has been uploaded to their current year school folder in Google. After it has been uploaded, all edit rights are reverted to Read Only except to the Administrative Technicians.	Summer 2021	Individual Schools' Title I Budget Narratives	Title I Administrative Technicians
8.	Administrative Technician populates corresponding school's current year budget spreadsheet with approved budget amounts. These budget spreadsheets are used by the Administrative Technicians to monitor and reconcile spending by schools Populated spreadsheets are provided to each Title I school at the beginning of the school year for their use in tracking spending in each school's Google folder.	Within 1 week of receiving final budget numbers	Title I Budget Spreadsheet	Title I Administrative Technicians
9.	All purchase orders, requisition forms, pre-approval catering forms, Disbursement Authorizations, stipends, and contractual agreements must be approved by the Title I Office. Please see the specific procedure for more details. This is to ensure that it follows the Cost Principles and is aligned with the Comprehensive Needs Assessment.	Throughout the school year	Copy of budget documentation is retained in each, individual, school's Budget Binders, in the Title I Office	Title I Office
10.	A justification for any budget transfer form must be submitted via email with every request for transfer. All transfers of funds, even within budget categories, must be approved by the Administrative Technician, Program Managers or Parent, Family, Engagement Specialist, and the Title I Senior Program Manager to ensure that it meets the cost principles.	Throughout the school year if needed	Copy of budget documentation is retained in each, individual, school's Budget Binders, in the Title I Office	Title I Office Senior Program Manager Administrative Technicians, Program Managers, Grant Accountant MSDE

	Transfers between budget categories must also be approved by the Grant Accountant. Transfers that require programmatic changes must be approved by MSDE.			
11.	The form is emailed to Grant Accountant, if it is approved, to ensure that the 15% threshold has not been exceeded.	If needed	Justification for Programmatic Budget Transfer Form	Grant Accountant
12.	The Grant Accountant will make the transfer if the funds are available.	If applicable	Copy of approval email is placed in each, individual, school's Budget Binder, in the Title I Office	Grant Accountant
13.	Title I Administrative Technicians will provide the schools with an updated Budget spreadsheet with the new allocations.	July 2021-June 2022	Updated Budget spreadsheet	Title I Administrative Technicians

Title: J.8 Requisition Forms Over \$1,000 1.1-2	I.C. J.Assurance
<p>Purpose: to have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving school-level fiscal responsibility and school expenditures.</p> <p>This is the procedure specifically for requisition forms over \$1,000. This form is used for requests related to the following:</p> <ul style="list-style-type: none"> ● purchases of supplies for PFE ● reimbursements to schools and individuals ● materials of instruction ● purchases of equipment ● busses for field trips ● admittance fees for field trips 	
Department: Office of Equity and Accelerated Student Achievement	Office: Title I

Person(s) Responsible: Title I Senior and Program Managers; Title I Administrative Technicians; Title I School Principals and Title I Funded Staff Members

Implementation Date: August 2020

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Title I School team must check to make sure the requested item(s) have been included in their approved budget narrative. If it was not included in their approved budget, a Justification for Vendor/Item Change Form must be submitted to the Title I Office for the Title I Senior Program Manager and MSDE's approval, prior to submitting requisition for purchase.	June 2021- July 2022	Approved Budget Narrative Justification for Vendor/Item Change Form	Title I School Team Title I Senior Program Manager MSDE
2.	<p>The Title I school team will complete and submit a requisition form for the requested item to the Title I Administrative Technicians. Please check the Master Agreement to see if there is an existing vendor cost list of desired items. If the items/vendors are not on the Master Agreement, due to the amount requested, the school must include.</p> <ul style="list-style-type: none"> • \$1,000-\$4,999 – one quote for the purchase • \$5,000 or more – three quotes for the purchase and justification/sole source form <p>If the requisition form is for reimbursement make sure to attach all original receipts and a copy of the school check if the school is being reimbursed. Reimbursements should be limited to \$300 per purchase. For technical assistance, please refer to guiding documents included in the Title I Budget Binder.</p>	<p>June 2021- July 2022</p> <p>Within 30 days of purchase</p>	<p>Requisition forms</p> <p>Quotes and justification/sole source letter from Principal</p>	<p>Title I School Team</p> <p>Administrative Technician</p> <p>Principal</p>

	Purchases over \$1,000 within the Master Agreements do not need quotes if the item is included in the vendor's list. They are created as a "Delivery Order"			
3.	Administrative Technician will confirm item(s) are in the budget narrative and ensure funds are available based on the school's spreadsheet. Administrative Technician enters detailed information from the requisition into the corresponding school's budget spreadsheet	1-3 days after receiving	Requisition Forms Budget Narrative Title I School's Budget Spreadsheet	Administrative Technician
4.	Administrative Technicians enter the account number on the requisition form.	1-3 days after receiving	Requisition forms	Administrative Technician
5.	The form must be approved by the Title I Sr. Program Manager before processing.	Within 1 week	Requisition forms	Title I Senior Program Manager
6.	Budget technician enters requisition into Advantage Financial System which then generates an RQS number. Budget Technician will hand-write the abbreviated identifying RQS number along the vertical right side of the requisition. Ex. 11R*(last 4 digits). The Budget Technician makes a copy of the original and puts it into the corresponding school's file.	0-2 days after Senior Program Manager's approval	Requisition forms	Administrative Technician
7.	Original Requisition form will be delivered to the Purchasing Office which will generate a Purchase Order number and will forward to the vendor for processing. Purchasing Office sends yellow purchase order to the Schools Title I POC who's name appears on the order	Within 1 week of receiving original requisition	Requisition Form, Yellow Purchase Order	AACPS Purchasing Office
8.	School will receive the materials and send received and signed yellow	Upon receipt of materials	Yellow Purchase Order	Title I School Team

	purchase orders and packing slips to the Title I Office via interoffice basket mail. *During Covid-19, all documents and correspondence are sent via email.			
9.	Administrative Technicians will pull original requisitions from the school's file, attach to the yellow purchase order and accompanying documents received from the school and make copies. Document packet is then sent to Accounting for payment. Copy of documentation is stored in corresponding school's Title I budget binders	Upon receipt of yellow purchase order and accompanying documentation	Yellow Purchase Order	Title I School Team Administrative Technician

Revision History:

Revision	Date
Draft	June 2020
Update	August 2021

[RETURN TO TABLE OF CONTENTS](#)

Title: J.8 Travel Reimbursement		I.C. J.Assurance 1.1-2
<p>Purpose: to have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving school-level fiscal responsibility and school expenditures.</p> <p>This is the procedure specifically for travel reimbursements. It should be used for:</p> <ul style="list-style-type: none"> • Professional development teacher travel • Professional development administration travel • Professional development Central Office travel 		
Department: Office of Community and School Partnerships		Office: Title I
Person(s) Responsible: Title I Senior and Program Managers; Title I Administrative Technicians; Title I School Principals and Title I Funded Staff; Regional Superintendent (for Administrator travel)		
Implementation Date: August 2020		

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	The professional development opportunity must be included in the school's approved budget narrative.	June 2021- July 2022	School's Budget Narrative	Title I School Team Or Title I Office
2.	A Travel Request Memo must be completed for anyone attending conferences, seminars, and/or workshops out of their buildings 6 weeks prior to making travel arrangements. The travel memo must be accompanied by a copy of the conference program announcement. The Travel Request must be signed by the traveler's Supervisor. For Example, for Teachers, the Principal must approve, For Administrators, the Regional Superintendent must sign. Please keep in mind: <i>No more than 4 people out of the school building at one time.</i>	June 2021- July 2022 6 weeks prior to making travel arrangements	Travel Memo Conference Program Announcement	Title I School Team Principal Regional Superintendent (if needed for Admin travel)
3.	Once Budget Technician receives travel request packet, it is reviewed to ensure proper format, that the hotel expenditures are either discounted for the attending conference, or within the government per diem rate, and that the estimate matches what is in the approved budget narrative	Upon receipt of materials	Travel Memo GSA.gov website	Administrative Technician
4.	Budget Technician routes the travel request for approval. The Travel Memo will be approved by the following: <ul style="list-style-type: none"> Principal Title I Sr. Program Manager or Title I Program Manager Director of Office of Equity & Accelerated Student Achievement Regional Superintendent Assistant Superintendent of Curriculum and Instruction 	2-3 weeks after receiving approval from Senior Program Manager	Travel Memo	Administrative Technician Title I Program Manager Title I Sr. Program Manager Principal Assistant Superintendent of C and I Deputy Superintendent of Student & School Support

	<ul style="list-style-type: none"> Deputy Superintendent of Student & School Support 			
5.	After the Travel Memo has been approved, the Administrative Technicians e-mail a copy of the signed approval to the school for their records.	Within 1-2 days of receiving	Travel Memo	Administrative Technicians
6.	Travel arrangements can be made at this time by the approved conference attendee. School POC submits Distribution Authorization form (DA) and registration form for conference registration to be paid by Title I. Advances for travel and hotel are not allowed. Attendees are responsible for completing the registration forms that accompany the DA. Administrative Technicians will follow DA procedures for processing the registration.	Within a week of notification of approved travel	DA Form	Title I School Conference Attendee Administrative Technician
7.	After the professional development event has occurred, Reimbursement for Business Expense should be submitted to the Title I Office within one week. For technical assistance, please refer to guiding documents included in the Title I Budget Binder. (Food allowance is \$35 or \$50 with original, itemized receipts showing payment, per overnight stay)	Within 1 week of return from conference	Reimbursement for Business Expense	Title I Conference Attendee Administrative Technician
8.	<p>Title I Administrative Technicians will review the Reimbursement for Business expense form and accompanying documentation for accuracy and allowable expenses. If not approved, it will be sent back to the Title I School for revision and correct documentation. If approved by Budget Technician, it is given to Senior Program Manager for review/approval/signature</p> <p>Administrative Technician enters detailed information into the corresponding school's budget spreadsheet</p>	Within a week of receiving original Reimbursement for Business Expense packet	<p>Reimbursement for Business Expense and accompanying documentation</p> <p>Budget Spreadsheet</p>	<p>Administrative Technician</p> <p>Senior Program Manager</p>

9.	<p>Once approved and signed by the Senior Program Manager, the Title I Administrative Technicians copies the Reimbursement for Business Expense forms and documentation and forwards original to Accounting for review and payment.</p> <p>Budget Technician will file copies in the corresponding Title I school's budget binder *During Covid-19, all documents and correspondence are sent via email.</p>	1-3 days after receiving	Completed and Approved Reimbursement for Business Expense forms packet	<p>Administrative Technician</p> <p>Senior Program Manager</p>

Revision History:

Revision	Date
Draft	June 2020
Update	August 2021

[RETURN TO TABLE OF CONTENTS](#)

Title: J.8 Mileage Reimbursement		I.C. J.Assurance 1.1-2
<p>Purpose: to have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving school-level fiscal responsibility and school expenditures.</p> <p>This is the procedure specifically for mileage reimbursement. This form is used for requests related to the following:</p> <ul style="list-style-type: none"> Mileage from traveling to another location other than your assigned “home” school for a work-related reason. 		
Department: Office of Community and School Partnerships		Office: Title I
Person(s) Responsible: Title I Senior and Program Managers; Title I Administrative Technicians; Title I School Principals and Title I Funded Staff		
Implementation Date: August 2020		

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
------	--------	------------	----------	---------------------

1.	<p>Employees must complete a Mileage Reimbursement Request Form located on the AACPS Intranet. Each form generates a unique number; therefore, it must be accessed directly from the Intranet. Old or duplicate forms cannot be reused.</p> <p>Mileage Reimbursement Request Form must be signed by the employee and their Principal.</p>	End of current month	Mileage Travel Reimbursement Request Form	<p>AACPS Employee</p> <p>Title I School Principal</p>
2.	<p>Employee submits the original Business Travel Reimbursement Request Form through interoffice basket-mail or by delivering directly to the Title I office. (or through email to Administrative Technician during shut-down)</p> <p>A copy of the signed Mileage Reimbursement Request Form must be made and placed in the school Budget Binder for documentation.</p>	1-2 days after Principal approval	Mileage Travel Reimbursement Request Form	<p>AACPS Employee</p> <p>Principal</p> <p>Administrative Technician</p>
3.	<p>Administrative Technician reviews the Budget Narrative to ensure that the mileage reimbursement has been referenced and that funds are available. Administrative Technician enters identifying number and information into corresponding school's budget spreadsheet for tracking</p>	1-2 days after receipt	<p>Mileage Reimbursement Request Form</p> <p>Budget Spreadsheet</p>	Administrative Technician
4.	<p>If approved by the Budget Technician, it is given to the Senior Program Manager for review/approval/signature.</p> <p>Once approved and signed by the Senior Program Manager, the Title I Administrative Technicians copies the Reimbursement for Business Expense forms and documentation and forwards original to Accounting for review and payment.</p>	1-2 days after receipt	Mileage Reimbursement Request Form	<p>Administrative Technician</p> <p>Senior Program Manager</p>

	Budget Technician will file copies in the corresponding Title I school's budget binder *During Covid-19, all documents and correspondence are sent via email.			
--	---	--	--	--

Revision History:

Revision	Date
Draft	June 2020
Update	August 2020

[RETURN TO TABLE OF CONTENTS](#)

Title: J.8 Stipends		I.C. J.Assurance 1.1-2
Purpose: to have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving school-level fiscal responsibility and school expenditures.		
Department: Office of Community and School Partnerships		Office: Title I
Person(s) Responsible: Title I Senior and Program Managers; Parent-Family Engagement Specialist; Administrative Technician; Title I School Team		
Implementation Date: August 2020		

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	School-based Title I team must complete an Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet) on light blue paper for each permanent employee who is receiving the stipend. If it is a temporary employee receiving the stipend, the form must be on light green paper.	Within 1-2 weeks of date(s) worked	Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet) Timesheet	Title I School team Timekeeper Principal

	<p>If it is a single event occurring on the same day the employees may be included on the same Bluesheet. A corresponding Timesheet must also be completed by the school-based Title I team to match the dates and times for the Bluesheet.</p> <p>The Timekeeper and the Principal must review and initial Timesheets plus sign the Bluesheets/Greensheets.</p>			
2.	<p>School-based Title I team makes copies of the signed documents and places them in the school Budget Binder for documentation.</p>	<p>Within 1-2 weeks of date(s) worked</p>	<p>Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet/Greensheet) Timesheet</p>	<p>School Timekeeper and Principal</p> <p>School-based Title I team</p>
3.	<p>School-based Title I team must have each employee complete a Title I Instructional Planning Time Documentation form if the stipend is being provided for Instructional Planning time.</p> <p>If the stipend is being provided for Professional Development inside the school building, SANE documentation must be completed.</p> <p>If the stipend is being provided for Professional Development taking place outside of the school building, the School-based Title I team must have each employee complete a PD Offsite Form for the session attended.</p> <p>School-based Title I team submits these forms into the Title I Crate as documentation.</p>	<p>Within 1-2 days of time worked</p>	<p>Title I Instructional Planning Time Documentation form</p> <p>SANE for onsite PD</p> <p>PD Offsite Form (if taking place outside of the school)</p> <p>Title I Crate</p>	<p>School-based Title I team</p>

4.	School-based Title I teams submit the signed Bluesheets/Greensheets and timesheets to the Title I office through interoffice basket-mail or by hand delivering them to the Title I office directly.	Immediately following Principal's signature	Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet/Greensheet) Timesheet	Title I School team Timekeeper Principal
5.	Administrative Technician reviews the Budget Narrative for the school to ensure that the stipends have been referenced and that funds are available. Administrative Technician checks the schools Title I Crate to be sure any Title I Instructional Planning Time Documentation forms, SANE or PD Offsite Forms have been completed if necessary.	Within 1 week of receipt	Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet/Greensheet) Timesheet Budget Narrative Title I Crate	Title I Administrative Technicians
6.	Title I Administrative Technicians write budget account numbers from the corresponding budgets on the bluesheets/greensheets and enter the detailed descriptions and amount due to employee in the Title I Budget Spreadsheet for the corresponding school	0-2 days after verifying the documents have been uploaded into Crate	Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet/Greensheet) Timesheets Budget Spreadsheet Title I Crate	Title I Administrative Technicians
7.	If approved by the Budget Technician, it is given to the Senior Program Manager for review/approval/signature. Once approved and signed by the Senior Program Manager, the Title I Administrative Technicians copies the Blue/Green/Time Sheets and forwards original to Payroll for review and payment.	1-2 days after receipt	Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet/Greensheet) Title I Budget Binder	Senior Program Manager Administrative Technician

	Budget Technician will file copies in the corresponding Title I school's budget binder *During Covid-19, all documents and correspondence are sent via email.			
--	--	--	--	--

Revision History:

Revision	Date
Draft	June 2020
Update	August 2021

[RETURN TO TABLE OF CONTENTS](#)

Title: J.8 Time and Effort		IC J.Assurance 2.4
Purpose: to have a formal process for documenting and monitoring the school-level use of Title I funds and Title I funded positions. <ul style="list-style-type: none"> • Appropriate use of school-level Title I funded positions based on approved job descriptions 		
Department: Office of Equity and Accelerated Student Achievement		Office: Title I
Person(s) Responsible: Title I Senior and Program Managers; Title I Administrative Technicians; Partnership, Title I Dual-Funded Employee; AACPS Development and Marketing Department; AACPS Human Resources Department; Grant Accountant		
Implementation Date: August 2020		

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	This process is for fully funded and dual funded Title I positions. Dually funded positions have different duties for each funding source. For example: 0.5 SPED	July 2021 – June 2022	Grant Certification Reports	Partnership, Development and Marketing

	and 0.5 SIST. In the case of a dual funded position where both positions have similar or the same role, only the grant sheet needs to be signed.		All Title I Funded Staff Schedules	Dept (AACPS) Title I Office Human Resources
2.	<p>Title I funded staff maintains a schedule and/or calendar that includes the roster of students (if the staff member works in a Targeted Assistance School). These will be collected and reviewed by the Title I Program Manager. This documentation along with the bi-weekly Grant Certification Reports serve as our current equivalent to the Personnel Activity Report because it:</p> <ol style="list-style-type: none"> 1. Reflects an after the fact distribution of activity 2. Accounts for the total activity for which the employee is compensated 3. Is prepared at least monthly 4. Signed by the employee 5. If/when needed an employee and/or principal may document a necessary change to an employee's time spent directly on the Grant report and adjustments are made accordingly, as a result. 	July 2021-June 2022	<p>Schedules, calendars of dual funded positions</p> <p>Student Roster (if in TAS)</p> <p>Grant Certification Report</p>	<p>Title I funded employee</p> <p>Title I Program Manager Partnership, Development and Marketing Dept.</p> <p>Human Resources</p> <p>Principal</p>
3.	If a current Title I funded position needs to change, it must be approved by the school's Principal, Title I, Office of School Performance and the Grant Accountant. The Grant Accountant will add/remove/adjust staff from grant accounts, and the change will be reflected in the school's online roster. The Title I Administrative Technicians will make the change in the Title I Roster	As needed	<p>Online Roster (School-Level)</p> <p>Title I Teacher Schedule</p> <p>Title I Staff Roster</p>	<p>Title I Teacher</p> <p>Principal</p> <p>Title I Senior Program Manager</p> <p>Title I Program Manager</p>

				Administrative Technician Grant Manager Office of School Performance
4.	Human Resources prints grant certification reports.	July 2021 – June 2022	Grant Certification Report	Human Resources
5.	Grant Certification Reports are sent to schools per pay period. Reports are sent though basket-mail with Payroll documentation and is received by the School-Based Financial Secretary. *During Covid-19, all documents and correspondence are sent via email.	Bi-weekly July 2021 – June 2022	Grant Certification Report	Human Resources School-Based Financial Secretary
6.	At a school based level – both the employee and the principal sign off on each report confirming the accuracy of their time spent with their duties. Central Office staff members – both the employee and the Title I Sr. Program Manager sign each report.	Bi-weekly July 2021 – June 2022	Grant Certification Report	Dual funded employees School Principal Title I Senior Program Manager
7.	Advantage HR grant certification reports are sent to the Partnership, Development and Marketing Office.	Bi-weekly July 2021 – June 2022	Grant Certification Report	Administrative Technician
8.	Partnership, Development and Marketing Office tracks, rectifies issues, etc.	July 2021 – June 2022	Grant Certification Report	Partnership, Development and Marketing Office
9.	If more information is needed please refer to the <u>Partnership, Development, and Marketing Office Process for Time and Effort/Grant Certification Sheets.</u>			

Revision History:

Revision	Date
Draft	June 2020
1.0	September 2020
Update	August 2021

RETURN TO TABLE OF CONTENTS

Title: J.8 Roles & Responsibilities of Paraeducators		IC J.Assurance 1.4
Purpose: to have a formal process for documenting and monitoring the appropriate use of Title I funded paraeducators, including roles and responsibilities.		
Department: Office of Community and School Partnerships		Office: Title I
Person(s) Responsible: Title I Senior and Program Managers; Title I Administrative Technicians; Title I Principals; Title I Paraeducators; Executive Director OEASA, Regional Assistant Superintendent, OSP, Grant Accountant		
Implementation Date: August 2020		

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Title I Program Manager will discuss the roles and responsibilities of the paraeducator at the Fall and Spring Meetings. During this time, it will be stressed to the principals that substituting is prohibited, and Title I will monitor monthly reports, provided by accounting, throughout the year.	September 2021 May 2022	SANE from Fall and Spring Title I Meetings	Title I Office Principals Title I School Team
2.	Principals will assign duties to the paraeducators and submit those duties to the Title I Office.	August 2021	Records of principal communication to the Title I Office	Title I Schools' Principals Title I Program Managers

3.	Principals will communicate this information to their school's Title I paraeducators during the pre-service week meetings	September 2021	SANE from Pre-service week meeting	Title I Schools' Principals Title I Paraeducators
4.	AACPS accounting will provide a monthly report of any paraeducators who have charged time as a Title I Paraeducator and as a substitute.	September 2021 – June 2022	SANE from Monthly Budget Meetings Sub Reports	Grant Accountant AACPS Sub Office Title I Team
5.	If it is found that a Title I Paraeducator has charged time as a Substitute, the principal will be contacted immediately by Title I Senior Program Manager, via phone call to cease this practice. A follow-up email will be sent, from the Title I Senior Program Manager, to the principal to include a copy to the Executive Director OEASA, Regional Assistant Superintendent, and OSP.	As necessary, September 2021 – June 2022	Record of email from Title I Senior Program Manager to principal, with copy to the Executive Director OEASA, Regional Assistant Superintendent, and OSP.	Title I School Principals, Executive Director OEASA, Regional Assistant Superintendent, OSP
6.	If it is found that a Title I Paraeducator has charged time as a Substitute, the Grant Accountant will calculate the money owed from general funds to be returned to the school's budget. *During Covid-19, all documents and correspondence will be sent via email.	As necessary, September 2021 – June 2022	Financial Records	Grant Accountant

Revision History:

Revision	Date
Draft	August 2020
Update	August 2021

RETURN TO TABLE OF CONTENTS



Title	Title Code	
Senior Manager-Compensatory Education	D05515	
Division/Department	Unit	Grade
Academics & Strategic Initiatives	V	F
Reports To (title only)	Current as of	
Director-Community and School Based Programming	5/1/2021	

Position Summary	Is this position exempt from overtime pay? Yes
-------------------------	---

Supports the Director of Community and School Programming to direct, plan, and coordinate the development, implementation, administration, and evaluation of the school system's Every Student Succeeds Act (ESSA)/Title I Grant Funded programs. Supervises the development of required application, documentation, and budget tasks necessary to obtain and monitor compensatory education funds. Researches, analyzes, and promotes innovative approaches to education that promote equity and accelerated student achievement. Ensures that the state and district curricular, instructional, assessment, and other academic programming is implemented with fidelity in schools. Supervises Central Office staff to ensure highly effective supplemental support for schools in implementing Title I funded initiatives.

Essential Duties & Responsibilities	Does this position have supervisory responsibilities? Yes
--	--

1. Attends state and federal conferences, webinars/presentations, and technical assistance workshops to learn more about ESSA, Title I, and best practices related to comprehensive school reform, including innovative education structures and programs.
2. Directs the preparation and completion of all documents necessary to meet federal and state requirements regarding initiatives. Collaborates as a team, with input from multiple stakeholders, to prepare application, budget narratives, carryover reports, grant amendments, and other required documentation. Participates in local, state, and federal auditing initiatives and surveys. Ensures that the district and individual schools are compliant with all laws and regulations concerning compensatory education.
3. Supervises the implementation of the Title I Grant Application, initiatives, and other requirements, such as Equitable Services, Parent Family Engagement, Homeless Services, Extended Day, and Extended Year opportunities. Directly supports schools that are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) with school improvement.
4. Collaborates with schools to develop and implement a school improvement plan and budget that supports the district's strategic plan, reinforces innovative best practices in comprehensive school reform, and aligns to the state and federal guidelines and mandates. Monitors school level allocation of funds and ensures that schools are compliant with regulations and funding. Assists schools with the braiding of funds and efforts to ensure efficient use of federal, state, and local resources, as allowable under ESSA, to maximize student growth.
5. Coaches schools in the teaching and learning process; working with other content offices and programs to help schools identify best instructional intervention methods, choose effective small group instruction practices, select and administer effective assessments, support effective collaborative planning structures, and analyze multiple student achievement and performance data points. Guides schools to use best practices in data analysis and making data-based decisions.
6. Supports schools in the school improvement process. Helps create and participates in district and school professional development to support instructional goals and innovative approaches to student academic success. Serves as a valued partner with schools in the instructional program, including visiting classrooms, attending leadership meetings, engaging in school-wide programs and activities, providing instructional feedback, and participating on school-based school improvement committees and instructional review teams. Helps schools fulfill federal, state, and local education mandates and requirements.

7. Serves on district and school committees and teams. Supports district instructional programs and coordinates efforts among offices to ensure maximum support to schools. Seeks out opportunities and advocates for students in schools for increased enrichment, co-curricular, and advanced programs and experiences to support a well-rounded education for all students.
8. Works with content offices, Human Resources, and schools to recruit, interview, select, and support certified educators in schools.
9. Collaborates with district offices, schools, families, and other community stakeholders to develop and implement effective programs related to Parental and Family Engagement in the education process. Coordinates efforts with community and government partners to develop family programs, such as Parent Universities, that support parenting skills, provides wraparound services for families in schools and that disrupt generational poverty.
10. Performs other duties as assigned.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made on request to enable individuals with disabilities to perform the essential functions.

Education

- Master's degree in educational administration, supervision, or curriculum and instruction from a regionally accredited college or university.

Experience

- Five (5) years of progressively responsible teaching, leadership experience in a public educational setting.
- Five (5) years of experience in assessing student data, professional development and improvement planning.
- Five (5) years of successful leadership (i.e. principal, assistant principal, manager or coordinator).

Knowledge, Skills, and Abilities

- Knowledge of current trends, research and materials in Title I funding preferred.
- Be committed to a philosophy that all children can achieve at a high level.
- Experience in systemic organizational thinking, organizational leadership, and change management.
- Knowledge of educational accountability measures including federal and state mandates.
- Knowledge of current trends and research in eliminating the achievement gap, data analysis, instructional pedagogy, assessment, building teacher capacity, leadership, and professional development delivery options
- Knowledge of ESSA regulations and mandates.
- Demonstrated ability to exercise judgment, initiative, and discretion independently.
- Knowledge of data analysis and business software applications.
- Ability to thrive in a dynamic, challenging, team environment.
- Ability to set priorities and supervise the work of others.
- Demonstrated ability to effectively work and communicate with diverse populations including students, teachers, administrators, staff, central office personnel, parents, and the community.
- Demonstrated proficiency with business technology applications (e.g. Video/Web Conferencing, Microsoft Office Suite -Word, Excel, Outlook, and/or PowerPoint preferred)

Licenses/Certifications

- Maryland State Department of Education (MSDE) Advanced Professional Certificate (APC) preferred.
- Possess a valid Motor Vehicle Operator's license and have daily access to reliable transportation.

Career Ladder Requirements	
-----------------------------------	--

- N/A

Physical Requirements	
------------------------------	--

- As required by the duties and responsibilities of the job.

Established: 5/1/2016



Title	Title Code	
Program Manager-Compensatory Education Compliance	D05516	
Division/Department	Unit	Grade
Equity and Accelerated Student Achievement	V	E
Reports To (title only)	Current as of	
Executive Director-Equity and Accelerated Achievement	9/1/2020	

Position Summary	Is this position exempt from overtime pay? Yes
-------------------------	---

Collaborates with multiple Central Office departments and all schools to elevate all students and eliminate all gaps. Coordinates the development of Every Student Succeeds Act (ESSA) required application, documentation, and budget tasks necessary to obtain and monitor compensatory education funds.

Essential Duties & Responsibilities	Does this position have supervisory responsibilities? Yes
--	--

1. Remains current on all Title I federal and state guidelines. Attends state and federal conference and technical assistance conferences and workshops.
2. Monitors school level Title I allocation of funds and ensures that schools are compliant with regulations and funding.
3. Assists with the implementation of Title I initiatives and requirements.
4. Coordinates with Senior Manager to complete all documents necessary to meet federal and state requirements regarding Title I funded initiatives. Submits application requirements for funding. Participates in local, state, and federal auditing initiatives and surveys.
5. Supports Title I schools to develop a school improvement plan (SIP) that supports the district's strategic plan and aligns to the state and federal Title I EASA guidelines and mandates.
6. Analyzes multiple student achievement and performance data.
7. Collaborates with Senior Program Manager regarding extended day and year initiatives for selected students in Title I schools and in completing the annual Title I Performance Report.
8. Collaborates with the Compensatory Education Instructional Supports Senior Manager to support Title I schools in establishing instructional programs.
9. Performs other duties as assigned.

Minimum Qualifications	
-------------------------------	--

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made on request to enable individuals with disabilities to perform the essential functions.

Education

- Master's degree in educational administration, supervision, or curriculum and instruction from a regionally accredited college or university.

Experience

- Five years of progressively responsible teaching, leadership experience in a public educational setting.

Knowledge, Skills, and Abilities

- Experience in systemic organizational thinking, organizational leadership, and change management.

- Knowledge of educational accountability measures including federal and state mandates.
- Knowledge of ESSA regulations and mandates.
- Illustrates a passion to thrive in a dynamic, challenging, team environment.
- Ability to set priorities and supervise the work of others.
- Analytical skills to analyze and report data in a precise way.
- Demonstrated ability to effectively work with and provide excellent oral and written communication to diverse populations including students, teachers, administrators, staff, central office personnel, parents, and the community.
- Demonstrated proficiency with business technology applications (e.g. Video/Web Conferencing, Microsoft Office Suite – Word, Excel, Outlook, and/or PowerPoint preferred).
- Ability to employ business technology tools (e.g. E-mail, AACPS Intranet, electronic benefits enrollment tool, Microsoft Office Suite, etc.).

Licenses/Certifications

- Maryland State Department of Education Advanced Professional Certificate preferred. Maryland State Department of Education Certificate as an Administrator preferred.
- Possess a valid Motor Vehicle Operator's license and have daily access to reliable transportation.

Career Ladder Requirements

- N/A

Physical Requirements

- As required by the duties and responsibilities of the job.

Established: 4/1/2015



Job Description

Title	Title Code	
Specialist-Parent & Family Engagement -Title I	D05155	
Division/Department	Unit	Grade
Department of Equity and Accelerated Student Achievement	V	D
Reports To (title only)	Current as of	
Sr Manager-Compensatory Education	4/1/2017	

Position Summary	Is this position exempt from overtime pay?	Yes
------------------	--	-----

Will develop, implement and monitor an effective program for parents and family using ESSA guidelines that promotes home-school connection with community partnerships. Schedules, promotes, implements and monitors district and school programs intended to enhance the support and participation of parents at home, in the community, at the school site, and at the district level that directly and positively affect the educational performance of children. Leads the District Parent Advisory Committee. Serves as a resource to site administrators and teachers regarding parent and family involvement. Serves as instructional support to Title I Program Managers. Implements and maintains Extended Learning Opportunities to include Fall, Spring and summer sessions.

Essential Duties & Responsibilities	Does this position have supervisory responsibilities?	No
-------------------------------------	---	----

1. Develops measurable plans to increase and family involvement at district and school levels.
2. Develops, administers and assesses parent input to increase parent participation at district and school levels
3. Plans and implements parent workshops and activities.
4. Gathers and presents detailed data pertaining to parent and family involvement activities occurring at school and district levels
5. Participates in school meeting, forums and other district-wide meetings pertaining to parent and family involvement.
6. Researches and procures resource materials for dissemination to schools
7. Works with individual schools to assess their needs and create a plan and activities to strengthen the home-school-community connection.
8. Assists in implementing and monitoring all Extended Learning Opportunities.
9. Performs other duties as assigned.

Minimum Qualifications	
------------------------	--

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made on request to enable individuals with disabilities to perform the essential functions.

Education

- Master's degree in related field or an equivalent combination of education and experience deemed sufficient to prepare the applicant to successfully perform the duties of the position.

Experience

- Five years of effective classroom teaching experience.
- Three (3) successful years of teaching in a Title I school and relevant professional office support experience in a related functional area or an equivalent combination of education and experience deemed sufficient to prepare the applicant to successfully perform the duties of this position.

- Extensive knowledge of strategies, techniques, and processes involved in mathematics and reading instruction that can be applied across curriculum areas and grade levels.
- Experience planning and implementing activities/educational sessions for various audiences, specifically with volunteers and/or community members.
- Experience in using data to develop and implement a plan.
- Experience in maintaining a Title I budget and program documentation.
- Ability to interact with diverse populations that includes, students, school system personnel and the community.

Knowledge, Skills, and Abilities

- Knowledge of Title I laws, protocols and procedures.
- Working knowledge of ESSA.
- Knowledge base of federally funded educational grants especially Title I.
- Knowledge of evidence-based instructional programs and strategies.
- Judgment, initiative, inter-personal, organizational, and problem solving skills.
- Ability to successfully manage multiple tasks simultaneously.
- Proven organizational, analytical, and planning skills.
- Excellent oral, written and presentation communication skills.
- Ability to interpret and follow written instructions and specifications, communicate and work effectively and harmoniously with supervisors, administrators, and other employees.
- Demonstrated ability to effectively work and communicate with diverse populations.
- Ability to employ business technology applications (e.g. E-mail, AACPS Intranet, electronic benefits enrollment tool, Microsoft Office Suite, etc.).

Licenses/Certifications

- Current Maryland State Department of Education Teaching Certificate
- Possess a valid Motor Vehicle Operator's license.

Career Ladder Requirements

- N/A

Physical Requirements

- As required by the duties and responsibilities of the job.

Established: 4/1/2017



Title	Title Code	
Teacher Specialist-Title I	C21910	
Division/Department	Unit	Grade
Equity and Accelerated Student Achievement	I	Teacher Scale
Reports To (title only)	Current as of	
Senior Manager - Compensatory Education	8/8/2019	

Position Summary	Is this position exempt from overtime pay?	Yes
-------------------------	--	------------

Coordinates the implementation of small group instruction and approved intervention programs to specific student groups to accelerate learning. Provides leadership, expertise and policy support to ensure identified student groups are provided extra support and that interventions are implemented with fidelity, enabling students to reach their full academic potential. Position requires traveling to and between schools.

Essential Duties & Responsibilities	Does this position have supervisory responsibilities?	No
--	---	-----------

1. Plan, develop, and implement strategies of intervention and evaluate data to close gaps related to identified student groups.
2. Analyze data to plan for instruction of identified student groups and evaluate student progress.
3. Participates in planning and co-teaching process and provides coaching and demonstration/modeling lessons.
4. Attends staff, team, collaborative and leadership team meetings.
5. Implements effective instructional strategies for rapid improvement of student groups in content areas.
6. Develops, facilitates and analyzes professional development and planning as it relates to the schools' specific student groups.
7. Maintain records and documentation as it relates to ESSA requirements.
8. Collaborates with all levels of staff at the central office and school levels to create guidelines for schools regarding data interpretation, assessment, and analysis of student groups.
9. Attends trainings and conferences to keep abreast of educational initiatives and guidelines as it relates to ESSA and current educational practices.
10. Performs other related duties as assigned.

Minimum Qualifications	
-------------------------------	--

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made on request to enable individuals with disabilities to perform the essential functions.

Education

- Master's degree in applicable field of education from a regionally accredited college or university.

Experience

- Three (3) years of teaching experience working with students that receive Title I services, students with disabilities and/or economically disadvantaged students.
- Experience planning and developing professional development
- Experience teaching in a co-teaching setting and implementation of interventions preferred.

Knowledge, Skills, and Abilities

- Knowledge of school organization, goals and objectives with special emphasis on teaching techniques.
- Knowledge of current trends and research in field of specialization.
- Knowledge of effective methods of increasing academic performance of diverse students.
- Knowledge of and proficiency in technical areas of instruction.
- Demonstrated ability to work and communicate effectively with diverse populations.
- Ability to employ a variety of teaching styles to respond to the needs of diverse learners.
- Demonstrated proficiency with business software (e.g. Microsoft Office Suite - Word, Excel, Outlook and/or PowerPoint preferred).
- Satisfactory score on any test required.

Licenses/Certifications

- Hold or be eligible for a Maryland State Board of Education Advanced Professional Teaching Certificate.
- Possess a valid Motor Vehicle Operator's license and have daily access to reliable transportation.

Career Ladder Requirements

- N/A

Physical Requirements

- As required by the duties and responsibilities of the job.

Established: 7/2/2019

**Job Description**

Title	Title Code	
Technician-Administrative-Title I	D04967	
Division/Department	Unit	Grade
Compensatory Education	IV	11
Reports To (title only)	Current as of	
Sr Manager-Compensatory Education	1/1/2016	

Position Summary	Is this position exempt from overtime pay?	No
------------------	--	-----------

Performs responsible and complex accounting duties in support of the work of a grants coordinator and members of the professional staff. Work involves responsibility for processing budget paperwork for schools and central office staff, composing and typing correspondence and related transmittal documents; establishing and maintaining detailed office records for State and Federal Title I audits and reporting. This position will require the incumbent to have a detailed knowledge of the Advantage Financial System, county accounting and payroll procedures, as well as some knowledge of federal and state guidelines as they relate to Title I funding compliance.

Essential Duties & Responsibilities	Does this position have supervisory responsibilities?	No
-------------------------------------	---	-----------

1. Serves as secretary to the Senior Manager of Compensatory Education Instructional Supports. Answers and screens telephone calls, visitors, mail, and correspondence.
2. Prepares and maintains spreadsheets concerning schools' Title I budgets and the Title I Office budgets.
3. Prepares purchase orders, maintains financial records and receives deliveries.
4. Performs purchasing procedures in accordance with published guidelines. Enters price agreements, small procurement and requisitions for Title I schools and the Title I Office.
5. Maintains a processing and filing system for requisitions/purchase orders for Title I schools and the Title I Office.
6. Submits required documentation to accounting for payment of delivery orders, small procurements, and requisitions.
7. Research inquiries from Title I schools and vendors regarding order and payment status.
8. Reconciles Title I schools and Title I Office budget spreadsheets with the Detail Expenditures Report provided by Accounting.
9. Maintains department inventory, budget, Grant Certification Reports, and other records as assigned.
10. Establishes, complies, and maintains confidential records/files related to the Title I grant.
11. Assists the Senior Manager of Compensatory Education Instructional Supports with MSDE audits by reconciling Title I budgets, compiling audit documentation, providing examples and explaining order processing procedures, etc.
12. Creates, composes, and types correspondence and related transmittal documents.
13. Prepares reports and other grant- related documents for distribution, as directed.
14. Assists the Senior Manager of Compensatory Education Instructional Supports with training new and returning school resource teachers with regards to Title I budget procedures.
15. Assists the Senior Manager of Compensatory Education Instructional Supports with the startup of Summer School which includes, but is not limited to, typing acceptance letters to staff, receiving student applications, creating staffing and student enrollment grids, ordering and inventory of supplies, etc.
16. Ensure office equipment is maintained and repaired as necessary.
17. Ensures that an ample amount of office supplies and materials are available.
18. Performs other duties as assigned.

Minimum Qualifications	
------------------------	--

For more information, Contact the Anne Arundel County Public Schools Division of Human Resources at 410-222-5061.

This description may be changed at any time by the Division of Human Resources in accordance with Board Policy 800.01. Page 1 of 2

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made on request to enable individuals with disabilities to perform the essential functions.

Education

- High School Diploma or Equivalency Certificate. Business or secretarial school training desirable.

Experience

- Three (3) years of progressive diversified secretarial and/or administrative experience, two (2) years of which were at the Administrative Secretary Grade 9 level.

Knowledge, Skills, and Abilities

- Thorough knowledge of Board of Education and school operations, policies, and procedures.
- Thorough knowledge of modern office practices and procedures, bookkeeping, business English, spelling, and arithmetic.
- Ability to maintain confidential and important operating records.
- Ability to exercise initiative, tact, and good judgment in dealing with Board of Education personnel, school administrators and staff, contractors, and/or outside agencies, and the general public.
- Knowledge of Title I law compliance and COMAR regulations in regards to budget and funding approval is strongly encouraged.
- Demonstrated ability to effectively work and communicate with diverse populations.
- Ability to employ business technology tools as required of all AACPS employees, e.g. email, obtaining relevant AACPS employee information through the AACPS Intranet, employing the electronic benefits enrollment tool and other electronic tools implemented in the future. Ability to use school based computer applications.
- Demonstrated proficiency with business software (e.g. Microsoft Office Suite-Word, Excel, Outlook and/or PowerPoint preferred). For new permanent secretarial/clerical/technician hires, a minimum score on a pre-employment assessment is required.

Licenses/Certifications

- N/A

Career Ladder Requirements

- N/A

Physical Requirements

- As required by the duties and responsibilities of the job.

Established: 6/1/2014



Title: J.10 Written Process for Parent & Family Engagement Allocations	
Purpose: To explain how the Parent and Family Engagement Allocations are determined, ensuring at least 90% is distributed to schools.	
Department: Office of Community and School Based Programming	Office: Title I
Person(s) Responsible: Title I Sr. Program Manager; Grant Accountant; Director of Financial Operations; Accounting Office; Administrative Technicians;	
Implementation Date: August 2020	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	When AACPS is given the Title I grant award for the following year, the amount is entered Title I Spreadsheet Summary Tab that calculates the correct amount of 1% set aside for PFE, and is also linked to the ranking list of schools (listed by Free Meal percentage in decreasing order).	May 2021	Grant Award Spreadsheet with amounts calculated Title I Ranking spreadsheet	Accounting Director of Financial Operations Title I Office
2.	The Title I Spreadsheet Summary Tab is also set up to calculate 95% of the 1% set aside PFE amount, in order to ensure that <i>at least</i> 90%, as is written in ESEA, is accounted for at the schools.	May 2021	Spreadsheet with amounts calculated Title I Ranking spreadsheet	Accounting Title I Office
3.	The ranking Title I school Title I school allocation tab is linked to the Title I Allocation spreadsheet summary tab, so the PFE amount is considered when ranking schools by Free Meal percentages and setting the Per Pupil Amounts.	May 2021	Spreadsheet with amounts calculated Title I Ranking spreadsheet	AACPS Accounting Office Title I Office
4.	The Title I team and Accounting office work collaboratively to set Per Pupil	May 2021	Spreadsheet with amounts calculated	AACPS Accounting Office

	Amounts, and Total Allocations for each school listed on the ranking list.		Title I Ranking spreadsheet	Title I Office
5.	PFE amounts are checked on the Title I Allocation school tab to ensure that each school is allocated <i>at least</i> 1% of their own allocation specifically for PFE.	May 2021	Spreadsheet with amounts calculated Title I Ranking spreadsheet	AACPS Accounting Office Title I Office
6.	The total amount of PFE for all schools included are compared with the number set aside for all schools, to be sure that at least 90% of the 1% set aside is indeed allocated to schools.	May 2021	Spreadsheet with amounts calculated Title I Ranking spreadsheet	AACPS Accounting Office Title I Office
7.	When schools are given their Budget Narratives by the Administrative Technicians, the Total Allocation and PFE set aside are populated for them, to ensure they are spent correctly. *These procedures are the same for virtual and in-school	May 2021	Budget Narratives	Title I School Team Title I Office

Revision History:

Revision	Date
Draft	August 2020
1	August 2020
2	July 2021

Elementary Title I Projected for FY22

Ranking	FY2022 Title I Plan = 50% *Community School for FY22	Allocation Amount	Parent Involvement	FY 22 Total Allocation
1	Walter S. Mills - Parole Elementary	\$ 996,710	\$ 9,594	\$ 1,006,304
2	Tyler Heights Elementary	\$ 696,300	\$ 7,596	\$ 703,896
3	Georgetown East Elementary	\$ 445,500	\$ 4,860	\$ 450,360
4	Van Bokkelen Elementary	\$ 549,450	\$ 5,994	\$ 555,444
5	Park Elementary	\$ 732,600	\$ 7,992	\$ 740,592
6	Belle Grove Elementary	\$ 396,000	\$ 4,320	\$ 400,320
7	Maryland City Elementary	\$ 524,800	\$ 5,760	\$ 530,560
8	Annapolis Elementary	\$ 260,760	\$ 2,862	\$ 263,622
9	Hilltop Elementary	\$ 759,320	\$ 8,334	\$ 767,654
10	Eastport Elementary	\$ 373,920	\$ 4,104	\$ 378,024
11	Germanatown Elementary	\$ 606,400	\$ 6,822	\$ 613,222
12	Woodside Elementary	\$ 404,800	\$ 4,554	\$ 409,354
13	Glendale Elementary	\$ 467,200	\$ 5,256	\$ 472,456
14	North Glen Elementary	\$ 348,800	\$ 3,924	\$ 352,724
15	Brooklyn Park Elementary	\$ 449,500	\$ 5,580	\$ 455,080
16	Freetown Elementary	\$ 511,850	\$ 6,354	\$ 518,204
17	Glen Burnie Park Elementary	\$ 466,116	\$ 6,444	\$ 472,560
18	Brock Bridge Elementary	\$ 483,042	\$ 6,678	\$ 489,720
19	Rippling Woods Elementary	\$ 486,948	\$ 6,732	\$ 493,680
20	Richard Henry Lee Elementary	\$ 315,700	\$ 5,166	\$ 320,866
21	Point Pleasant Elementary	\$ 339,900	\$ 5,562	\$ 345,462
22	George T. Cromwell Elementary	\$ 210,600	\$ 3,600	\$ 214,200
23	Monarch Academy Annapolis ES	\$ 447,525	\$ 7,650	\$ 455,175
24	Oakwood Elementary	\$ 199,017	\$ 3,402	\$ 202,419
25	Overlook Elementary	\$ 206,388	\$ 3,528	\$ 209,916
26	Southgate Elementary	\$ 424,359	\$ 7,254	\$ 431,613
27	Lothian Elementary	\$ 267,462	\$ 4,572	\$ 272,034
28	Marley Elementary	\$ 435,942	\$ 7,452	\$ 443,394
29	Meade Heights Elementary	\$ 223,236	\$ 3,816	\$ 227,052
30	Traceys Elementary	\$ 206,850	\$ 3,546	\$ 210,396
31	Seven Oaks Elementary	\$ 256,200	\$ 4,392	\$ 260,592
32	Hebron - Harman Elementary	\$ 349,650	\$ 5,994	\$ 355,644
	Totals	\$ 13,842,845	\$ 179,694	\$ 14,022,539
		\$ 13,842,845	\$ 18	
	School Wide School			
	Targeted Assistance School			
	NEW School for FY22			

Addendum: Progress Monitoring through Growth Measures and Outcomes

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

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

PROGRESS MONITORING REQUIRED ATTACHMENT

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

PROGRESS MONITORING EVIDENCE OF IMPLEMENTATION

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

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

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

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

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

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

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

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

✓ YES ☐ NO

If Yes, complete the table below:

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

Title I Teacher Specialists will support Title I TSI schools with progress monitoring and developing strategies for identified TSI student groups.	Increase the average number of points earned among Title I TSI schools on the MSDE Report Card in all ELA categories combined by 3-4 points for Black/ African American (B/AA) students, Economically Disadvantaged(ED) and Students with Disabilities (SWD)	The AACPS Strategic Plan for 2018-2023 indicates that we plan to increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized Reading, Language Arts, and Mathematics assessments. The student groups identified at our Title I TSI schools have been identified to show that they need additional support to be successful with achieving this goal. We must take a close and critical look at the practices and make necessary changes so that all students are able to reach their potential	2020-21 through 2022-2023 school year Metrics will be evaluated each year to determine progress on MCAP Interval measures will be analyzed quarterly to determine progress being made toward increasing the metric goal.	Title I, Part A	Sum of ELA % Passing, ELA Average Score and Growth in ELA scores from the MSDE Report Card	ELA MCAP data will be analyzed each year to determine progress during the identified time frame. AACPS District Assessments/i Ready Diagnostic will be used to progress monitor during the school year prior to MCAP administration.	Baseline ELA MSDE Report Card average for Title I TSI schools from 18-19 school year Baseline: B/AA: 6.7 ED: 7.9 SWD: 4.5
--	--	--	--	-----------------	--	--	---

		at the schools they attend.					
The AACPS Title I Office will provide schools with an opportunity to create an extended day learning program based on a Comprehensive Needs Assessment from the school level Title I plan.	increase the percentage of students who are reading on grade level.	The AACPS Strategic Plan for 2018-2023 indicates that we plan to increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized Reading, Language Arts, and Mathematics assessments. The comprehensive needs assessments developed at the school level show that they need additional support to be successful with achieving this goal. The data will be disaggregated to identify gaps, and develop racial equity priorities to ensure	2021-2022 through 2022-2023 school years. Interval measures will be measured twice a year.	Title I,Part A	iReady and MCAP	iReady	% of students at one grade level below or higher by cluster. Annapolis: 33% Glen Burnie: 45% Meade:48% North County: 42% Old Mill:46% Southern: 50%

		the growth gap narrows.					

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

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

✓ YES ☐ NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.
Title I Teacher Specialists will support Title I TSI schools with progress monitoring and developing strategies for identified TSI student groups.	Increase the average number of points earned among Title I TSI schools on the MSDE Report Card in all Math categories combined for by 3-4 points for Black/	The AACPS Strategic Plan for 2018-2023 indicates that we plan to increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized Reading, Language Arts, and Mathematics assessments. The	2020-21 through 2022-2023 school year Metrics will be evaluated each year to determine progress on MCAP Interval	Title I, Part A	Sum of Math % Passing, Math Average Score and Growth in Math scores from the MSDE Report Card	Math MCAP data will be analyzed each year to determine progress during the identified time frame. AACPS District Assessments/ iReady	Baseline Math MSDE Report Card average for Title I TSI schools from 18-19 school year Baseline: B/AA: 8

	African American students, Economically Disadvantaged and Student with Disabilities	student groups identified at our Title I TSI schools have been identified to show that they need additional support to be successful with achieving this goal. We must take a close and critical look at practices and make necessary changes so that all students are able to reach their potential at the schools they attend.	measures will be analyzed quarterly to determine progress being made toward increasing the metric goal.			Diagnostic will be used to progress monitor during the school year prior to MCAP administration.	ED: 8.5 SWD: 9
The AACPS Title I Office will provide schools with an opportunity to create an extended day learning program based on a Comprehensive Needs	Increase the percentage of students who are who meet or exceed expectations on standardized Mathematics assessments.	The AACPS Strategic Plan for 2018-2023 indicates that we plan to increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized Reading, Language Arts,	2021-2022 through 2022-2023 school years. Interval measures will be measured twice a year.	Title I,Part A	iReady and MCAP	iReady	% of students at one grade level below or higher by cluster. Annapolis: 46% Glen Burnie: 51% Meade:55%

Assessment from the school level Title I plan.		and Mathematics assessments. The comprehensive needs assessments developed at the school level show that they need additional support to be successful with achieving this goal. The data will be disaggregated to identify gaps, and develop racial equity priorities to ensure the growth gap narrows.					North County: 47% Old Mill:57% Southern: 62%

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

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

✓ YES ☐ NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale- through an equity lens (including how this strategy supports the needs of students groups, if applicable)	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check progress	Baseline and final outcome measures. Were goals met, was strategy effective.
Title I Teacher Specialists will support Title I TSI schools with progress monitoring and developing strategies for identified TSI student groups.	Increase the average number of points earned among Title I TSI schools on the MSDE Report Card for chronic absenteeism by 2 points for Black/ African American students, Economically Disadvantaged and Student with Disabilities	In order for all students to be successful academically, schools must provide welcoming and supportive environments. A positive culture allows students to feel safe and valued as a member of the school community. When a welcoming environment is	2020-21 through 2022-2023 school year Metrics will be evaluated at the end of each year to determine progress. Interval measures will be analyzed quarterly to determine progress being made toward increasing the metric goal.	Title I, Part A	Chronic Absenteeism score from MDSE Report Card	Chronic Absenteeism data for Title I TSI schools will be analyzed at the end of each quarter and at the end of each school year. Plans will be modified based upon their effectiveness	Baseline Chronic Absenteeism average for Title I TSI schools from 18-19 school year Baseline: B/AA: 8.3 ED: 7.0 SWD: 7.2

		created, all students will have the desire to attend school regardless of race or socioeconomic background.					

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

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

☐ YES ☒ NO

If Yes, complete the table below:

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

Title: Progress Monitoring	
<p>Purpose: 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 Initiatives and Districtwide Targeted Support and Improvement Activities: Growth Target, Goals/Objectives, Rationale using an equity lens, 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.</p>	
Department: Office of Community and School Based Programming	Office: Title I
<p>Person(s) Responsible: AACPS Title I: Senior Program Manager, Program Managers, Parent and Family Engagement Specialist, Teacher Specialists, Administrative Technicians</p>	
Implementation Date: August 2021	

Procedure Steps

Step	Action	Time Frame	Evidence	Related Dept/Agency
1.	Data will be collected from a variety of sources to determine district wide initiatives. Some examples are: <ul style="list-style-type: none"> MD Report Card for ELA, Math and Chronic Absenteeism AACPS Consolidated Plan iReady data 	August – September 2021	Data Spreadsheets	AACPS Title I Office
2.	District wide initiatives that will be monitored will be shared with Title I Schools during the Title I Fall Meeting. <ul style="list-style-type: none"> Title I Teacher Specialists Title I Parent and Family Engagement Specialist 	October 2021	SANE from Fall Meeting	AACPS Title I Office

3.	The AACPS Title I Team will meet quarterly to review available data that supports the district initiatives. The team will determine if any adjustments need to be made to the implementation based on the results of the data.	November, January, April, June	Data Tables/Charts SAN documentation	AACPS Title I Office
4.	Teacher Specialist - TSI ELA/Math/Attendance - During quarterly TSI Point of Contact Meetings progress will be discussed.	Quarterly July 2021 - June 2022 specific to each initiative	SAN documentation	AACPS Title I Office
5.	The Title I team will look at summative data and evaluate if the goals of the initiative have been met, needs to continue or be revised. The team will determine if any adjustments need to be made to the implementation based on the results of the data.	Summer 2022	SAN Documentation	AACPS Title I Office

Revision History:

Revision	Date
Draft	September 2020
1	July 2021

Program Review Follow-up Addendum

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

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

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

Not Applicable

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

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

S- Sign in sheets:

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

- printed name
- signature
- role of participants

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

A- Agenda

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

N- Notes

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

E- Evaluations

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

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

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

[Return to application](#)

COMAR 13A.12.01.14 Waivers and Special Certification Provisions

Types of Certificates

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

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

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

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

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

Glossary of Terms

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

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



DISPARITY CHART

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

Instructions: Provide data used to identify disparities (2020-2021). The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White).

Inexperienced Teachers – Sample 1

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

Inexperienced Teachers – Sample 2

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

Difference														
-------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Ineffective Teachers – Sample 1

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

Ineffective Teachers – Sample 2

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

Out of Field Teachers – Sample 1

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

Out of Field Teachers – Sample 2

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

[Return to application](#)

Schoolwide Program Plan Components Checklist

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

1. Comprehensive Needs Assessment

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

[1114(b)(6)]

Things to consider:

- What types of qualitative and quantitative data are being collected?
- Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.

2. Schoolwide Reform Strategies

that address school needs including a description of how strategies will:

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

3A. Parent, Family and Stakeholder Involvement -

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

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

Things to consider:

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

<ul style="list-style-type: none"> ○ Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. □ What are the strengths of students, teachers, school and community? What are their needs? □ What are the contributing factors to academic strengths and needs? □ How is the data being used by administration, teachers and parents to guide decisions and instruction? □ How is data being reviewed in a disaggregated format to look at progress and needs of all student groups? □ How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders? 	<p>specialized instructional support services;</p> <ul style="list-style-type: none"> □ Preparation for and awareness of opportunities for postsecondary education and the workforce; □ Schoolwide tiered model to prevent and address problem behavior; □ Professional development and other activities for teachers; □ Strategies to assist preschool children in transition <p>Things to consider:</p> <ul style="list-style-type: none"> □ How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies? □ How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. □ What evidence is being collected to demonstrate the effectiveness of reforms? 	<p>involved in developing the schoolwide plan?</p> <p>4. Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)</p> <p>Things to consider:</p> <ul style="list-style-type: none"> □ Identify all federal, state, and local programs and services. □ How are federal, state, and local resources braided to maximize
--	--	--

		the impact of the schoolwide plan?
--	--	------------------------------------

Targeted Assistance School Program Checklist

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

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

Seven Components of a TAS Program (1115 (b)(2)(A-G))	Check
(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;	
(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which may include— (i) extended learning time, before- and after-school, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);	
(C) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start,	

the Literacy program under subpart 2 of part B of title II,-or State-run preschool programs to elementary school programs;	
(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;	
(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;	
(F) if appropriate and applicable , coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);	
(G) provide to local educational agency assurances that the school will - (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.	

[Return to application](#)

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

LEA: _____ Reviewer: _____ Date Reviewed: _____

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

A. Written Policy (Section 1116 (a)(1)(2))	Evidence of Implementation
<p>1. In consultation with parents of participating children, the LEA conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1)</p>	<ul style="list-style-type: none"> • Input from parents/families • SANE from parent meetings • Announcements/Fliers • Parents feedback • Translated documents • Receipts for accommodations/interpreters
<p>2. LEA's establishes expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)</p>	<ul style="list-style-type: none"> • Translated documents Evidence in LEA plan • SAN from meeting discussing expectations and objectives
<p>3. Parent and family member input:</p> <ol style="list-style-type: none"> Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children. Section 1116 (a)(2) Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A) Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental 	<ul style="list-style-type: none"> • SAN from parent meetings with agendas that identify specific topics for input. • Example of how the Plan is distributed and available for parents and community may include: <ul style="list-style-type: none"> ◦ District/school website ◦ Student handbook ◦ School newsletters ◦ Plans and compact sent home via backpack/orientation packet • SAN from parent meetings specific to Section 1112. • SAN from parent meetings specifying agenda item on Title I PFE funds • Announcements/Fliers for meetings.

<p>involvement activities. Section 1116 (a)(3)(A)</p>	
<p>4. Provides coordination, technical assistance, and other support necessary to assist and *build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education). Section 1116(a)(2)(B)</p>	<ul style="list-style-type: none"> • SANE or other evidence that the LEA provides coordination, technical assistance. See building capacity section (B).
<p>5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate. Section 1116(a)(2)(C)</p>	<ul style="list-style-type: none"> • Evidence in LEA plan • SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate.
<p>6. Conducts with the involvement of parents an annual evaluation of</p>	<ul style="list-style-type: none"> • Completed district level evaluations/surveys addressing:

<p>the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)</p> <ol style="list-style-type: none"> barriers to greater participation by parents; the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; strategies to support successful school and family interactions; used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. 	<ul style="list-style-type: none"> barriers to greater participation by parents; the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; strategies to support successful school and family interactions; and other support to school. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Plan Results of data/feedback Revisions to policy/plan are made, based on evaluation, if applicable SAN with meeting notes, if applicable Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys, if applicable.
<p>7. The LEA's policy/plan includes at least one of the following strategies:</p> <ol style="list-style-type: none"> Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding 	<ul style="list-style-type: none"> Evidence in LEA plan SANE or other evidence supporting strategies - i.e. working with nonprofit organizations, home visits, LEA guide on best practices for schools, subgrants to schools for PFE, LEA's outreach to

<p>parent and family engagement strategies.</p> <p>b. Supporting programs that reach parents and family members at home, in the community, and at school.</p> <p>c. Disseminating information on best practices focused on parent and family engagement.</p> <p>d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.</p> <p>e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy/plan.</p>	<p>parents/families supporting activities in the LEA PFE Plan.</p>
<p>B. *Building Capacity: Section 1116(a)(2)(B)</p> <p>The Plan describes how the LEA will build the schools' and parents'/families capacity for parental involvement</p>	<p>Evidence of Implementation may include:</p>
<p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children.</p>	<ul style="list-style-type: none"> • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as

Section 1116 (e)(1)	<p>appropriate</p> <ul style="list-style-type: none"> Translated documents Receipts for accommodations/interpreters
<p>2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)</p>	<ul style="list-style-type: none"> SANE from parent meetings, outreach or events with topic specific agenda items. Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/interpreters
<p>3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)</p>	<ul style="list-style-type: none"> SANE from parent meetings, outreach or events with topic specific agenda items. Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/interpreters
<p>4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)</p>	<ul style="list-style-type: none"> SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate. SANE from parent meetings, outreach or events with topic specific agenda items. Announcements/Fliers for outreach/events Handouts/resources from parent

	<p>outreach/events, staff development, etc., as appropriate</p> <ul style="list-style-type: none"> • Translated documents • Receipts for accommodations/interpreters
5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)	<ul style="list-style-type: none"> • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/interpreters
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e) (14)	<ul style="list-style-type: none"> • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/interpreters
C. Accessibility: Section 1116 (f)	Evidence of Implementation
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)	<ul style="list-style-type: none"> • SANE from LEA technical assistance to schools • Translated documents • Receipts for accommodations/interpreters

[Return to application](#)

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

_____ Meets Requirements (M)

_____ Does not meet the requirement (NM)

A. General Requirements: Section 1116 (b) (d)	Evidence of Implementation
<ul style="list-style-type: none"> ○ Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d) ○ Parent and Family Engagement Plan <ul style="list-style-type: none"> a. Date Reviewed for input: _____ b. Date distributed: _____ ○ School-Parent Compact <ul style="list-style-type: none"> a. Date Reviewed for input: _____ 	<ul style="list-style-type: none"> • SAN(E) from parent input meetings • Announcements/Fliers • Parents feedback • Translated documents, if applicable • Receipts for accommodations/interpreters, if applicable <p>Examples of how the school level Plan is distributed may include:</p> <ul style="list-style-type: none"> • School website • Student handbook • School newsletters • Plans sent home via backpack/ orientation packet
<ul style="list-style-type: none"> ○ Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B) 	<ul style="list-style-type: none"> • SAN(E) from parent meetings specifying agenda item on Title I PFE funds • Announcements/Fliers for meetings • Parents feedback
B. Policy Involvement: Section 1116 (c)	Evidence of Implementation
<ol style="list-style-type: none"> 1. Schools convene an annual meeting, at convenient times, to inform parents of the school's role and requirements in implementing Title I, and the right of parents to be involved. Sec.1116 (c)(1) 	<ul style="list-style-type: none"> • SAN(E) from annual meeting(s) specifying information about Title I and parents rights to be involved • Announcements/Fliers of outreach/events • Translated documents, if

	<p>applicable</p> <ul style="list-style-type: none"> • Receipts for interpreters, transportation, or other accommodations, if applicable
2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)	<ul style="list-style-type: none"> • Evidence showing flexible meeting times • Announcements/Fliers of outreach/events
3. Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3) <ul style="list-style-type: none"> a. School Parent and Family Engagement Plan b. Schoolwide plan 	<ul style="list-style-type: none"> • SAN from parent meetings specifying agenda item for review and input on <ul style="list-style-type: none"> ○ School Parent and Family Engagement Plan ○ Schoolwide plan • Announcements/Fliers for meetings • Parent feedback
4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)	
5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)	<ul style="list-style-type: none"> • How parents are informed about the SW plan and can make comments if plan is not satisfactory
C. Shared Responsibility: Section 1116 (d) (School-Parent Compact)	Evidence of Implementation
<ul style="list-style-type: none"> • The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d) 	
1. School Responsibilities: Describe how the school will: <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction that enables children to 	<ul style="list-style-type: none"> • Completed MSDE PFE school level checklist for compact showing all components are addressed

<p>meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1)</p> <ul style="list-style-type: none"> • Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A) • Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B) • Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C) • Ongoing basis, ensuring regular two-way, meaningful communication between home and school and in a language the family members can understand. Section 1116 (d)(2)(D) 	<ul style="list-style-type: none"> • SANE from parent meetings specifying agenda item for review and input on the school-parent compact • Announcements/Fliers for meetings • Parent feedback • Translated school-parent compacts, if applicable • SANE from sharing school-parent compact with parents and family members
<p>2. Parent Responsibilities: Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, and use of extracurricular time.) Section 1116 (d)(1)</p>	
<p>3. Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)</p>	

D. Building Capacity: Section 1116 (e) The Plan describes how the school will build the schools' and parents'/families' capacity for parental involvement	Evidence of Implementation may include:
<p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children Section 1116 (e)(1)</p>	<ul style="list-style-type: none"> • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/interpreters
<p>2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)</p>	<ul style="list-style-type: none"> • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents • Receipts for accommodations/interpreters
<p>3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)</p>	<ul style="list-style-type: none"> • SANE from parent meetings, outreach or events with topic specific agenda items. • Announcements/Fliers for outreach/events • Handouts/resources from parent outreach/events, staff development, etc., as appropriate • Translated documents

	<ul style="list-style-type: none"> ● Receipts for accommodations/interpreters
<p>4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)</p>	<ul style="list-style-type: none"> ● SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate. ● SANE from parent meetings, outreach or events with topic specific agenda items. ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/interpreters
<p>5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)</p>	<ul style="list-style-type: none"> ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/interpreters
<p>6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request.</p>	<ul style="list-style-type: none"> ● Announcements/Fliers for outreach/events ● Handouts/resources from parent outreach/events, staff development, etc., as appropriate ● Translated documents ● Receipts for accommodations/interpreters

Section 1116 (e)(14)	
E. Accessibility: Section 1116 (f)	• Evidence of Implementation
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)	<ul style="list-style-type: none"> • SANE from LEA technical assistance to schools • Translated documents • Receipts for accommodations/ interpreters

[Return to application](#)

Equitable Services Topics of Consultation

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

Section 1117(b)(1)	Consultation Topic
	A. How the children's needs will be identified.
	B. What services will be offered.
	C. How, where, and by whom the services will be provided.
	D. How the services will be academically assessed and how the results of that assessment will be used to improve those services
	E. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined
	F. The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools
	G. How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers

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

[Return to application](#)

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

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA:	TELEPHONE NUMBER:
LEA REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL:	TELEPHONE NUMBER:
PRIVATE SCHOOL REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

☐ Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

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

Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
--	--	---	--	---	---

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

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or

- II. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

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

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. **Administrative costs of providing equitable services including Indirect costs, as applicable. **TITLE I ONLY***
- P. **Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. **TITLE I ONLY***
(*Revised as of 6/10/2021)

PART V: AFFIRMATION OF CONSULTATION

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

By signing this form, we agree that:

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

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

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
--	-------

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

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



[Return to application](#)

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

Name

LSS

Mail/Email Address

Name of Non-Public School/Address:

Name:
Address:

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

Non-Public School Representative:

Name:	Title:
Phone:	Email:

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

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

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

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

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

Signatures:

LEA Representative Signature:	Date:
Private School Representative Signature:	Date:

Please share any Comments or Requests for Further Consultation:

Each program must maintain a copy of this form in its records for program monitoring purposes.

[Return to application](#)

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

	<p>such as ESOL and ESL. Therefore, LEAs should have procedures in place for identifying and assessing ELs, implement an EL curriculum, and allocate an appropriate number of teachers per EL enrollment. These activities should be conducted using local funds. The MSDE (Title I and Title III offices) will conduct monitoring visits to ensure local funds are being used to meet the Lau v. Nichols as well as Office of Civil Rights (OCR) requirements.</p>
<p>4. What are the academic guidelines that we should follow in order to implement supplemental academic supports for ELs?</p>	<p>ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual Language Immersion Programs¹) through locally funded English language development program services such as ESOL and ESL. If an LEA has a large number of ELs in Title I schools, the LEA may hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs.</p>
<p>5. We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?</p>	<p>Yes, that is OK, but because the LEA has been using local funding for interpretation and translation, the LEA cannot use Title I or Title III funds to conduct such activities in the future.</p>
<p>6. For the ELP indicator, if ELs are in ESOL, they have not met the state exit criteria yet, so how am I</p>	<p>The school-level ELP results will be shared with LEAs from both the Title I and Title III offices. The information can also be accessed on mdreportcard.org website.</p>

<p>providing this data to our Title I supervisor?</p>	
<p>7. Can ELs receive their services through an ELD program not led by a certified ESOL teacher?</p>	<p><u>No.</u> In Maryland, we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers. The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion Program¹ that serves as the ELD program for ELs.</p>

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

Title I Skipped Schools' Addendum SY 2021-2022



Local Education Agency: __Anne Arundel County Public Schools__

Signature/ Date: _____8/2/2021_____

Title I Coordinator: __Kelly Thomas_____

Fiscal Representative: __Melissa Comella_____

To identify the appropriate additional State and local funds derived from the PPA, we reviewed Mary Moss at J. Albert Adams ranking for free and reduced meals within AACPS. We have ensured that Mary Moss at J. Albert Adams is getting the PPA in alignment with their commiserate position on the FARMs ranking sheet. Mary Moss at J. Albert Adams is getting the same or more PPA as those schools with similar FARMs rates as they are getting the same, \$1650 PPA, with a free and reduced meal percentage of 85.71%, as those schools with free and reduced meal percentages ranging from 87.4% and 85.06%.

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

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

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

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

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

	outside the categories of regular, special education, or vocational education.
--	--

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

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

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

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

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

ORIGINAL GRANT BUDGET	\$15,765,119.00	AMENDED BUDGET #		REQUEST DATE	11/03/21
GRANT NAME	Title I, Part A	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Anne Arundel County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2021	6/30/2023	

FRO _____ TO _____

CATEGORY/PROGRAM	BUDGET OBJECT						
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						457,801.00	457,801.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	20,952.00			5,693.00			26,645.00
Prog. 16 Inst. Admin. & Supv.	646,915.00		1,440.00	7,006.00			655,361.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	95,000.00	23,480.00	131,864.00				250,344.00
Prog. 02 Special Prog.	9,677,132.00	11,742.00	148,546.00	1,494.00			9,838,914.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						47,295.00	47,295.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	96,735.00	20,383.00	10,567.00	37,011.00			164,696.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		7,440.00					7,440.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				4,316,623.00			4,316,623.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	10,536,734.00	63,045.00	292,417.00	4,367,827.00	0.00	505,096.00	15,765,119.00

Finance Official Approval	<u>Melissa Comella</u>	<u>[Signature]</u>	<u>11/3/21</u>	410-222-5096
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>George Arlotto, Ed.D</u>	<u>[Signature]</u>	<u>11-12-2021</u>	410-222-5304
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	<u>[Signature]</u>	<u>[Signature]</u>	<u>[Signature]</u>	<u>[Signature]</u>
	Name	Signature	Date	Telephone #

TITLE II

Appendix D

Revised March 2021



Title II, Part A

Systems of Support for Excellent Teaching and Leading

Local School System: Anne Arundel County

Fiscal Year: 2022

Title II-A Coordinator: Zipporah Miller, Ed.D.

Telephone: 410-721-8300

E-mail: zmiller@aacps.org

Title II, Part A Application

- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
- Identified Needs
- Identified Priorities

1.0: Targeted Supports and Consultation (**Required**)

2.0: Administrative Costs (Allowable)

3.0: Ensuring Equitable Access (**Required**)

4.0: Systems of Professional Growth (Allowable)

5.0: Alignment to Challenging State Academic Standards (**Required**)

6.0: Private School Services (**Required**)

7.0: Assurances (**Required**)

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

To be eligible to receive a subgrant, a local school system shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each local education agency shall include a description of the follow:

(A) Activities to be carried out by the local school system and how these activities will be aligned with challenging State academic standards.

(B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

(C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities.

(D) Use of data and ongoing consultation to continually update and improve activities

(E) Provide equitable services and timely consultation to private school children and teachers

Consultation: In developing the application a local school system will:

(A) Consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title IIA.

(B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LSS activities to meet the purpose of the title

(C) Consult with your local school system's educational equity point of contact in completing this application, as required by COMAR 13A.01.06.

(D) Coordinate activities with related strategies, programs, and activities being conducted in the community.

(E) Required consultation cannot interfere with the timely submission of the application

1.0 TARGETED SUPPORTS AND CONSULTATION – Required

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

Over the past year the school systems across the country have navigated a pandemic while continuing to ensure they maintain rigor in their instructional programs. During this time, Anne Arundel County Public Schools was faced with the same challenge of moving instruction from face-to-face learning to online, virtual teaching. This however, created an opportunity for Anne Arundel County Public Schools (AACPS) faculty and staff to increase their knowledge and skills on educating students by modeling the use of twenty-first-century skills. Among those skills was the utilization of instructional technologies and software systems to deliver and maintain high-quality instruction and social-emotional supports to all AACPS students and families. During such an unprecedented health crisis, adaptations made to teaching and learning were also unprecedented, with AACPS pivoting to meet the new needs of our service community. Reflecting on the past year, and with eyes set to planning and preparing for what lies ahead, we have plans to design and offer professional development opportunities for our staff to support the changing needs of our students. AACPS continues to maintain a focus on Early Literacy in elementary schools, to ensure every student is reading on or above grade level by the end of second grade. At the middle school level, we will work on ensuring we increase students' knowledge and skills in Mathematics, and in high school, making every ninth grader successful thus providing a strong foundation for their success in high school. As a school system we will also become intentional in ensuring cultural relevant practices are evident in all classrooms in order to close the opportunity gap and create independent learners.

The AACPS 2018-2023 strategic plan is focused on ensuring every student meets or exceeds standards as achievement gaps are eliminated. Our diving values: All means All, Ready Set launch and Sound Stewardship will guide the metrics we collect as we work to reach the goal. All means All focuses of ensuring all school and community stakeholders feel welcome, diversity is invited, nurtured and celebrated and all AACPS family and community are engaged in fostering student growth. Ready Set Launch focuses on preparing students for college and careers inside the classroom and beyond classroom walls. Sound stewardship ensures we implements practices that lead to effective management of all school system resources.

In reviewing the data, while we have made small progress, achievements and opportunity gaps between student groups continue to exist. In addition, when comparing the economic disadvantaged to the non-economic disadvantaged (Title I to Non-Title I), gaps are evident. A greater gap exists between special education students and non-special education students and the LEP when compared to the non-LEP.

In reviewing the mathematics data from grade 3 to high school, African American males are still performing well below our county average. In addition, while the drop out rate may be decreasing, African American males dropout rate is slightly higher when compared to the county rate.

In order to “Elevate all students...eliminate all gaps” AACPS will continue to invest in recruiting and retaining effective teachers and in developing staff.

Title IIA funds are prioritized as follows:

- Recruitment – AACPS is committed to ensure that teaching staff reflect our current student population therefore, AACPS will continue to strengthen recruitment efforts to hire qualified diverse teaching candidates.

Considering the recent pandemic, recruitment staff have been using virtual platforms for recruitment efforts. As COVID 19 allows, staff will use multiple methods to attract teacher candidates to our AACPS family. A study, “The Long-Run Impacts of Same Race Teachers” revealed that assigning an African American male to an African American teacher in the third, fourth and fifth grades significantly reduces the probability he will drop out of school.

- Recruitment Incentives - High needs schools are more likely to have conditionally certified educators with less experience than non-high needs schools. Relocation stipends help provide incentives for highly qualified teachers to teach in high needs schools. High needs schools are also more likely to have more students of color who will benefit from more teacher diversity.
- Praxis and Other Certification Assessments – AACPS will continue to provide support to conditionally certified teachers to take and pass the necessary certification assessments so they are able to earn their Maryland State Teaching Certification.
- National Board Certification – AACPS will continue to support teachers in pursuing National Board Certification. AACPS strives to increase the number NBCTs in high needs schools. In addition, an emphasis on increasing NBC teachers will place us in compliance with the Kirwan Commissions goal of 25% of the teachers will be NB Certified within ten years. Studies have shown that students’ National Board Certified Teachers show more academic gains than students taught with non-board certified teachers. Greater gains were seen when minority and low-income students were taught by Nationally Board Certified Teachers.
- Advanced Placement and Programs of Choice – AACPS believes in increasing rigorous and relevant opportunities for all students. Programs such as STEM and Advanced Placement allow all students to select pathways that will prepare them for college and careers. This initiative will also support our strategic and focused attention on leading learning with robust and rigorous engagement/teaching that supports not only college and career readiness but independent thinkers ready to conquer the global world as innovators and ambassadors of humanity. Funds will help the content and pedagogical knowledge of educators teaching advanced placement courses to increase the number and the diversity of students taking one or more advanced placement exams and earning a score of 3 or better. Studies have shown that students who took one advanced placement exam were more likely to enroll in a four-year institution. In addition, studies show that students who take advanced placement courses perform better in their first year of college.
- Equity and Accelerated Student Achievement – AACPS will continue to provide systemwide professional development through our Equity leads. Equity leads are school based and are committed to the work of equitable practices and eliminating achievement and opportunity gaps. CSI and TSI schools will be afforded differentiated supports to address disproportionalities in academic achievement and behavioral data. These schools will receive priority and specialized supports catered to their unique needs to augment their efficacy around creating and implementing equitable practices to accelerate closing opportunity and achievement gaps.
- Professional Development Schools – Professional Development Schools in our district serve as a mechanism to develop a teacher pipeline. Providing site coordinators and mentor teachers ongoing professional development is essential to supporting the needs of pre-service teacher candidates and fostering strong relationships with Institutes of Higher Education Partners.
- Conditional Teacher Support and RTC Program – AAPS is committed to providing ongoing job embedded professional development for conditional teachers especially those in high needs schools. Coaching has served as an effective means of providing ongoing professional development to teachers to increase their effectiveness. In addition support will be offered to teachers in the RTC program to ensure they are able to complete the RTC program activities, the necessary coursework and pass the required assessments thus becoming fully certified teachers in the area they teach

- **Effective School Leadership** - AACPS recognizes the impact of school leaders on teaching and learning. Funds have been allocated to continue to support the development of school-based leaders. The leadership succession plan for AACPS provides a comprehensive model for developing and supporting future leaders for AACPS. Research has found that specific school-based leaders are the second most important factor in impacting student achievement.
- **Leadership Development** – AACPS is committed to investing in the continuous improvement of our leaders and growing a pipeline of future leaders. The Wallace foundation published a report that informs us that high quality school leadership is the second most important factor that influences student learning. AACPS has committed to providing professional development opportunities to enhance the knowledge and skills of our administrators.
- **Teacher Development** – AACPS believes in shared leadership at all levels. Our school district is therefore leveraging the expertise of our teachers by offering them professional development opportunities that will further enhance their knowledge and skills on effective teaching strategies. This strategy is to prepare teachers in a model where teachers will informally lead other teachers by sharing and modeling effective teaching practices at their schools.
- **Striving Readers Program** – AACPS will provide targeted support to teachers implementing reading intervention programs such as Read 180 in order to enhance their knowledge and skills as they support struggling readers. Providing the ongoing professional development, coaching and training to these teachers will enable them to deliver high quality and high impact reading instruction, thus increasing student performance in reading and writing.
- **K-12 Mathematics** – Highly qualified, model resource teachers will provide ongoing, immersive instructional support for identified EOC schools in the area of mathematics. Elementary and middle school math instructional coaches, under the direction of the content coordinator, will provide direct support and assistance in the identified schools while providing specific and intentional professional learning opportunities around content and pedagogy. Professional learning will take place during PLC/ Collaborative Planning sessions, before, during and after school PD, small group and one on one coaching sessions, during modeling sessions and through appropriate non-evaluative feedback.
- **New Teacher Induction** – AACPS continues to invest in a robust teacher induction program that supports 1st, 2nd, 3rd year teachers and new teachers entering our school district from other jurisdictions. Teachers receive direct support at the school level through an assigned right start advisor. In addition, teachers receive ongoing professional development through face to face workshops, online sessions, and opportunities to observe master teachers. New teachers in TSI/CSI schools will receive additional targeted support from their RSA's and staff from the Division of Professional Development. Teachers who have fully participated in these have remained in our school system and continue to serve as effective teachers and leaders. Ingersoll conducted a review of research on teacher induction programs for beginning teachers and found these programs have positive impacts in retention, teacher instructional practices and student achievement.
- **Retention of Diverse Teaching Staff** - Funds will also be allocated to design retention activities for our diverse candidates to get them acclimated to our school system, the community and in establishing a professional network. A recent report released by the Learning Policy Institute on teacher turnover outlined one of the reasons teachers are leaving the profession is due to lack of administrative support. The diversity retention activities are geared to offer another layer of support beyond the school.
- **Instructional Leadership** – AACPS continues to invest in providing professional development to teacher leaders, department chairs, school based and central office administrators on improving instructional practice to

improve the quality of teaching in all classrooms. Department chairs at the secondary level will assist the administrative teams in conducting teacher observations and providing meaningful feedback and coaching to teachers in their departments. The goal is to develop reflective practitioners in every classroom who employ effective teaching practices matched to student needs. A study by Campbell and Malkus revealed that over time, elementary mathematics coaches positively affected student achievement.

Activities outlined are aimed at recruiting effective teachers, that reflects the student population we serve. Activities are also aimed at investing in our teachers, school based and central office administrators by providing multiple opportunities for professional learning aimed at improving staff quality at all levels in order to eliminate achievement gaps between high and low poverty schools and minority students.

Please provide a description of how the local school system meaningfully consults with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the title.

AACPS regularly consults with and seeks feedback from all stakeholders. .

Ongoing scheduled meetings are held with the following groups:

- Superintendents Executive Team
- Monthly meetings with the Deputy Superintendents, Assistant Superintendents and Executive Directors
- Leveled Principal Meetings
- Regional Assistant Superintendents Principal Cluster Meetings
- Superintendent and the Teacher Advisory Group
- Program Coordinators and their respective Assistant Superintendents
- Teacher bargaining unit (TAAAC) and the Deputy Superintendent and Senior Staff from the Office of Academics and Strategic Initiatives
- Community Stakeholders

Please provide a description of how the local school system will use data and ongoing consultation to continually update and improve activities supported by Title IIA.

AACPS values the use of data to monitor performance and to inform decision making. AACPS staff will monitor data at every level. Classroom teachers will use formative and summative data to monitor student data. Classroom teachers have set times where they meet to analyze data as teams and make instructional decisions based on the findings. At a school level, administrators meet regularly with teacher teams to guide and offer support. Administrative teams also review school wide data on a regular basis during leadership team meetings. At the district level, an executive oversight committee is in place to provide additional oversight and support to low performing schools. School leadership at these schools meet regularly with district level staff to examine data and discuss progress and challenges there are experiencing. As a team they come up with action steps to implement prior to the next meeting.

Additional ongoing consultation at a school system level occur in monthly meetings with the:

- Teacher bargaining unit (TAAAC), the Deputy Superintendent, and Senior Staff from the Office of Academics and Strategic Initiatives

- Leveled Meetings with Principals
- Regional Assistant Superintendent Principal Cluster Meetings
- Program Coordinators and their respective Directors and Assistant Superintendents

Each office that have programs funded through the Title IIA grant are responsible for collecting and analyzing data to monitor the impact of each activity and program.

- Human Resources - Recruitment – The Division of Human Resources will document the number diverse candidates who applied to AACPS due to recruitment efforts. Of those teachers the Division of Human Resources will also monitor the number of diverse applicants from this pool who accept and begin working with AACPS. Monitoring of these number is ongoing.
- Human Resources - Recruitment Incentives – The Division of Human resources will document the diverse teachers who are placed and remain in high needs schools. Monitoring of this data will be ongoing.
- Human Resources - Retention of Diverse Teaching Staff – The Division of Human resources will work with the Division of Professional Growth and Development to develop end of session surveys and follow up surveys during the school year. The Division of Human Resources will monitor the number of teachers who remain with AACPS at the end of the school year.
- Professional Growth and Development – Praxis and Other Certification Assessments – The division of Professional Growth and Development will monitor the number of teachers who submit reimbursement request for successfully passing the praxis and or other certification assessments.
- Human Resources - National Board Certification – The Division of Human Resources will prepare end of session surveys for candidates' feedback this will be done on an ongoing basis. Staff will also monitor the number of NBCT who are teaching in high needs schools. This will be done annually.
- Advanced Studies and Programs - Advanced Placement and Programs of Choice – The Advanced placement office will prepare surveys for teachers who attend the conferences. This will be monitored on an ongoing basis. At the end of each school year, the AP office will monitor the number of students who took and scored a 3 or better on AP exams. The Ap office will also monitor the number of students taking AP tests in high needs schools and number of African American and Hispanic students.
- Equity and Accelerated Student Achievement – The Office of Equity and Accelerated achievement will monitor through use of end of sessions surveys for feedback. This will be ongoing. Staff will also monitor discipline data at the end of the year.
- Professional Growth and Development - Professional Development Schools – The Division of Professional Growth and Development will monitor the impact of professional development activities through end of session surveys and follow up surveys. This will be monitored on an ongoing basis. Staff will also work with the Division of Human Resources to monitor the number of teachers hired that participated in the AACPS PDS program. This will be monitored twice a year.
- Professional Growth and Development - Conditional Teacher Support – The Division of Professional Growth and Development will monitor new teacher growth through surveys, informal observations and focus groups. This will be monitored on an ongoing basis. The RTC program will also monitor the number of candidates who complete the program and obtain their teacher certification.

- Striving Readers Program – The Secondary Reading Office will monitor changes in teacher practice through observations and coaching sessions. In addition they will monitor data from students taught by those teachers.
- Professional Growth and Development - - Leadership Succession – The Division of Professional Growth and Development will monitor school leader’s growth through end of session surveys, observations, interviews and mid and end of year reflections.
- Professional Growth and Development - Leadership Development –. The Division of Professional Growth and Development will monitor leader growth through end of session surveys, and reflections. This will be monitored on an ongoing basis.
- Professional Growth and Development - Teacher Development – The Division of Professional Growth and Development will monitor teacher growth using end of session surveys, reflections, informal observations (if possible) and teacher feedback. These will be monitored on an ongoing basis.
- Curriculum and Instruction - K-12 Mathematics – The Department of Curriculum and Instruction will monitor teacher effectiveness through informal observations of teacher and students’ behaviors and actions. Staff will also monitor student achievement data through quarterly assessments and end of year standardized assessments.
- Professional Growth and Development - New Teacher Induction – The Division of Professional development will measure teacher growth through the use of exit tickets at sessions, classroom observations, teacher reflections, feedback from learning visits, collaborative assessment logs and end of course surveys. This will be done on an ongoing basis. Staff will also monitor the number of new teachers that remain with AACPS at the end of each year.
- Professional Growth and Development – Building Instructional Leadership – Leadership growth will be monitored using end of session surveys, focus groups, discussion forums and participant reflections. This will be done on an ongoing basis. Staff will also use and of course observation and reflection to monitor overall teacher leader growth.

To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

2.0 ADMINISTRATIVE COSTS - Allowable

Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures

Item	Line Item	Description	Public School Costs
2.1	Budget Technician		66,332
2.2			
2.3			
2.4			
		Total for section 2.0	

To ensure that every student has access to excellent educators, SEAs and LSSs must work together to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students' greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). To realize this outcome, SEAs and LSSs are strongly encouraged to use Title II, Part A funds to improve equitable access to effective teachers. (ESEA sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)).

3.0 ENSURING EQUITABLE ACCESS – Required

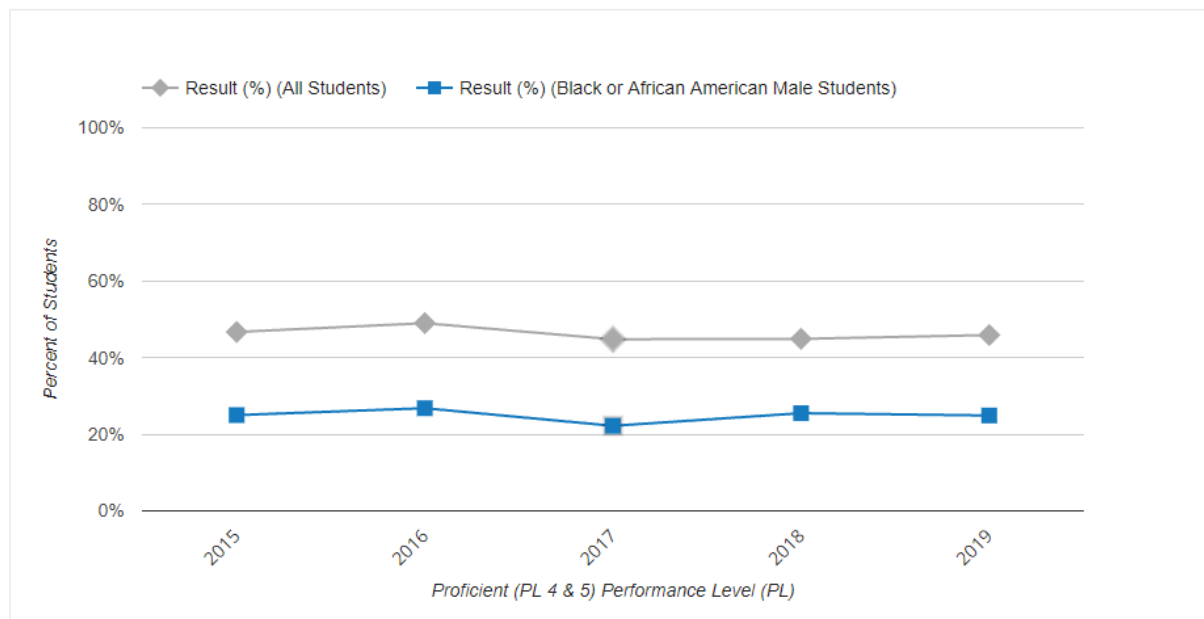
Based on the review of equitable access data, which equity gaps are current priorities for your LSS? Cite specific data points.

AACPS data

Math 3

Mathematics Trend Data (2015 - 2019) ?

Data Last Updated: 8/27/2019



Filter Results:

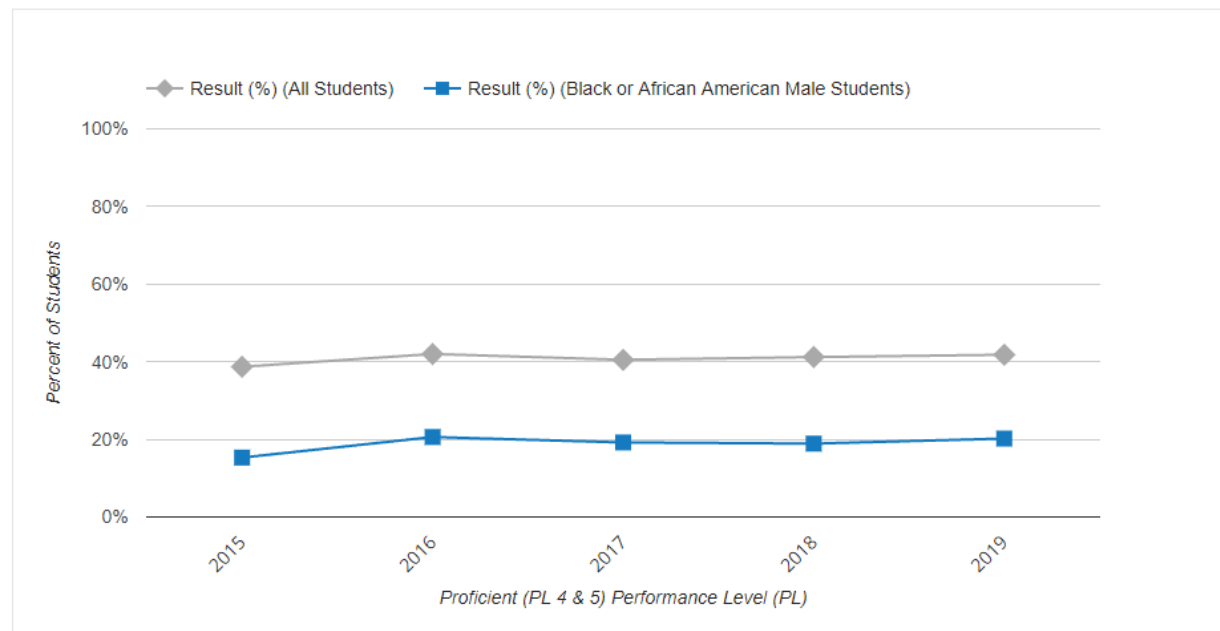
Assessment Type: Math 3, Gender: Male, Special Services: All Students, Race and Ethnicity: African Am.

Year ▼	Result (%)	Result (%)
	All Students	Black or African American Male Students
2019	45.9	24.9
2018	44.9	25.5
2017	44.8	22.2
2016	49.0	26.8
2015	46.7	25.0

Math 4

Mathematics Trend Data (2015 - 2019) ?

Data Last Updated: 8/27/2019



Filter Results:

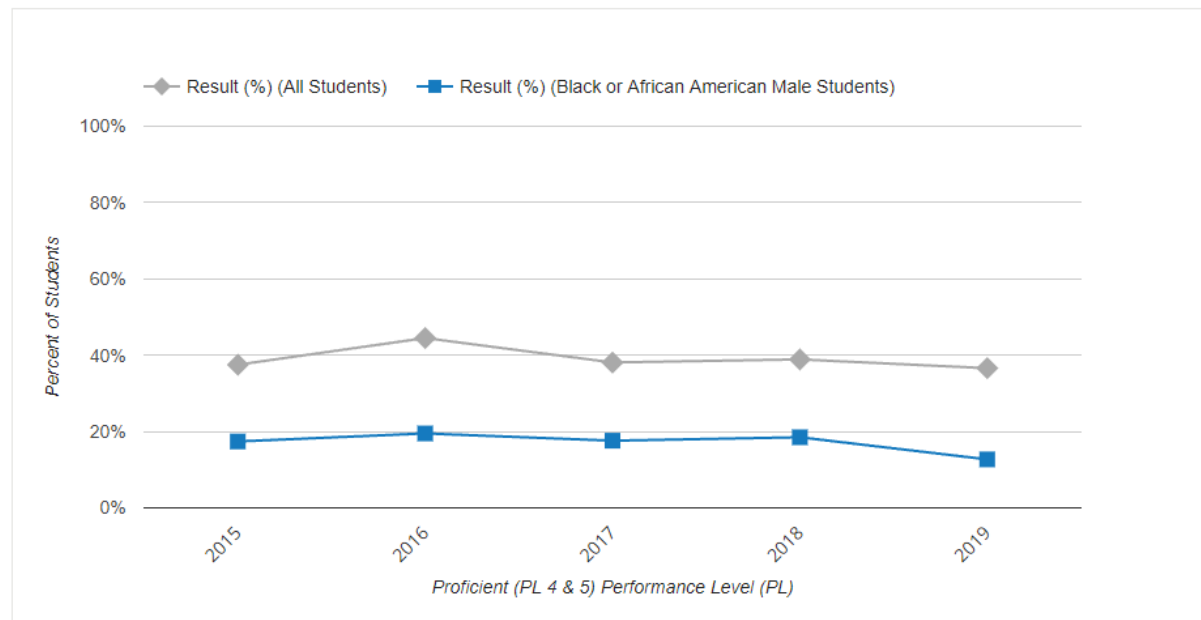
Assessment Type: Math 4, Gender: Male, Special Services: All Students, Race and Ethnicity: African Am.

Year ▼	Result (%)	Result (%)
	All Students	Black or African American Male Students
2019	41.8	20.2
2018	41.2	18.9
2017	40.5	19.2
2016	42.0	20.6
2015	38.7	15.3

Math 5

Mathematics Trend Data (2015 - 2019) ?

Data Last Updated: 8/27/2019



Filter Results:

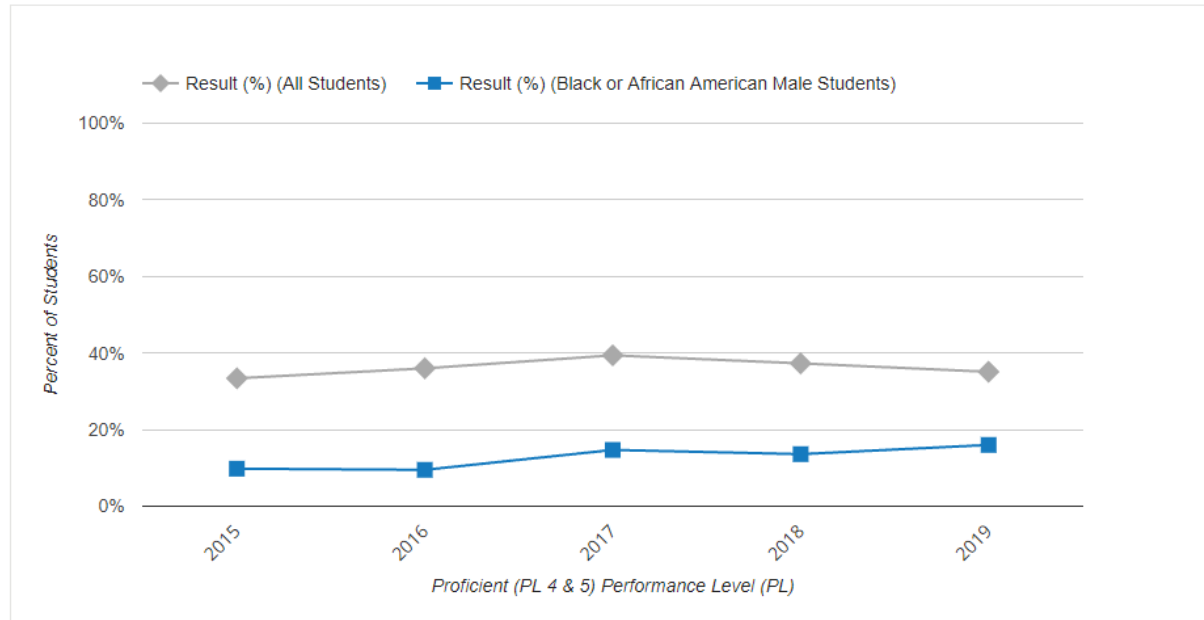
Assessment Type: Math 5, Gender: Male, Special Services: All Students, Race and Ethnicity: African Am.

Year ▼	Result (%)	
	All Students	Black or African American Male Students
2019	36.6	12.7
2018	38.9	18.5
2017	38.1	17.6
2016	44.5	19.5
2015	37.5	17.4

Math 6

Mathematics Trend Data (2015 - 2019) ?

Data Last Updated: 8/27/2019



Filter Results:

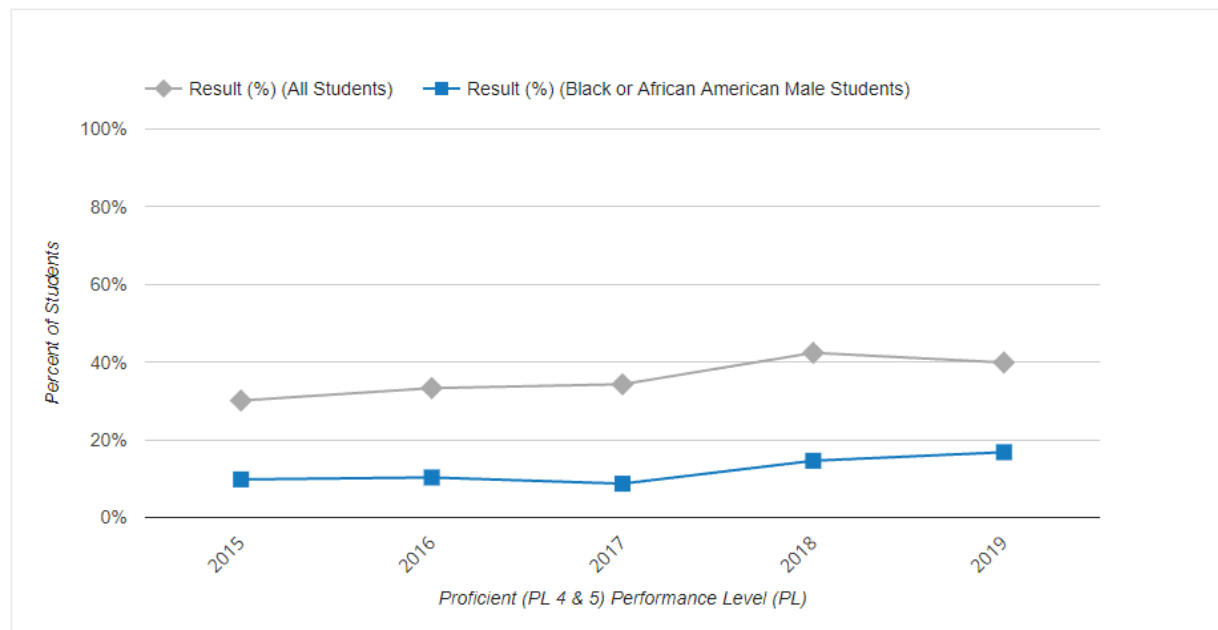
Assessment Type: Math 6, Gender: Male, Special Services: All Students, Race and Ethnicity: African Am.

Year ▼	Result (%)	Result (%)
	All Students	Black or African American Male Students
2019	35.1	16.0
2018	37.3	13.6
2017	39.4	14.7
2016	36.0	9.5
2015	33.4	9.8

Math 7

Mathematics Trend Data (2015 - 2019) ?

Data Last Updated: 8/27/2019



Filter Results:

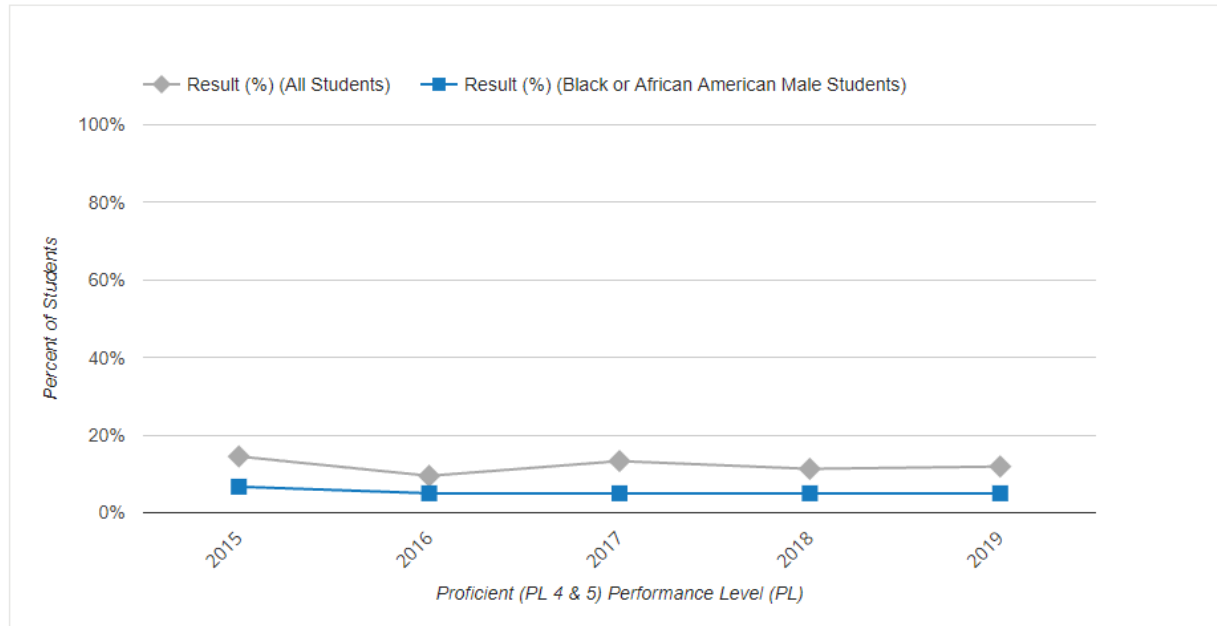
Assessment Type: Math 7, Gender: Male, Special Services: All Students, Race and Ethnicity: African Am.

Year ▼	Result (%)	
	All Students	Black or African American Male Students
2019	39.9	16.8
2018	42.4	14.6
2017	34.3	8.7
2016	33.3	10.3
2015	30.1	9.8

Math 8

Mathematics Trend Data (2015 - 2019) ?

Data Last Updated: 8/27/2019



Filter Results:

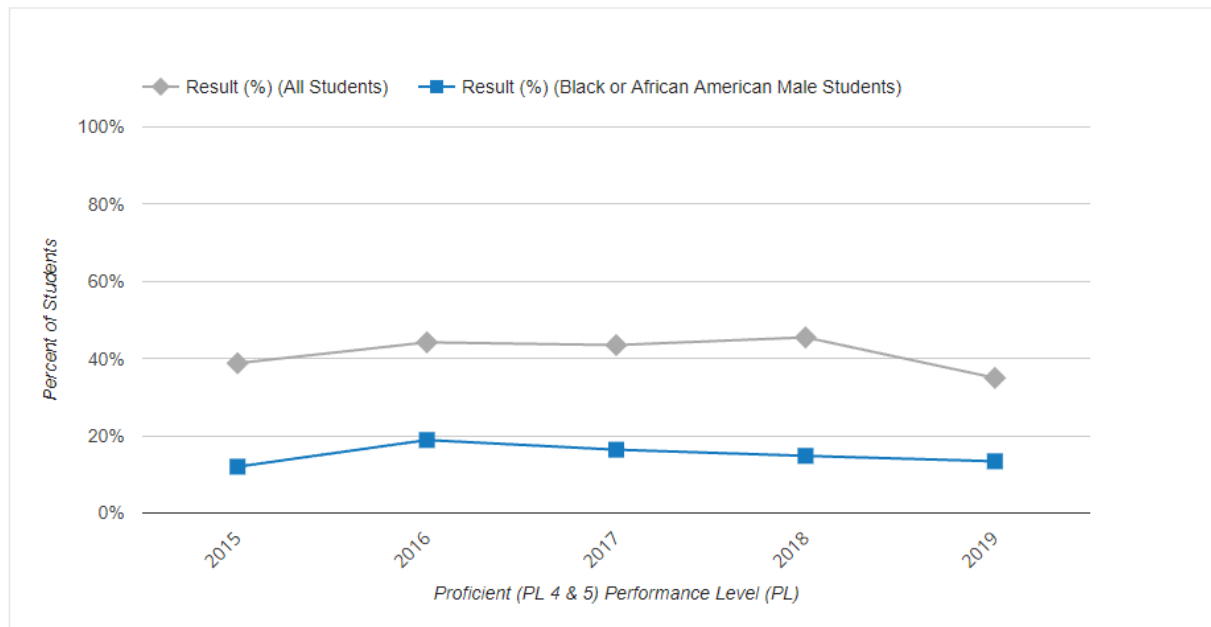
Assessment Type: Math 8, Gender: Male, Special Services: All Students, Race and Ethnicity: African Am.

Year ▼	Result (%)	
	All Students	Black or African American Male Students
2019	11.9	≤ 5.0
2018	11.3	≤ 5.0
2017	13.3	≤ 5.0
2016	9.5	≤ 5.0
2015	14.5	6.7

Algebra 1

Mathematics Trend Data (2015 - 2019) ?

Data Last Updated: 8/27/2019



Filter Results:

Assessment Type: Math - Algebra I, Gender: Male, Special Services: All Students, Race and Ethnicity: African Am.

Year ▼	Result (%)	
	All Students	Black or African American Male Students
2019	35.0	13.4
2018	45.5	14.8
2017	43.5	16.4
2016	44.2	18.9
2015	38.8	12.0

SAT Trend data by Gender

SAT Scores – Male

SAT Mean Score for Graduates (2016 - 2020) ?

Data Last Updated: 5/11/2021

Year	Total Tested (Male Students)	Reading and Writing Score (Male Students)	Math Score (Male Students)	Total Score (Male Students)
2020	2319	506	500	1006
2019	1288	562	561	1123
2018	1334	563	567	1130
2017	1472	544	547	1091
2016	116	498	495	994

SAT Scores- Female

SAT Mean Score for Graduates (2016 - 2020) ?

Data Last Updated: 5/11/2021

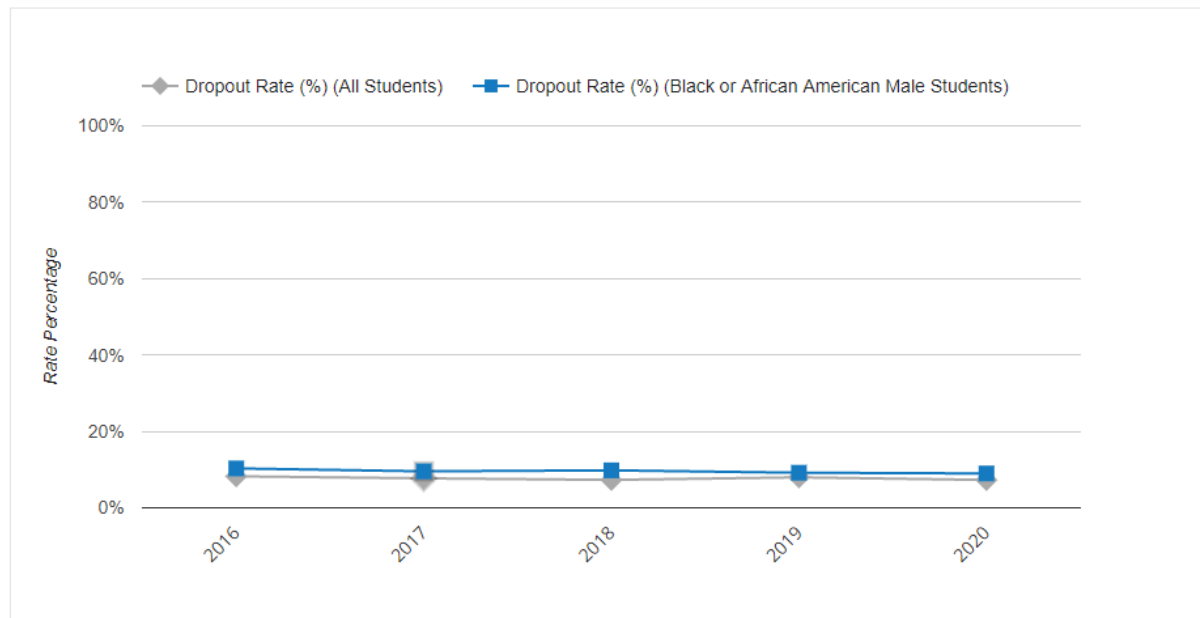
Year	Total Tested (Female Students)	Reading and Writing Score (Female Students)	Math Score (Female Students)	Total Score (Female Students)
2020	2507	530	501	1031
2019	1636	569	539	1108
2018	1734	564	542	1106
2017	1685	548	527	1075
2016	113	526	492	1018

AACPS Drop Out Rate Comparison- Trend

Drop Out Rate- All Students vs. Afr American Males

Dropout Rate Trend Data (2016 - 2020) ?

Data Last Updated: 1/26/2021



Filter Results:

Cohort Type: 4-Year Adj Cohort, Gender: Male, Special Services: All Students, Race and Ethnicity: African Am.

Year ▼	Dropout Rate (%)	All Students / Total Taken	Dropout Rate (%)	African Am. Students / Total Taken
	All Students		Black or African American Male Students	
2020	7.29	431 / 5911	8.99	54 / 601
2019	7.97	453 / 5683	9.18	57 / 621
2018	7.31	421 / 5757	9.81	63 / 642
2017	7.71	443 / 5745	9.55	62 / 649
2016	8.24	472 / 5726	10.31	64 / 621

Human Resources

	AACPS Student Demographics	AACPS Teacher Demographics
African American	21.10%	8.3%
American Indian	<1%	<1%
Asian	3.80%	2.1%
HI/Pacific Islander	<1%	<1%
Hispanic/Latino	17.10%	3.3%
Two or More Races	6.20%	1.50%
White	51.30%	84.6%

Recruitment Travel - Percentage of Minority Teachers over time

		Minority	Non-Minority
2020-2021	Unit 1 (Teachers, Counselors, etc)	15.18%	84.82%
2019-2020	Unit 1 (Teachers, Counselors, etc)	14.4%	85.6%
2018-2019	Unit 1 (Teachers, Counselors, etc)	13.9%	86.1%
2017-2018	Unit 1 (Teachers, Counselors, etc)	13.3%	86.7%
2016-2017	Unit 1 (Teachers, Counselors, etc)	13.0%	87.1%

Teacher Retention	Minority Retention	Non-minority Retention
2020-2021	83.20%	89.90%
2019-2020	76.2	86.3
2018-2019	76.50%	81%

The data above provides an overview of the teacher workforce and student population at Anne Arundel County Public Schools.

AACPS' teacher workforce does not reflect the diversity of the students we serve. While students of color currently represent nearly 49% of our district, teachers of color are only 15% of our workforce. AACPS needs to increase the percentage of teachers of color within our schools (see above, 5-year teacher diversity data)

School	School Type	No. Conditional Teachers	Total Teachers	% Conditional
Annapolis Middle School	High Needs School	16	87	18.4%
Phoenix Academy	High Needs School	7	33	21.2%
Old Mill High School	High Needs School	18	156	11.5%
MacArthur Middle School	High Needs School	12	80	15.0%
Meade High School	High Needs School	16	140	11.4%
Annapolis High School	High Needs School	17	157	10.8%
Arundel High School	NOT High Needs School	4	110	3.6%
Southern Middle School	NOT High Needs School	2	64	3.1%
Central Middle School	NOT High Needs School	2	91	2.2%
Severna Park High School	NOT High Needs School	1	108	0.9%
Crofton Middle School	NOT High Needs School	1	86	1.2%

There are currently nearly 400 conditionally certified educators working in Anne Arundel County Public schools. These educators are more likely to work in AACPS high needs schools. At the beginning of the 2021-2022 school year

roughly 15% of the educators at MacArthur Middle School (AACPS high need school) are conditionally certified. In contrast, the percentage of conditionally certified educators at Crofton Middle School (which is not a high-needs school) is 1.2 percent.

National Board Certification

Total Number of National Board-Certified Teachers – 383

Unit 1 (Teacher, Teacher Specialist)	350
Unit 2 (Principal or Assistant Principal)	24
Unit 5 (Senior Manager or Director)	5
Unit 6 (Executive Position)	1

National Board-Certified Teachers in High Needs Schools

Title I			
SCHOOL NAME	School #	#of NBCTs	#Targeted NBC Teacher
Belle Grove	1082	3	
Eastport	4142	2	
Freetown	1122	2	
Georgetown East	4162	3	
Germantown	4182	0	
Hilltop	1142	5	
Maryland City	3132	3	
Meade Heights	3142	1	
Mills-Parole	4222	8	
Park	1202	3	
Tyler Heights	4262	4	
Van Bokkelen	3152	1	
Woodside	1262	1	
Targeted Assistance School			
SCHOOL NAME	School #	#of NBCTs	#Targeted NBC Teacher
Annapolis	4092	2	
Brock Bridge	4062	2	
Brooklyn Park	1092	2	
George Cromwell	1112	1	
Glen Burnie Park	3372	2	
Glendale	1132	3	
Hebron-Harmom	3102	1	
Lothian	4202	5	
Marley	1162	3	
Monarch Annapolis	6123	2	
North Glen	1172	1	

Oakwood	1182	1	
Overlook	1192	1	
Point Pleasant	1112	4	
Richard Henry Lee	1242	3	
Rippling Woods	3392	1	
Southgate	3382	5	

AAA Schools

SCHOOL NAME	School #	#of NBCTs	#Targeted NBC Teacher
Ferndale ECC	1102	2	
Annapolis	4033	2	
Bates	4043	1	
Brooklyn Park	1023	2	
Corkran Middle	1042	2	
George Fox	2033	1	
Lindale	1053	2	
MacArthur	3033	1	
Marley	1063	3	
MM at J. Albert Adams Academy	4064	1	
Meade	3423	3	
Old Mill North	3333	1	
Old Mill South	3343	0	
Phoenix Academy	4074	1	
		High School	
Annapolis	4013	10	
Glen Burnie	1033	5	
Meade	3323	4	
Northeast	2023	2	
North County	1323	1	
Old Mill	3353	9	

How did the National Board Certification Process help you as a teacher?	What practices have you changed as a result of participating in the National Board Certification process?
Made me more reflective, and helped me continue to use my knowledge of students and data I collected to drive instruction.	I use more formative assessment now than before. I also monitor student progress and make instructional changes as needed.
The NBC Process helped me tremendously as a teacher. I became a more reflective teacher following my experience with NBC. How was I affecting my students' learning? How could I change my teaching practice to provide a better learning environment for my students? Instead of "blaming" it on the students	I have become more reflective. Since achieving NBC, I have moved into a resource teacher role and use my experience to help my teachers as I observe their classes to provide feedback. I use a coaching model to make the conversations collaborative instead of directive. I encourage teachers to videotape themselves to see how they can make changes to their teaching practice.

or giving up on a particular lesson, I re-evaluate and make adjustments to benefit the students.	
Since I'm no longer in the classroom - I work primarily as a curriculum developer/instructional coach now - it was a great opportunity for me to get back in front of students and check that the resources I've been developing really do work with students. I was honestly surprised at how smoothly the process went given that I took over another teacher's classroom for two days and didn't know any of the students.	Because I got to experience firsthand how well using protocols worked with six classes of 9th graders I didn't know, I've continued to add more structured discussion opportunities to all of the curriculum guides I oversee. I've also incorporated these into all of the PDs I run so teachers can experience them and see how easy they would be to use with students. (Many teachers shy away from small group discussion in the classroom because they're afraid it will be too chaotic.)
It helped me be more intentional with my instruction. By analyzing student data and collaborating with families I have been able to adjust my instruction to meet student needs.	I am much more reflective as a teacher. This impacts what and how I teach. By knowing my learners I am better able to help them as students.
The Certification Process is very reflective and standard driven. Planning lessons, focusing on reflection, and developing that mindset of always trying to be better was crucial to my development as a teacher. I became a life long learner, extremely reflective that my conferences with my principal are teacher directed, and I really focused on standards and differentiation. I try to be very aware of what the data is showing me to make instructional decisions.	The way I am open to feedback and apart of the reflection. I think before the lesson what may work or not and after and I am able to help use all that to make a decision for why I choose the way I did. It also has lead to me always wanting to learn more, I am back in school for another certification!
Increased my use of data as I implemented strategies with students	I have included increased data analysis to guide decision making
It helped me to become more reflective about my practices as well as provided me with additional tools and strategies to think about when planning so that I hit on all the key standards.	I reflect more frequently and I plan more thoughtfully with the standards in mind.
It made me more reflective on my teaching practices.	I think that I am more willing to receive and implement feedback during the reflection process. It made me realize how many best practices I was utilizing, and I highlight those more now. It also showed me areas of underutilization that I am currently working on!
Allowed me the opportunity to reflect my teacher strategies. This valuable opportunity then gave me the ability to edit, revamp and better my future lessons.	I am definitely more reflective in every aspect of teaching: planning, parent communication, student attentiveness, etc.

AACPS needs to increase the number of NBC Teachers at schools with no NBC Teachers. AACPS needs to increase the number of NBC Teachers in Title I and AAA Schools. AACPS needs to increase the number of diverse NBC teachers. To meet the Kirwan Commissions goal of 25% of the teachers will be NB Certified within ten years, AACPS needs to address the recruitment of NBC Teachers.

Advanced Placement

Advanced Placement Scores*									
SY 20-21									
Student Group	1	2	3	4	5	Total	% Total Tests	% 3 or greater	Mean Score
Black or African American	306	292	191	70	27	886	9.22%	32.51%	2.12
American Indian or Alaska Native	20	16	20	12	3	71	0.74%	49.30%	2.46
Asian (including Indian subcontinent and <u>Philippines</u> origin)	123	212	220	162	81	798	8.30%	58.02%	2.83
Hispanic or Latino (including Spanish origin)	187	241	177	102	35	742	7.72%	42.32%	2.40
Two or more races, non-Hispanic	137	177	169	109	44	636	6.62%	50.63%	2.60
Native Hawaiian or Other Pacific Islander	4	6	2	2	1	15	0.16%	33.33%	2.33
White (including Middle Eastern origin)	1066	1682	1768	1291	561	6368	66.25%	56.85%	2.78
No response	22	22	20	17	15	96	1.00%	54.17%	2.80
Total	1865	2648	2567	1765	767	9612	100.00%	53.05%	2.68

AACPS Advanced Placement Enrollment Data										
SY 20-21	All Students			Not FARMS			FARMS			
	Enrolled	In at least one AP	% in at least one AP	Enrolled	In at least one AP	% in at least one AP	Enrolled	In at least one AP	% in at least one AP	% of race that is FARMS
Race										
Am. Indian/Alaska Native	55	18	33%	31	14	45%	24	4	17%	44%
Asian	995	522	52%	689	395	57%	306	127	42%	31%
Black/African American	5180	1069	21%	2369	655	28%	2811	414	15%	54%
Hispanic	3977	890	22%	1554	490	32%	2423	400	17%	61%
Multiracial	1367	442	32%	941	372	40%	426	70	16%	31%
Native Hawaiian/Pacific Islander	69	26	38%	51	21	41%	18	5	28%	26%
White	12475	5114	41%	10398	4755	46%	2077	359	17%	17%
Total	24118	8081	34%	16033	6702	42%	8085	1379	17%	34%

AACPS Advanced Placement Student Enrollment Data					
Total Students in ≥ 1 AP course					
School	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Annapolis	1043	1051	1059	1219	1074
Arundel	1565	1327	1375	1524	1218
Broadneck	1982	1694	1757	1805	1760
Chesapeake	1086	943	907	915	862
Crofton					271
Glen Burnie	791	774	751	885	805
Meade	689	528	554	679	505
Northeast	686	853	819	868	674
North County	1387	1160	1361	1636	1455
Old Mill	869	885	825	1039	1087
Severna Park	1736	2087	1939	2362	2264
Southern	829	719	740	675	710
South River	2685	2691	2642	2619	2376

Enrollment in advanced placement courses has fluctuated over the last several years. The pandemic had a significant impact of this due to the change in instructional delivery method and a drastic reduction of instructional time. This impact translated to test scores. The test format has been mainly digital the last 2 years, a first in Advanced placement history. We need to increase the number of students earning a score of 3 or better as well as the number of black and Hispanic student enrollment in advanced placement courses. Of students enrolled in advanced placement courses, there is a gap in the number of student's who sit for the test when comparing the White students to other races.

Advanced Studies and Programs

Although AACPS has embraced Programs of Choice with implementation of three distinct Magnets for over a decade (STEM, IB, and PVA), quality of programming/ impact, vision, school integration, tenet/curricular fidelity, school community embrace and ownership continue to be in an evolution or launch state. (See MSA Distinction/Merit evaluations). Currently we only have two sites recognized as Magnets of Distinction with no holding the coveted seat of Magnet School of Excellence.

Professional Development Schools

During the 20-21 school year, individual partnership meetings held to gather qualitative feedback. All 9 of our partner IHEs participated in a meeting. 10 principals and 24 site coordinators from 24 schools also participated in their respective meetings. Our IHE partners shared that in schools where there is committed leadership and mentors, the program was strong. Challenges arise when communication is difficult or inconsistent, and when school leadership changes. School principals & site coordinators comments suggest that they want the program to be successful, but collaboration and communication with their partner IHE needed to be improved.

There were also 3 PD sessions with PDS site coordinators, in which an average of 17 site coordinators attended. Feedback gathered from these sessions indicated that participants felt the meetings were helpful. They shared their appreciation for sharing ideas, especially on how to support interns and mentors during virtual learning, recruiting mentor teachers, and fostering relationships between their interns and the school community, and steps to improve their partnership.

During the summer of 2021, I worked with a small group of site coordinators who were interested in taking on a greater leadership role for the PDS program. All participants felt that the opportunity allowed them to strengthen their natural talents, build the community of PDS leaders, and create a plan for growing their individual programs and the program as a whole.

Mentor teachers were also asked what type of professional development they needed. Their responses varied based on their experience with mentoring as well as the amount of training they received from their interns' IHE or other programs, such as Admin I certification programs. Of the 75 mentors who responded during the spring of 2021, the most frequent need that could be addressed through professional development was in providing feedback to interns and supporting them with the edTPA.

Although we had 83 full-time interns in the spring of 2021, only 27 responded to our exit survey. 78% of those who responded said they had positions with AACPS or were hoping to receive positions in AACPS for the 21-22 school year. Of the 12 interns who participated in at least one of the Snack & Share events, only 4 were hired for the 21-22 school year.

An analysis of the data from the 20-21 school year indicates the activities implemented were successful in strengthening the PDS Program and meeting my desired outcomes for the program for that school year. Moving forward, I need to continue strengthening the program by:

- Increase PDS site coordinators' abilities to lead and grow their school programs—The 6 site coordinators I met with over the summer will help to strengthen the program by leading their peers during meetings, as well as by helping to facilitate larger partnership meetings.
- Improve mentor teacher's skills in mentorship and coaching—The mentor teachers who participated in our coaching PDs found the skills they learned useful in their work with interns, as well as other teachers the lead. This year I will try to increase the number of current mentor teachers who sign up for these sessions, which I know may be difficult considering the numerous responsibilities they have as both a teacher and a mentor.
- Foster strong partnerships with IHEs—Hearing from all stakeholders has given me a better idea of our program's needs. In addition, all stakeholders expressed appreciation for being heard, which I believe will help me bring people together around the common goal of preparing teachers to meet the needs of students in AACPS. This school year I plan to bring stakeholders together to help facilitate conversations and collaboration.

Participant feedback from the Snack & Share events indicates the events were successful in terms of supporting interns and developing positive relationships with them. However, the fact that so few people attended out of the 60 full-time interns in the spring of 2021 and only 4 attendees were hired, leads me to question whether the event is worthwhile. With so little direct contact with interns, I may need to explore other ways to connect with them or to encourage their mentor teachers to play a greater role in recruiting their interns.

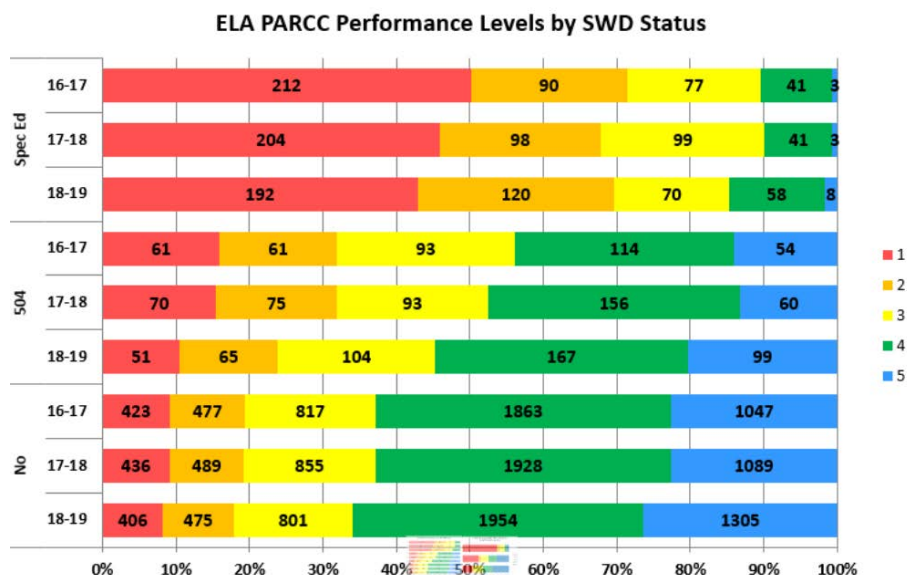
While 36 schools are technically identified as being PDS sites, the data above indicates that several of those schools are not engaged with the PDS work—12 were not represented at the partnership meetings, and approximately 16 schools are not present at PDS site coordinator sessions.

In addition, while we hope to give pre-service teacher candidates experiences that will prepare them to work with diverse student populations, only 11 out of 113 interns (10%) were placed in TSI schools

Striving Readers

In AACPS, 72% of students enrolled in a reading intervention program at the high school level receive Special Education services. Therefore, as we consider the need to implement a reading intervention and, the necessary professional development and support our HS reading intervention teachers require in order to implement the program

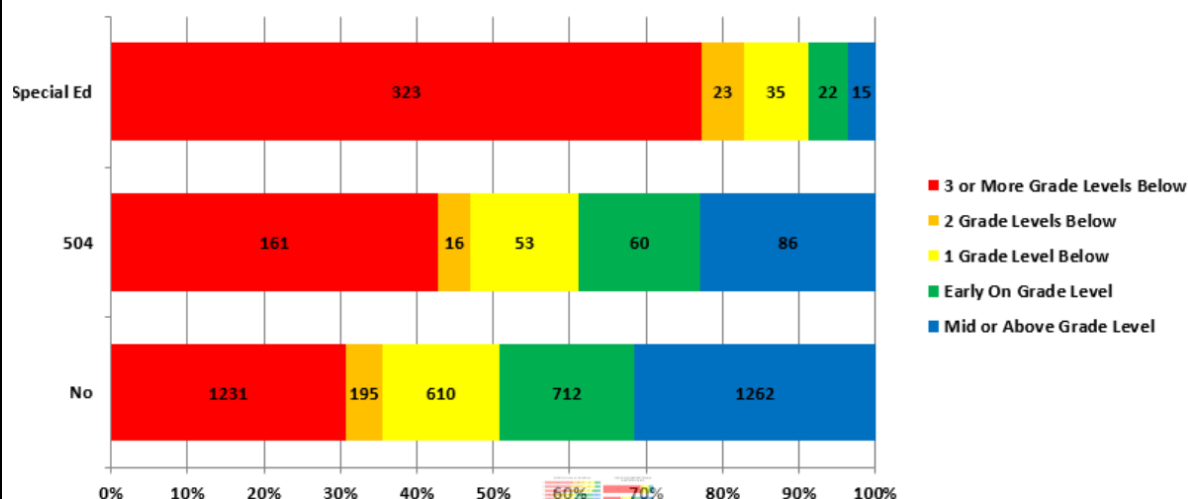
with fidelity, we must disaggregate performance by students with disability status.



The COVID-19 pandemic delayed testing for the 2019-20 and 2020-21 school years, therefore our most recent standardized assessment data for English is from the 2018-19 school year. The data above shows that for three consecutive school years, our students who receive Special Education services underperformed their peers on the ELA PARCC assessment. However, it is promising to note that the three-year trend shows a decrease in the percentage of students who receive services that earned a 1. Therefore, when implemented with fidelity, the Read 180 and System 44 programs support our students who receive services in accessing higher levels of achievement on state standardized testing in English Language Arts. Additionally, between 2016 and 2019, our reading intervention teachers received individualized and targeted coaching, professional development, and ongoing training and support to ensure fidelity of both programs is implemented with the utmost integrity. Thus, showing as a direct function of our Reading Interventionist, AACPS drove improved outcomes for all students, including our students with 504's and, those who receive services.

It is imperative that our reading intervention programs for our current 9th graders are implemented successfully in order to support our striving readers in remediating their gaps in reading. As of the 21-22 school year, there was a high turnover of our reading intervention teachers, resulting in 10 out of our 16 high schools implementing the Read 180 and System 44 programs with new teachers. Consequently, training in Read 180 and System 44, targeted coaching, professional development, and support for our new teachers is critical to ensure the successful remediation of reading gaps.

**i-Ready Reading Overall Relative Placement
by SWD Status Spring 20-21**



AACPS has adopted the iReady assessment platform to monitor and track student performance on both Reading and Mathematics at the Elementary and Middle School levels. As standardized assessment data is not available for the 2019-20 and 2020-21 school years, we must look to the diagnostic data captured in the Spring of the 2020-21 school year through our assessment platform to inform decisions about instruction and our student's academic needs in 2021-22. The table above shows that of the students who took the diagnostic, over 75% of our 8th grade students with disabilities are three or more grade levels below in reading. This is in comparison to 30% of our general education students who performed similarly.

Mathematics

Due to the pandemic and loss of in school testing opportunities in both 2020 and 2021, AACPS does not have specific state data and therefore through ongoing monitoring of formative assessments, we know the past identified gaps continue to exist.

All student groups of ethnicities (except Asian and white), LEP and FARMS fall below the percentage of all students reaching PLD 4 or 5, 41.8%. White students make up 67% of the student population and are scoring 53% in PLD 4 or 5, while African America students make up 11% of the population and 22.5% are reaching PLD 4 or 5. Students receiving FARMS continue to score only about 20% in PLD 4 or 5 which is higher than EL and SPED but still trailing other groups.

The 2019 MCAP administration for AACPS' grades 6 – 8, excluding Algebra 1 had 32.1% of the overall student population score a PLD level of 4/5, a 1.6% decrease from the previous year.

Performance measured on MCAP for grade 6 dropped 2% from 2018 – 2019. Performance measured for grade 7 dropped 2.5%, but the performance measured for grade 8 increased 0.7%.

Performance measured on MCAP for Algebra 1, LEP and FARMS are below the percentage of students reaching PLD 4, with 4.5% and 9.47% of LEP and FARMS reaching PLD 4 and 5 respectively. White students have 24.8% score in PLD 4 or 5, while African American students have 9.42% score in PLD 4 or 5 and Hispanic students have 10.64% score in PLD 4 or 5. SPED and 504 students have 2.8% and 20.7% score in PLD 4 or 5 respectively.

Furthermore, amidst the decrease in performance, gaps remain among the student groups. White students perform 11.8%, Asian students perform 19.5%, and Multi-racial students 1.6% higher than the county. In contrast African American students perform 18.2%, Hispanic students perform 13.5%, and FARMS students perform 15.8% below the county average.

In high school, the gaps continue among student groups. White students perform 15.46% higher than African America students, 14.24% higher than Hispanic students. Similarly, non-farms students perform 13.34% higher than farms students. Non-special ed/504 students perform 16.85 higher than students with IEPs or 504 plans.

New Teacher Support

Right Start New Teacher Support is an induction program that serves 1st, 2nd, and 3rd year teachers and experienced new hires. The program supports approximately 20% of the district's teaching force.

School Year	Number of teachers participating in induction program
2020-2021	1,273
2019-2020	1,401
2018-2019	1,129
2017-2018	1,118
2016-2017	1,297
2015-2016	1,114

For the 2021-2022 school year, the initial count of teachers participating in the program is 1,300. Approximately 470 of that number are 1st year teachers and experienced hires new to the district. Of the 470 teachers hired for 2021-2022, approximately 33 (7%) are assigned to the five schools monitored by the Executive Oversight Committee.

Overall Retention Data 2020-2021

COUNT of ID Level	Returning in 2021-2022?		Grand Total
	no	yes	
Elementary		11.89%	88.11% 100.00%
High		18.55%	81.45% 100.00%
Middle		16.47%	83.53% 100.00%
Special Center		23.53%	76.47% 100.00%
Grand Total		14.84%	85.16% 100.00%

Retention Data 2020-2021 by Level and Years of Experience

COUNT of ID		Returning in 2021-2022?		
Status	Level	no	yes	Grand Total
1st	Elementary		16	142
	High		5	59
	Middle		13	79
	Special Center		6	9
1st Total			40	289
2nd	Elementary		21	159
	High		25	57
	Middle		20	85
	Special Center			6
2nd Total			66	307
3rd	Elementary		15	131
	High		14	55
	Middle		10	53
	Special Center			4
3rd Total			39	243
NH	Elementary		17	100
	High		7	50
	Middle		12	62
	Special Center		2	7
NH Total			38	219
ONT	Elementary		6	23
	High			3
ONT Total			6	26
Grand Total			189	1084

Retention Data for EOC Schools

EOC in 2020-2021	Returning in 2021-2022?	COUNT of ID
Total		2
no Total		816
Yes	no	78
	yes	378
Yes Total		456
Grand Total		1274

Of the 1,273 teachers receiving Right Start services in 2020-2021, data shows that 85% remained in AACPS for 2021-2022. (See tables above) for the breakdown of retention rates for all teachers serviced by the Right Start Program: 1-3rd year teachers, experienced New Hires, and those new to the county within the past three years who have yet to earn tenure (Other Non-tenured).)

Executive Oversight Committee Schools (EOC) are schools that are not meeting with success in academics or discipline amongst specific student groups. In 2020-2021, there were 22 EOC schools identified by the district. Right Start provided support to 456 teachers in those schools. Of those 456 teachers, 378, or 83% returned for 2021-2022.

The process for identifying EOC schools was restructured for 2021-2022. For 2021-2022 the district has identified five schools as EOC schools: Hilltop Elementary, Rippling Woods Elementary, Van Bokkelen Elementary, Annapolis Middle School, and Old Mill Middle North. While teacher retention was not one of the criteria for identifying these five schools, it is used as an indicator of success in those buildings, once the selections have been made.

Teacher Diversity Retention

Teacher Retention	Minority Retention	Non-minority Retention
2020-2021	83.20%	89.90%
2019-2020	76.20%	86.30%
2018-2019	76.50%	81.00%

Teachers of color continue to leave AACPS at a high rate than their white counterparts. Since teacher retention significantly increases amongst tenured teachers, it is important to continue to support minority educators in the years leading up to receiving tenure.

Conditional Teacher Coaches and RTC PGD: AACPS/AACC RTC Alternative Certification Program

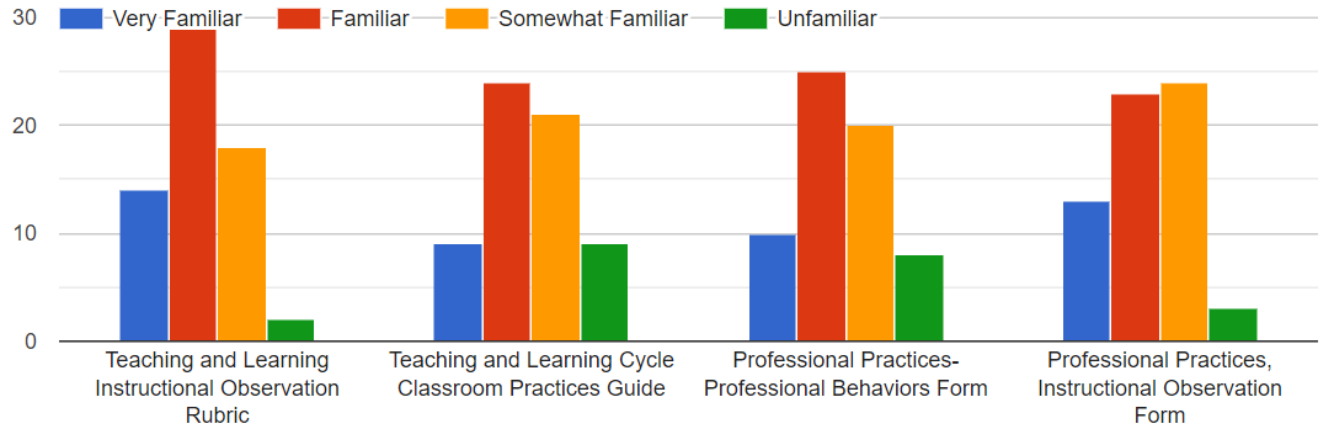
The HR Hiring Data Chart below illustrates the increasing number of conditionally certified teachers being hired within the total number of teachers. It also documents the results of increased counseling/recruitment efforts by the increasing number of participants in the RTC program within the last two school years.

Certification		<i>Standard Professional</i>		<i>Advanced Professional</i>		<i>Resident Teacher</i>		<i>Conditional</i>	
School Year	Total Teachers	% of Teachers	# of Teachers	% of Teachers	# of Teachers	% of Teachers	# of Teachers	% of Teachers	# of Teachers
2020	5628	26.7%	1502	65.5%	3685	0.1%	22	7.5%	419
2019	5244	27.3%	1428	68.1%	3567	0.1	19	4.4	230
2018	4941	26.8%	1320	70.5%	3481	0.1	5	2.8	135
2017	4696	26.4%	1238	72.1%	3386	0.1	4	1.5	68
2016	3927	28%	1099	60.1%	2362	0.2	8	1.7	65
2015	3905	30.1%	1175	66.3%	2589	0.3	10	1.9	75
2014	3892	29.3%	1140	66.1%	2572	0.1	5	1.4	55
2013	3811	30.6%	1165	66.8%	2544	0.1	4	1.2	47
2012	3639	28.9%	1053	67.9%	2472	0.3	10	0.9	34

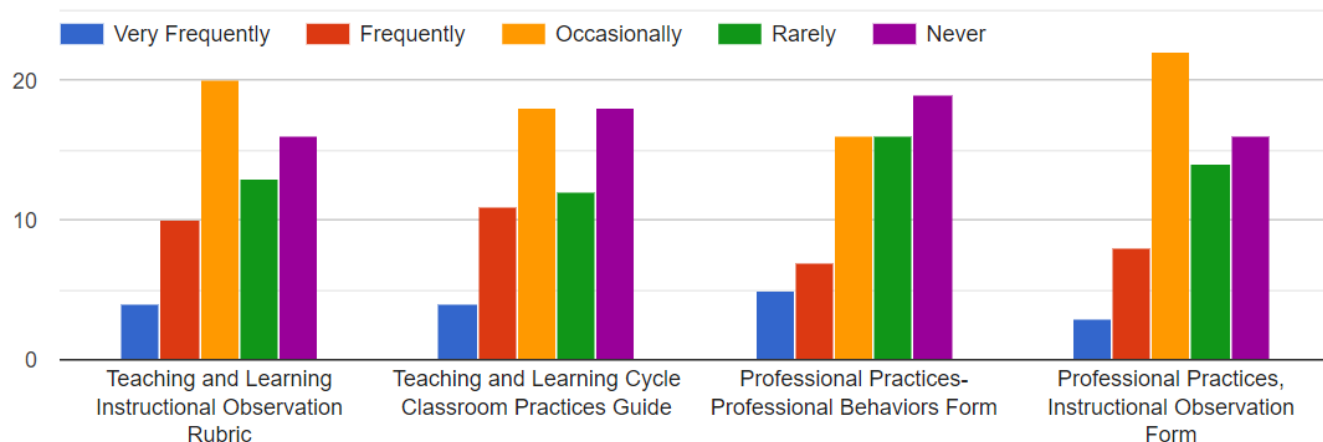
- Increasing numbers of career changer (provisional/conditional) applicants in critical shortage content areas heighten the need to support recruitment and counseling for this non-traditional applicant. During the last four recruitment/hiring seasons, the percentage of conditional teachers in our total number of teachers has continued to grow (**2017 65 =1.5%,2018 135 2.8%, 2019 230 4.4%, and in 2020 hiring data 55% of newly hired teachers were conditional.**
- Separation (opposite of retention) data indicated at the end of the 2020-21 school year, **we lost thirty-seven (37) first year teachers) by resignation or termination of contract and 19 or 51% of this group were conditional/provisional, career changers,** however, none of them had enrolled in the AACCP/AACPS RTC program.

Building Instructional Leadership

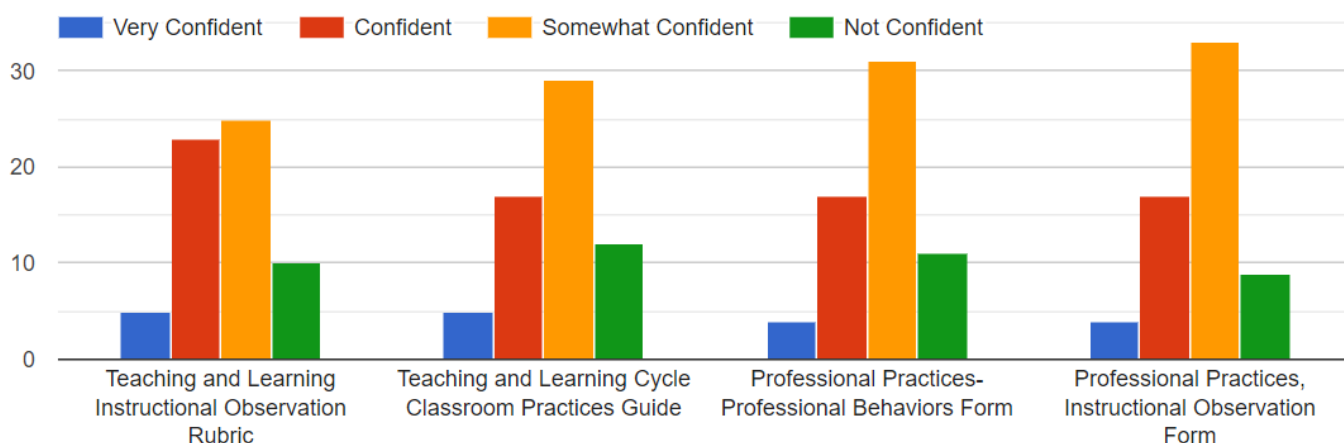
How familiar are you with the following Teaching and Learning Cycle instructional and teacher support tools?



How frequently did you use the following Teaching and Learning Cycle instructional and teacher support tools in your position last school year?



How confident are you in using the following Teaching and Learning Cycle instructional and teacher support tools in your work with teachers?



Leadership Development and Equity

Over the past several years, we have become more keenly aware of the pervasive nature of opportunity and achievement gaps in many of the schools serving our most vulnerable students. These differences in opportunities, supports and outcomes represent some students’ limited access to excellence in all aspects of

their education. For example, in elementary English Language Arts, White students outperform African American and Hispanic students at a rate of 50% and 45% respectively. In elementary Mathematics, 53.7% of White students scored a 4/5 on the PARCC examination while 20.7% African American students and 25.9% of Hispanics scored a 4/5. These trends remain intact throughout the grades and across content areas. (Old Data – COVID19)

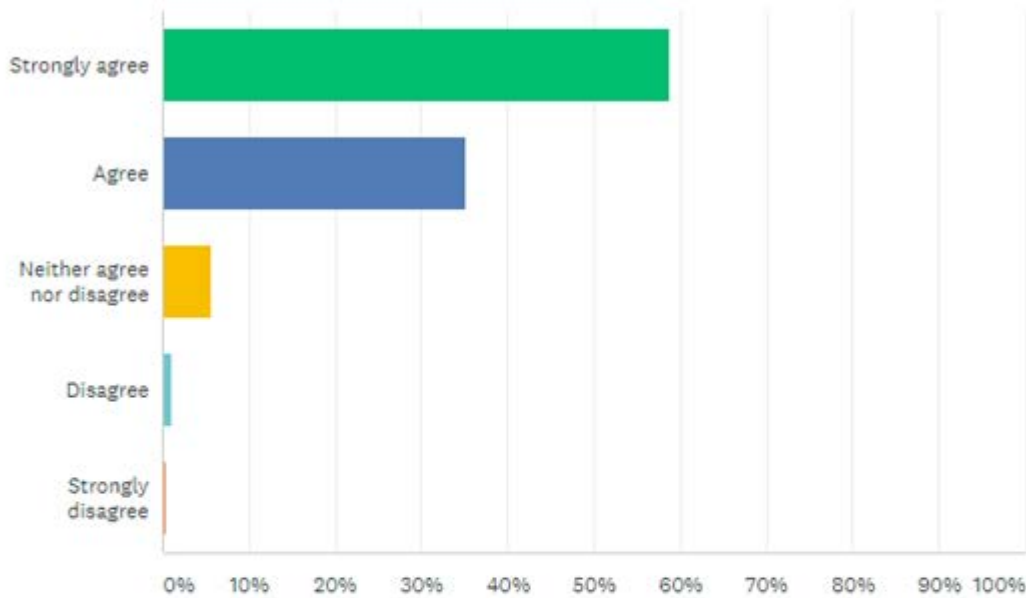
Such gaps represent disproportionately disparate opportunities and learning outcomes between and among students of color and poverty with their wealthier counterparts, many of whom are white. It also reflects disparities between English Language Learners (ELL), special needs students and other groups of students.

Furthermore, the Office of Equity & Accelerated Student Achievement creates professional development modules on anti-bias/anti-racism, diversity, equity and inclusion and social justice. These modules are intended for school-based personnel—mainly administrators and teachers. At the end of the 2020-2021 school year, the Office of Equity & Accelerated Student Achievement surveyed module participants. Of the 4,627 respondents, 72% were teachers, while 1.9% were school administrators (P=34; AP=54), which amounts to 28% of all school administrators. In addition, 85.13% of the respondents self-identified as White.

Respondents' answers reveal a continued need and support for equity-centered professional development and, by extension, equity-centered instructional leaders.

It is necessary to have state and district policies and regulations pertaining to educational equity in schools.

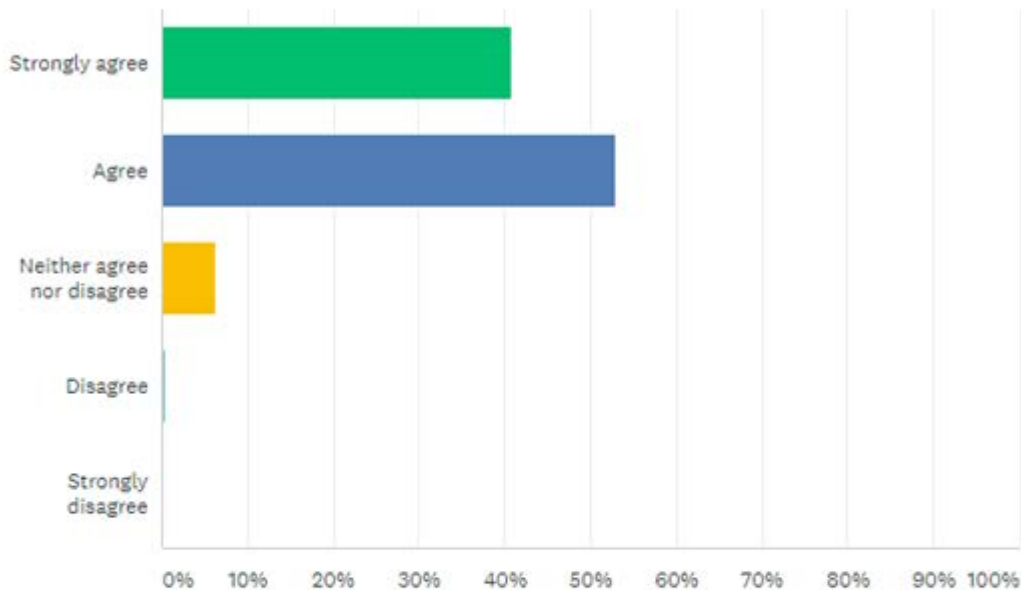
Answered: 4,631 Skipped: 29



ANSWER CHOICES	RESPONSES	
Strongly agree	58.73%	2,720
Agree	35.13%	1,627
Neither agree nor disagree	5.72%	265
Disagree	0.97%	45
Strongly disagree	0.37%	17
Total Respondents: 4,631		

In the past month, I have worked to promote my own personal growth towards equitable teaching practices.

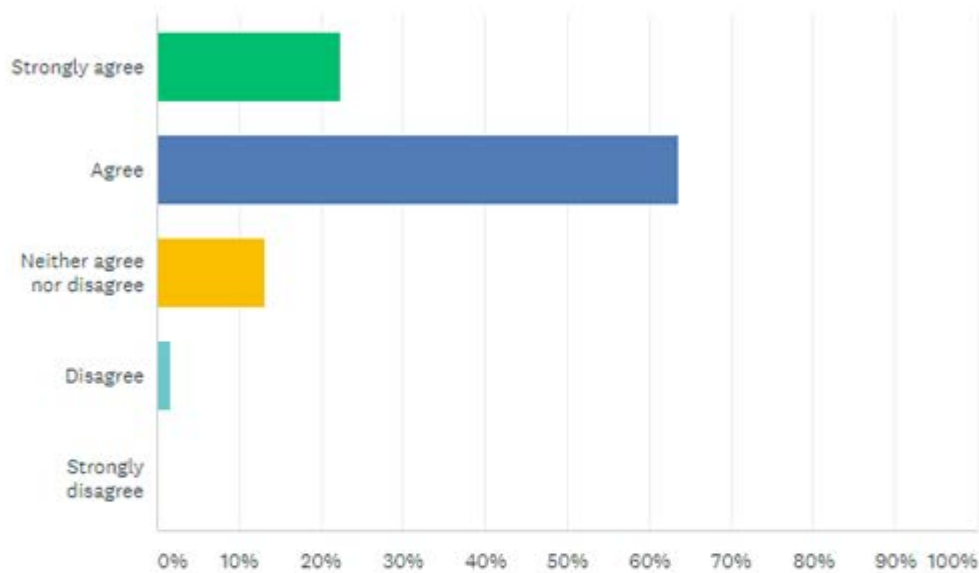
Answered: 4,634 Skipped: 26



ANSWER CHOICES	RESPONSES	
Strongly agree	40.85%	1,893
Agree	53.02%	2,457
Neither agree nor disagree	6.24%	289
Disagree	0.39%	18
Strongly disagree	0.15%	7
Total Respondents: 4,634		

I know how to draw on my students' cultural backgrounds and socio-political context to create a meaningful learning experience.

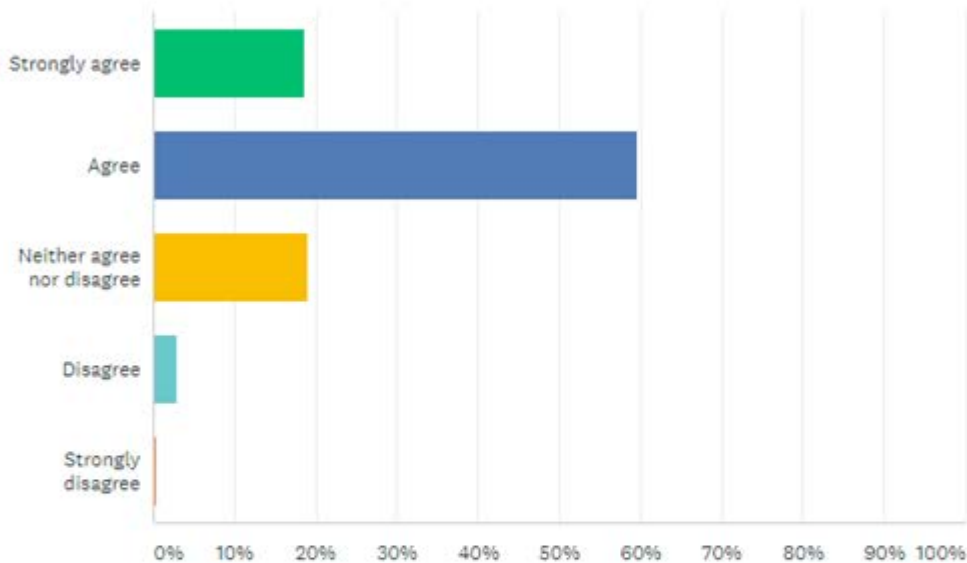
Answered: 4,631 Skipped: 29



ANSWER CHOICES	RESPONSES	
Strongly agree	22.41%	1,038
Agree	63.53%	2,942
Neither agree nor disagree	13.22%	612
Disagree	1.68%	78
Strongly disagree	0.13%	6
Total Respondents: 4,631		

I feel confident that I can develop an action plan to support AntiBias/AntiRacist, Diversity, Equity & Inclusion, or Social Justice efforts in my school.

Answered: 4,634 Skipped: 26



ANSWER CHOICES	RESPONSES	
Strongly agree	18.62%	863
Agree	59.71%	2,767
Neither agree nor disagree	18.95%	878
Disagree	2.85%	132
Strongly disagree	0.47%	22
Total Respondents: 4,634		

A portion of the data analysis also involved the diversity gap in school-based administrators (principals and assistant principals) in comparison to the ever-growing diverse student population in AACPS, Maryland, and the nation.

2021-2022 School Year: Race and Gender of Principals and Assistant Principals

Race	Female	Male	Total	Percentage
Asian	3	0	3	.009
African American/Black	41	22	63	.20
Multiracial	9	5	14	.045
White	157	76	233	.74
Total	210	103	313	

September 2019 Student Enrollment in AACPS by Race/Ethnicity

Race	Total	Percentage
American Indian/Alaska Native	217	0.3
Asian	3,229	3.8
African American/Black	17,971	21.1
Hispanic	14,546	17.1
Multiracial	5,290	6.2
Native Hawaiian/Other Pacific Islander	163	0.2
White	43,568	51.3
Total	84,984	

Source: [Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools September 30, 2019 Report](#)

Based on the population projections of the United States from the 2010 Census, by 2044 over half of the population will be a member of a racial group other than White, non-Hispanic (Colby & Ortman, 2015). The foreign-born population will increase to one in five by 2060 (Colby & Ortman, 2015). Yet, school administrators in AACPS are predominantly White and middle-class with English as their native language.

With the growing diversification of the AACPS student body, as well as the nation, the need for equity-centered instructional leaders (cross-cultural leadership) is even more important than in times past. Based on research findings, cross-cultural leadership is cited as the number one management challenge of the twenty-first century and beyond (Ang et al., 2007; BjørnØ, 2011; “Essays, UK,” 2013; Ko, 2015; Rowland, 2016). In Rowland’s (2016) research on mindfulness and leadership, in which she and her team sought to discover the skills that made the most difference in leaders who led complex and diverse organizations, she concluded that “[b]eing able to tune into a culture without pre-conceived biases or judgment is a skill all leaders need in complex, global organizations . . .” (para. 3), which includes a leader’s ability to “tune into a culture and work with different worldviews” (para. 3).

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - **Required**

If the school system is not using Title IIA funds for one or more of these purposes in this section, please record N/A in the appropriate boxes.

Item #	US Ed Allowable Activities	Brief Description of Your Activity including: <ul style="list-style-type: none"> anticipated outcomes implementation plan intended audience specific timeline plan for evaluation 	Cite: <ul style="list-style-type: none"> the level of evidence study or studies that support this activity/series the rationale for your rating 	Total Public School Costs
1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals				

1.1	<p>Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).</p> <p>The LSS may develop initiatives that provide:</p>			
1.1.1	<p>expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)</p>	<p>1.1.1.A - Program: Human Resources – Teacher Recruitment <u>Brief Description</u></p> <p>AACPS seeks to hire diverse educators from numerous racial and ethnic backgrounds with a focus on African American & Hispanic/Latino teachers as these are the two largest diverse student groups in our county. The Hispanic/Latino student population at AACPS has risen dramatically from 6.5% in 2009 to 17% in 2020. Since Hispanic/Latino students are the fastest growing diverse student population in our county, AACPS will ensure that some of our recruitment efforts are focused on recruiting teachers from a similar background.</p> <p><u>Anticipated Outcomes</u></p> <p>To increase the number of teachers of color within AACPS by actively recruiting teachers of color at Historically Black Colleges and Universities as well as diversity focused career fairs. AACPS HR Recruiters & Administrators will</p>	<p>Level 4: Demonstrates a Rationale</p> <p>A study by the IZA Institute of Labor Economics found that black students assigned to black teachers had higher graduation rates and were more likely to take a college entrance exam.</p> <p>Gershenson, S., Hart, C. M., Lindsay, C. A., & Papageorge, N. W. (n.d.). The Long-Run Impacts of Same-Race Teachers. Retrieved March, 2017, from http://ftp.iza.org/dp10630.pdf</p> <p>A study by the Albert Shanker Institute found:</p> <ul style="list-style-type: none"> • Minority teachers can be more motivated to work with disadvantage minority students and in high poverty students...a factor which may help reduce rates of teacher attrition in hard to fill schools. 	12,000.00

		<p>travel to various areas for the purpose of recruiting diverse teachers. AACPS will attend recruitment events held at universities or will host events in locations that will attract a large number of diverse educators. Candidates deemed highly recommended will be offered open offers of employment with our school system for the upcoming school year.</p> <p><u>Implementation Plan</u></p> <p>Visit colleges and universities with high percentage of students of color to recruit teacher candidates.</p> <ul style="list-style-type: none"> • Develop relationships with colleges and universities with a high percentage of minority students including those in the US territory of Puerto Rico • Attend job fairs, information sessions, and interview days at these colleges • Host hiring events in Puerto Rico to recruit Hispanic/Latino educators. • AACPS School Tours for local HBCU students. host school tours for college juniors majoring in education and attending local HBCUs. School tours will provide these students the opportunity to learn more about our schools and communities. We believe these school tours will also encourage students to apply to complete their student teaching in AACPS during their senior year. Interns are more likely to accept employment in the county where they complete their student teaching internship. During these school tours, students will visit 	<ul style="list-style-type: none"> • Minority teachers tend to have higher academic expectation for minority students, which can result in increased academic and social growth <p>Bond, B., Quintero, E., Casey, L., & DiCarlo, M. (2015, September). The State of Teacher Diversity in American Education. Retrieved from http://www.shankerinstitute.org/resource/teacherdiversity</p> <p>Rationale</p> <p>These studies suggest there are academic gains when minority students are taught by minority teachers.</p>	
--	--	---	---	--

		<p>several AACPS schools (including possible internship sites) and hear from current administrators and teachers. Students will also learn about the supports offered to both interns and full-time school system employees.</p> <p><u>Intended Audience</u> Teacher Candidates</p> <p><u>Specific Time Line</u> January 2022 – June 2023</p> <p><u>Plan for Evaluation</u> Number of teachers who apply to AACPS for teaching positions Number of teachers hired from recruitment targeted recruitment efforts. The Office of Human Resources will collect data regarding how attending AACPS recruitment events impacted their decision to work with our schools. Number of students who select AACPS to complete their student internship. Survey to student attending tours to determine how their participate impacted their decision to complete student internship in Anne Arundel County Public Schools.</p>		
1.1.2	<p>ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems</p> <p><i>*Note: Because the purpose of Title II Part A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student</i></p>	<p>1.1.2.A - Program: Human Resources – Recruitment Incentives</p> <p><u>Brief Description</u> To provide relocation stipend of up to \$2500 for highly qualified educators who accept teaching positions in AACPS schools. The primary focus for stipends will be teachers who are actively recruited by AACPS at events such as our</p>	<p>Level 4: Demonstrates a Rationale</p> <p>A salary increase can improve a school district's attractiveness within their local teacher labor market and increase both the size and quality of the teacher applicant pool</p>	27,103.00

	<p><i>academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</i></p>	<p>Teacher Hiring event in San Juan, Puerto Rico.</p> <p><u>Anticipated Outcomes</u> Increase the number of teachers who likely to consider employment in AACPS high needs schools where they will work with students of color in the greatest need for highly qualified educators.</p> <p><u>Implementation Plan</u> Audience are high qualified educators actively recruited to teach in AACPS such as teachers of color; teachers who attend our annual hiring events such as the one in San Juan, Puerto Rico; or educators who have relocated 1000 miles or more to teach with AACPS. Teachers (who are actively recruited) and who ultimately accept a position at an AACPS high needs schools will receive a stipend of up to \$2500 payable after they begin employment.</p> <p><u>Intended Audience</u> Highly qualified diverse educators</p> <p><u>Specific Time Line</u> January 2022 – June 2023</p> <p><u>Plan for Evaluation</u> Human Resources will collect the following data: document the number of teachers who accept teaching positions and remain at high needs schools; teachers will be sent a questionnaire six weeks after receiving the stipend where they can highlight how receiving these funds has impacted their ability to accept a teaching position with AACPS.</p>	<p>Hough, H., & Loeb, S. (2013). Can a District-Level Teacher Salary Incentive Policy Improve Teacher Recruitment and Retention? <i>Policy Analysis for California Education</i>.</p> <p>Teachers of color boost the academic performance of students of color, including improved reading and math test scores, improved graduation rates, and increases in aspirations to attend college.</p> <p>Carver-Thomas, D. (2018). Diversifying the Teaching Position: How to Recruit and Retain Teachers of Color. <i>Learning Policy Institute</i></p> <p>Offering relocation assistance appears to be the strongest predictor of a more diverse teacher workforce.</p> <p>Hansen, M., Quintero, D., and Feng, L. (2018) Can money attract more minorities into the teaching profession? <i>The Brookings Institution</i></p> <p><u>Rationale</u> The research suggests providing an incentive will make our school district attractive to our labor market. With a shortage of teachers, it is necessary that our school district seek ways to attract qualified teachers.</p>	
--	---	---	--	--

1.1.3	teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; [Section 2103](b)(3)(B)(iii)	<p>1.1.3.A - Program: Praxis Exam, Exam and Praxis Performance Assessment For Teachers (PPAT) other Teacher Certification Assessments</p> <p><u>Brief Description</u> Supporting teachers with incentives for passing teacher certification assessments in subjects they teach, will increase the number of classes taught by teachers who have demonstrated sufficient understanding of teaching those content areas.</p> <p><u>Anticipated Outcomes</u> To increase the number of teachers with skills and knowledge to effectively meet the academic needs of the students they teach by offering incentives to those who take and successfully pass required teacher certification assessments.</p> <p><u>Implementation Plan</u> Provide reimbursement to teachers who successfully complete and pass the Praxis for the qualifying content area that they teach.</p> <p><u>Intended Audience</u> Teachers who hold a conditional certificate</p> <p><u>Specific Time Line</u> January 2021 – June 2022</p> <p><u>Plan for Evaluation</u> Document the number of teachers who have submitted reimbursement requests for successfully passing praxis exams.</p>		10,000.00
1.2	Recruiting qualified individuals from other fields to become teachers, principals, or other			

	school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;			
1.3	Reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers			
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:			
2. Strategies and Activities to Improve the Quality of the Teaching Force				
2.1	Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement. The LSS may develop initiatives that:			
2.1.1	help all students develop the skills essential for learning readiness and academic success;	2.1.1.A - Program: National Board Certification Program <u>Brief Description</u> The AACPS NBC MD Network provides personalized, differentiated professional development and support for AACPS teachers pursuing National	Level 3: Promising Evidence “Based on value-added models in math and reading, we find that NBPTS certified teachers are about 0.01-	28,442.00

		<p>Board Certification (NBC) to increase the “pass rate” for current National Board Candidates and build teacher capacity to impact student learning.</p> <p><u>Anticipated Outcomes</u> Increase the knowledge and skills of teachers so they can obtain their NBC, thus increasing AACPS workforce with highly skilled reflective practitioners. NBC teachers are found to have a positive impact on student academic achievement.</p> <p><u>Implementation Plan</u> Provide monthly small group; certificate specific NBC candidate support-providers/facilitators to review and provide written feedback for four portfolio entries from NBC candidates.</p> <p>Candidates utilize Professional Learning Facilitator "final read" feedback of each entry feedback to further edit their portfolios, incorporating the NB standards, Architecture of Accomplished Teaching, and the Five Core Propositions of National Board.</p> <p>Small collaborative, certificate-specific support groups to give and provide feedback on their videos and written commentary.</p> <p>Provide release time with a sub day for NBC candidates to edit and complete required portfolio entries</p> <p>Provide incentives for NBC PLFs to review and provide written</p>	<p>0.05 student standard deviations more effective than non-NBCTS with similar levels of experience.”</p> <p>National Board Certified teachers attain this certification through a rigorous process that examines critical areas of teacher practice. Research has found that students taught by NBCT produce student gains on standardized tests that are greater than their non-NBCT counterparts.</p> <p>https://edexcellence.net/articles/national-board-certification-and-teacher-effectiveness-evidence-from-washington</p> <p>James Cowan and Dan Goldhaber, “National Board Certification and Teacher Effectiveness: Evidence from Washington.” Center for Education Data & Research (February 2015). http://www.cedr.us/papers/working/CEDR%20WP%202015-3_NBPTS%20Cert.pdf</p>	
--	--	--	--	--

		<p>feedback for a final reading of NBC candidate portfolio entries.</p> <p>Provide funding for lead support facilitators to participate in National Board Academy Workshops, an intensive, national academy workshop that provides thought-provoking sessions on blended learning and equity – critical issues relevant to educators now, more than ever. Participants will gain insight into their National Board work, develop skills, and also build community.</p> <p>Provide funding for a consultant(s) to work with NBCT Recruitment Team to develop strategies to recruit minority and male teachers to pursue National Board Certification and recruit more NBCT teachers to Anne Arundel County Public Schools.</p> <p><u>Intended Audience</u> Teachers</p> <p><u>Specific Time Line</u> January 2022 – June 2023</p> <p><u>Plan for Evaluation</u> Candidate attendance at monthly support meetings Exit tickets, video samples, written commentary samples One on one PLF/candidate consultations Review NB Connect data regarding component submission in May, data available in NB Connect in June Survey of effective candidate support from active candidates-email, conferencing, survey Candidate Interviews Facilitator Interviews</p>	<p>https://www.nbpts.org/research/</p> <p>In Mississippi, a 2017 study led by Mississippi State University shows that kindergarten and third-grade students with a National Board Certified reading teacher perform significantly higher on literacy assessments than peers on average.</p> <p>In Washington state, a multi-year study found that “[Board-] certified teachers are more effective than non-certified teachers with similar experience.” Their findings suggest Board-certified teachers produce gains of up to 1.5 months of additional learning. (Goldhaber and Cowen, 2015).</p> <p>Another study in Chicago and Kentucky found that “Board certification is an effective signal of teacher quality [based on student test scores]. This finding held across locales, test types, and subject areas. (CNA Corporation, 2015.)</p> <p>Harvard University’s Strategic Data Project reported that students of Board-certified teachers in the Los Angeles Unified School District gained roughly the equivalent of two months of additional instruction in Math and one month in English Language Arts. Among math teachers, this contrasts with a lack of a significant impact on teachers who held only advanced degrees (Strategic Data Project, 2012).</p>	
--	--	---	--	--

		<p>Candidate feedback forms</p> <p>The numbers of NBCT teachers of minority and male teachers completing and achieving National Board Certification will increase.</p> <p>The recruitment of NBCT teachers will increase.</p> <p>Academy/Workshop debriefing sessions</p>	<p>In a similar study in Gwinnett County, Georgia, Board-certified teachers outperformed their peers with the same levels of experience (Strategic Data Project, 2012a)</p> <p>Board-Certified Teachers More Effective, New Studies Affirm – 2015 (Education Week subscription required, 2015)</p> <p>https://www.nbpts.org/wp-content/uploads/ESSA.pdf</p>	
2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p>2.1.1.B - Program: Advanced Studies and Programs – Advanced Placement</p> <p><u>Brief Description</u></p> <p>Provide opportunities for teachers teaching advanced placement courses to enhance their content and pedagogical knowledge in the subject areas they teach by attending College Board–endorsed AP Institutes and workshops. These programs provide advanced placement teachers with in-depth training in content specific courses and teaching strategies. Participants engage in hours of pedagogical and content-rich instruction led by College Board–endorsed consultants.</p> <p><u>Anticipated Outcomes</u></p> <ul style="list-style-type: none"> • Enhance the content and pedagogical knowledge of educators teaching advanced placement courses • Increase the number and diversity of students taking one or more advanced placements exams and earning a score of 3 or better. <p><u>Implementation Plan</u></p>	<p>Level 3: Promising Evidence</p> <p>https://research.collegeboard.org/sites/default/files/publications/2014/1/research-report-2013-5-are-ap-students-more-likely-graduate-college.pdf</p> <p>“Two national samples were used to test these research questions, and the results confirmed a positive relationship between both AP Exam participation and performance with graduation within four years. This relationship was evident even after controlling for relevant institutional- and/or student-level factors.”</p> <p>Studies show that there is a positive relationship between AP Exam participation and performance and graduation from a four-year college in four years.</p> <p>https://research.collegeboard.org/sites/default/files/publications/2014/1/research-</p>	40,142.00

		<p>AP Teachers attend a College Board endorsed Advanced Placement Institutes. Participants will engage in 30+ hours of content-rich training designed to strengthen how they teach their AP courses.</p> <p>AP Teachers attend a College Board endorsed workshops. Participants can select from 1 hr., 3hr., or 6hr. workshops; each will walk away with ready-to-use strategies and pedagogical tool shared by an experienced educator within the AP community.</p> <p>AP teachers:</p> <ul style="list-style-type: none"> • experience ready-to-use strategies and pedagogical tools; • begin to develop a course plan by unit and topic; • develop meaningful connections within the AP community. <p><u>Intended Audience</u> Advanced Placement Teachers</p> <p><u>Specific Time Line</u> January 2022 – June 2023</p> <p><u>Plan for Evaluation</u> Surveys sent to teachers who have attended the institutes/workshops Teacher interviews, student enrollment and AP scores.</p>	<p>report-2013-5-are-ap-students-more-likely-graduate-college.pdf</p> <p>Teachers participating in AP PD were more likely to have higher levels of overall average AP performance (average exam score and average percentage of exams with scores of 3 or above) the following year http://files.eric.ed.gov/fulltext/ED561025.pdf</p> <p>Rationale Studies show that there is a positive relationship between AP Exam participation and performance and graduation from a four-year college in four years. Study also shows teacher participation in AP Professional development positively impact student AP scores.</p>	
2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p>2.1.1.C - Program: Office of Equity and Accelerated Student Achievement</p> <p><u>Brief Description</u> Professional Development for Equity Leads who will facilitate early dismissal professional development for their respective schools addresses the need for</p>	<p>Level 4: Demonstrates Rationale</p> <p>Source: Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools September 30, 2019 Report Based on the population</p>	16,956.00

		<p>teachers and administrators to increase their quality and effectiveness in becoming equity minded, AntiRacist educators who are focused on social justice standards as a way to improve school climate and academic achievement. As the Office of Equity and Accelerated Student Achievement engage in research about equity, using a train the trainer model to build Equity Leads' equity efficacy, the Equity Leads will in turn share their knowledge with their school-based colleagues during early dismissal professional developments.</p> <p><u>Anticipated Outcomes</u> Equity Leads/teachers will gain knowledge about the AACPS equity policy and be able to define and operationalize equity terms. Given the socio-political climate has increased racial animus, attitudes about racism and being AntiRacist are being addressed to impact meaningful change in schools. Develop skills to help teachers engage in discourse centered upon equity.</p> <p><u>Implementation Plan</u> Equity Leads will participate in quarterly professional development sessions to prepare for facilitating equity professional development during early dismissals four times a year. Equity leads will then facilitate the professional development session to the staff.</p> <p>Principals will engage in similar professional development sessions</p>	<p>projections of the United States from the 2010 Census, by 2044 over half of the population will be a member of a racial group other than White, non-Hispanic (Colby & Ortman, 2015). The foreign-born population will increase to one in five by 2060 (Colby & Ortman, 2015). Yet, school administrators in AACPS are predominantly White and middle-class with English as their native language.</p> <p>With the growing diversification of the AACPS student body, as well as the nation, the need for equity-centered instructional leaders (cross-cultural leadership) is even more important than in times past. Based on research findings, cross-cultural leadership is cited as the number one management challenge of the twenty-first century and beyond (Ang et al., 2007; BjørnØ, 2011; “Essays, UK,” 2013; Ko, 2015; Rowland, 2016). In Rowland’s (2016) research on mindfulness and leadership, in which she and her team sought to discover the skills that made the most difference in leaders who led complex and diverse organizations, she concluded that “[b]eing able to tune into a culture without pre-conceived biases or judgment is a skill all leaders need in complex, global organizations . . .” (para. 3), which includes a leader’s ability to “tune into a culture and work with different worldviews” (para.</p>	
--	--	---	---	--

		<p>as the equity leads and additional sessions on relevant topics during monthly principal meetings.</p> <p><u>Intended Audience</u> Teachers and Principals</p> <p><u>Specific Time Line</u> January 2022 – June 2023</p> <p><u>Plan for Evaluation</u></p> <ul style="list-style-type: none"> • Professional Development session evaluations • Interviews with selected principals/Equity Leads • Equity Walks with principals at targeted schools/classrooms • Equity Lead reflections 	<p>3).</p> <p>According to Haycock and Crawford (2008), a study (Gordon, Kane, & Staiger, 2006) in Los Angeles showed that students taught by teachers in the top quartile of effectiveness advance, on average, approximately five percentile points each year compared with their peers. Those taught by teachers in the bottom quartile of effectiveness, lose, on average, five percentile points, compared with their peers. Moreover, these effects are cumulative. The same study suggested that if all black students were assigned to four highly effective teachers in a row, this would be sufficient to close the average black-white achievement gap. Less competent teaching can result in students being assigned work that is sometimes not on grade level, not aligned to the expectations of the standards and lacking the kind of rigor necessary to build students' capacity to think critically, use knowledge to build new knowledge and apply their learning to real world problem-solving. These kinds of learning experiences can result in disparities in outcomes both in test scores and in the level of educational attainment for different groups of students whenever they exit our systems.</p> <p>Among school factors, the teacher is the most influential on student</p>	
--	--	--	--	--

			<p>achievement, and the principal is the second most influential factor (Leithwood, Seashore, Anderson, & Wahlstrom 2004). To ensure excellence, equity and a quality learning experience for every child, in every classroom, every day, and to close these gaps, the principal, and other school leaders, working alongside families, must demonstrate equity-centered instructional leadership. Equity-centered leadership is essential because, through a sharp equity lens — i.e., the process to diagnose and assess equity within the culture, policies, programs, practices and processes within a school — leaders model and set direction; they shape an environment where equity and excellence are the standard for everything; they develop people personally and professionally; and they make the organization “work” so that teachers and school-site staff can engage in effective teaching, learning and support (Leithwood, 2004).</p>	
2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p>2.1.1.D – Program: Advanced Studies and Programs</p> <p><u>Brief Description</u> Provide professional learning opportunities to expand instructional practices/build teacher capacity in order to effectively implement the school magnet program in a manner that addresses the needs of all learners.</p> <p><u>Anticipated Outcomes</u></p>	<p>Level 4: Demonstrates Rationale Professional development that focuses on teachers analyzing the specific skill and concept they’ll teach in their discipline is not only well-received by teachers, but has also been shown to improve both teacher practice and student learning (Bland de la Alas and Smith, 2007; Carpenter et al., 1989; Cohen and Hill, 2001; Lieberman and Wood, 2001; Merek and Methven, 1991;</p>	22,500.00

		<p>After participation in the Magnet workshops and/or coaching assignment, county Magnet school teams will have a greater understanding on the exemplar Magnet practices. This enhanced capacity will support school-based plans that target the High Quality Instruction System pillar critical for designation as a Magnet School of Excellence.</p> <p><u>Implementation Plan</u></p> <p>Workshop Engagement Through a systems approach to curriculum development and alignment, the school leadership team will be supported in establishing, implementing, and assessing curriculum shifts based on magnet theme.</p> <p>Leading Successful Magnet Schools Workshops will provide a space for the school leadership teams to receive assistance in the development and implementation of success matrices based on the school's theme. This will be supported through the Magnet Pillars and the Standards of Excellence. This workshop is designed to ensure that magnet themes and implementation plans are implemented with fidelity. This component tracks implementation and supports school leadership teams in adjusting their implementation as necessary based on the school's developmental progress.</p> <p>Targeted Coaching Through the Certification Readiness Coaching, participants</p>	<p>Saxe, Gearhart, and Nasir, 2001; Wenglinsky, 2000; McGill-Franzen et al., 1999; Darling-Hammond et al., 2009).</p> <p>Studies that have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes. We identify key features of effective efforts and offer rich descriptions of these models to inform education leaders and policymakers seeking to leverage professional development to improve student learning.</p> <p>https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</p> <p>For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills.</p> <p>But what constitutes effective professional development? That's the question we set out to answer in this report, which reviews 35 methodologically rigorous studies that have demonstrated a positive link between teacher professional development, teaching practices, and student</p>	
--	--	--	--	--

		<p>will be shown how Magnet School Certification identifies schools that have achieved national benchmarks in terms of magnet programming. This is a key assessment tool in guiding school development and setting actionable goals for school development. Through self-reflection, goal setting, documentation, and progress-monitoring, developing magnet schools identify their own success markers based on nationally recognized success criteria. This virtual coaching will consist of five 90-minute sessions per school and will occur throughout the grant school year</p> <p>Conference Attendance</p> <p><u>Intended Audience</u> County Educators (Teacher and Teacher Leaders), Instructional/Program Leaders, Administrators,</p> <p><u>Specific Time Line</u> January 2022 – June 2023</p> <p><u>Plan for Evaluation</u> Attendance documentation Workshop Evaluations School Visits Conference Evaluation Application reflection artifact School Visits – Application of actionable goals/activities through a Futures Forecast Stakeholder Reflections and sharing of Artifacts</p>	<p>outcomes. We identify key features of effective efforts and offer rich descriptions of these models to inform education leaders and policymakers seeking to leverage professional development to improve student learning.</p> <p>https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</p> <p>“According to the U.S. Department of Education, research confirms that teachers are the single most important factor in raising student achievement.” http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf</p> <p>“Instead, professional development in an era of accountability requires a fundamental change in a teacher’s practice that leads to increases in student learning in the classroom.” http://www.centerforpubliceducation.org/teachingthe teachers</p> <p>Rationale While no empirical studies have been conducted for our specific professional development opportunities, there is a rationale that they are likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	
2.1.1	help all students develop the skills essential for learning readiness and academic success;	2.1.1.E- Program: Professional Growth and Development - Professional Development Schools	Level 4: Demonstrates Rationale	71,062.00

		<p><u>Brief Description</u></p> <p>Through our Professional Development Schools program we have developed strong partnerships with teacher preparation programs in nine Institutes of Higher Education. These programs send us interns to carry out their field and pre-service teaching experiences with qualified mentors in Anne Arundel County Public Schools. Many of these same interns are then hired by AACPS once they graduate. Our office also supports the placement of interns from teacher preparation programs outside of these nine partnerships.</p> <p>The professional development opportunities offered by the PDS Program strengthens this partnership and the teacher pipeline by training teachers to be effective mentors, supporting interns in their professional development, and building strong relationships with interns and IHEs that aid in teacher recruitment. By strengthening mentor teachers, we also hope to help schools grow and retain their own teacher leaders.</p> <p>Professional development is provided for individuals who work within the PDS program—mentor teachers, administrators, PDS site coordinators, and interns—in order to strengthen the internship experience and partnerships.</p> <p>In addition, steps taken to strengthen the PDS Program will support our school system in</p>	<p>Research on teacher attrition indicates that teachers who go through traditional teacher preparation program with accompanying internship experiences are less likely to leave the field. According to Ingersoll, et.al. (2014) “first-year teachers who had a semester (12 weeks or more) of practice teaching prior to their employment were over three times less likely to depart than those who had no practice teaching at all.”</p> <p>Ingersoll, Richard; Merrill, Lisa; and May, Henry. (2014). What Are the Effects of Teacher Education and Preparation on Beginning teacher Attrition?. CPRE Research Reports.</p>	
--	--	---	---	--

		<p>meeting the requirements set in the Blueprint for Maryland’s Future.</p> <ul style="list-style-type: none"> • Improving the supports for pre-service teacher candidates will strengthen their internship experience and better prepare them for teaching in high-needs schools, meeting the needs of diverse students, and meeting the more rigorous requirements for state licensure. • Strengthening the skill sets of mentor teachers will support their ability to advance in the new teacher career ladder and to meet the expectations for the roles in the teacher career ladder. <p><u>Anticipated Outcomes</u></p> <p>By providing quality professional development we will</p> <ul style="list-style-type: none"> • Increase PDS site coordinators’ abilities to lead and grow their school programs • Increase mentor teacher’s knowledge of their intern’s certification and graduation expectations. • Improve mentor teacher’s skills in mentorship and coaching, • Create more collaborative behaviors between individual schools and partners, and • Foster strong partnerships with IHEs <p>so that we continue to receive interns and prepare them to meet the needs of students in AACPS.</p> <p><u>Implementation Plan</u></p> <p>1. PDS site coordinator trainings— Trainings provide site coordinators with knowledge, skills and ideas</p>		
--	--	---	--	--

		<p>they need to support interns and mentors, and strengthen the partnership between their schools and their partner IHE.</p> <p>2. Mentor teacher trainings— Trainings strengthen mentor teachers’ knowledge of coaching skill sets, and abilities to utilize coaching skills with their interns and any other teachers they may lead.</p> <p>3. PDS partnership meetings— Meetings will improve stakeholders understanding and support for PDS partnerships, and improve the collaboration between schools and their IHE partners.</p> <p>4. Intern Professional Development—Interns will increase their knowledge of school system priorities and will feel more connected with the school system, in the hopes of increasing their aspirations to teach for AACPS.</p> <p>5. Site coordinator coaching— Providing site coordinators with coaching will increase their leadership skill sets, allowing them to better support the PDS program as well as to advance their own careers in AACPS.</p> <p>6. Summer Synergy—Developing a teacher leadership team will strengthen the PDS program by increasing site coordinators’ knowledge of the program at the system level, strengthening their leadership skill set, and increasing their aspirations for leading teachers and schools.</p>		
--	--	---	--	--

		<p><u>Intended Audience</u> PDS Site Coordinators, Mentor Teachers, Conditional Teachers in Administrators</p> <p><u>Specific Time Line</u> January 2022 – June 2023</p> <p><u>Plan for Evaluation</u> Session Evaluations Feedback from participants Determine the number of teachers hired in AACPS who participated in the PDS program.</p>		
2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p>2.1.1.F - Program: Professional Growth and Development – Professional Development Conditional Teacher and Teacher Development Coach</p> <p><u>Brief Description</u></p> <p>The teacher shortage has resulted in having to hire conditional teachers who come with subject matter expertise but lack the formal classroom experiences that teacher candidates have who matriculated from a traditional teacher education program.</p> <p>Highly qualified conditional teacher and teacher development coach will plan opportunities to provide teaching experiences for conditional teachers and increased support during the school year in high needs schools.</p> <p>The coach will provide support to conditional teachers in high needs schools through coaching in order to develop their instructional practice and impact student learning. The coach will also serve in the development of teacher leaders that will also help in building the capacity of</p>	<p>Level 3: Promising Evidence</p> <p>Coaching is a key job-embedded professional learning strategy that is grounded in day-to-day teaching practice, addresses immediate problems of practice, and targets instructional practices with the intent of improving student learning (Croft, Coggshall, Dolan, Powers, & Killion, 2010).</p> <p>https://learningforward.org/journal/august-2018-vol-39-no-4/the-impact-of-coaching-on-teacher-practice-and-student-achievement/</p> <p>“Effective staff development,” by Robert N. Bush. In Far West Laboratory (Ed.), Making Our Schools More Effective: Proceedings of Three State Conferences. San Francisco: Author, 1984.</p>	394,169.00

		<p>instructional leaders who can support teachers at the school level.</p> <p><u>Anticipated Outcomes</u> Develop and enhance the knowledge and skills of conditional teachers serving in high needs schools. Develop and enhance the skills of selected teachers to grow them as teacher leaders particularly in the high need schools.</p> <p><u>Implementation Plan</u> Plan and provide professional development opportunities for conditional teachers. Provide ongoing support to conditional teachers at the school level. Facilitate a professional learning community with conditional teachers. Assist in planning professional development activities for a cadre of teachers in developing as teacher leaders who can serve as additional support to teachers at their schools. Coach will attend conferences, workshops, and other PD to enhance their skills and knowledge to serve as a coach.</p> <ul style="list-style-type: none"> • Teacher Coaches will work in high needs schools to provide ongoing support to new/conditional teachers and struggling teachers. Coach will be responsible for building the capacity of teachers by working alongside the teachers. The coach will guide teachers through the planning process, model and observe lessons, provide feedback to teachers to help build their teaching capacity and thus improve instruction in their classrooms. 	<p><i>Does the Match Matter? Exploring Whether Student Teaching Experiences Affect Teacher Effectiveness and Attrition</i> Dan Goldhaber, John M. Krieg, Roddy Theobald CALDER Working Paper No. 149 January 2016 https://caldercenter.org/sites/default/files/WP%20149%20Fixed_0.pdf</p> <p>Source: Smith & Ingersoll. 2004. "What are the Effects of Induction and Mentoring on Beginning Teacher Turnover?" <i>American Educational Research Journal</i>. Vol. 41, No. 3, 681-714.</p> <p>Bonnie Cullison, Vice President of Programs quoted research that show teachers learn their craft best from other teachers. The Peer Assistance Review Program was a program that offered opportunities for teachers to mentor and evaluate their peers.</p> <p>https://www.gse.harvard.edu/~ngt/par/parinfo/</p> <p>Rationale Research conducted by Goldhaber, Krieg and Theobald found that teacher candidates with student teaching experiences were less likely to leave the profession and were more effective, particularly if they taught in a school with similar demographics as</p>	
--	--	---	---	--

		<p><u>Intended Audience</u> Conditional Teachers Classroom Teachers who will be developed into teacher leaders.</p> <p><u>Specific Time Line</u> Year Round</p> <p><u>Plan for Evaluation</u> Pre and post questionnaires Focus groups Post evaluation surveys Session evaluations Teacher Reflections</p>	<p>where they conducted their internship.</p> <p>Ingersoll's research shows that providing induction programs where new teachers receive support through mentors, collaboration with colleagues and support from administration increased retention, teacher classroom instructional practices and student achievement.</p> <p>Killions work suggests using coaching as a strategy to support teachers in their day to day work in helping them improve their practice and increase student learning.</p>	
2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p>2.1.1.G - Program: Professional Growth and Development – Teacher Development</p> <p><u>Brief Description</u> AACPS is committed to providing ongoing support to all teachers to keep current on the research-based strategies that positively impact student learning. The office of professional growth and development will offer ongoing face-to-face professional development sessions for a group of teachers who have taught four or more years. The goal of this experience is to develop a cadre of teacher leaders in order to enhance the instructional leadership teams that foster cooperative learning opportunities between adults at the school level.</p> <p><u>Anticipated Outcomes</u></p>	<p>Level 4: Demonstrates Rationale</p> <p>What Does the Research Tell Us About Teacher Leadership? By: The Center for Comprehensive School Reform and Improvement</p> <p>https://www.readingrockets.org/article/what-does-research-tell-us-about-teacher-leadership</p> <p>Research on Professional Development and Teacher Change: Implications for Basic Education Cristine Smith and Marilyn Gillespie http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf</p>	34,270.00

		<p>Developing participants who are consciously skilled about their practice.</p> <p>Developing participants who understand effective research-based teaching strategies, when and how to implement those strategies.</p> <p>Developing teachers who can lead instructional change among their peers at their schools.</p> <p><u>Implementation Plan</u></p> <p>Recruit teachers by soliciting recommendations from Regional Assistant Superintendents and principals. This will also be advertised for all interested teachers who may want to participate. The minimum criteria to participate will be for teachers who have taught for four or more years. Leadership roles are not required as the goal is to grow their capacity in an effort for them to eventually seek formal or informal teacher leader roles. Offer multiple planned professional development opportunities to the cohort of teachers.</p> <p>Provide opportunities for the cohort of teachers to reflect and support each other in their growth.</p> <p><u>Intended Audience</u></p> <p>Classroom Teachers</p> <p><u>Specific Time Line</u></p> <p>January 2022 to June 2023</p> <p><u>Plan for Evaluation</u></p> <p>Session evaluations</p> <p>Teacher Reflections – Teacher will self-report challenges, success and growth through reflection journals.</p> <p>Journals</p>	<p>Why Professional Development Matters https://learningforward.org/docs/default-source/pdf/why_pd_matters_web.pdf</p> <p>Rationale:</p> <p>While no empirical studies have been conducted for our specific professional development opportunities, there is a rationale that they are likely to improve relevant outcomes based on the high-quality research findings cited below.</p> <p>The research shows the use of teacher leaders at the school level result in increases in student learning.</p> <p>“The research in both K–12 and adult education demonstrates that professional development can, under the right conditions, help teachers be more effective.”</p>	
--	--	---	--	--

		<p>Teacher Interviews – Interviews will be focused on how their practice has changed.</p> <p>Teacher Observations to see if we observe the changes that were self-reported through journals.</p>		
2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p>2.1.1.H - Program: Curriculum and Instruction – Striving Readers</p> <p><u>Brief Description</u></p> <p>The role of the reading specialist and implementation of both reading intervention programs, Read 180 and System 44, directly supports the needs assessment by targeting support for AACPS’s most struggling readers. By providing targeted coaching and ongoing professional development and training to high school reading intervention teachers, teachers will be able to deliver high quality and high impact instruction. Therefore, resulting in increased student performance in reading and writing.</p> <p>Through the support of the reading specialist, secondary reading intervention teachers will increase their ability to deliver high quality and high impact instruction.</p> <p><u>Anticipated Outcomes</u></p> <p>Through implementation of this program, high school students enrolled in the reading intervention will increase performance in reading and writing.</p> <p><u>Implementation Plan</u></p> <p>Reading Specialist communicates regularly with the Middle School intervention resource(s), intervention teachers, special</p>	<p>Level 2: Moderate Evidence</p> <p>According to the 2019 NAEP report, 57% of 8th grade students nationally are performing below basic in reading. Of that 57%, 68% of those students receive special education services (NAEP; 2019). There’s been no improvement in overall reading performance at any grade level in the national tests called the Nation’s Report Card for the past decade or more, with declines for lower grades happening since 2017 and for 12th graders since 2015 (edweek.org). Teaching reading comprehension should begin in the earliest grades, and teachers should continue to look for and remediate problems in decoding and other early-literacy skills among older struggling readers. However, At the secondary level, many content area teachers have little or no experience in providing explicit reading and writing instruction to their students. To take on that job, and to learn to do it well, they’ll require meaningful, long-term professional development.</p>	110,350.00

		<p>education case managers, assistant principal(s), Special Education Department Chair, and English Department Chair in each high school regarding student data, intervention placement, and academic progress.</p> <p>Reading Specialist spends one day per week coaching and training the intervention teachers in each of the 16 high schools (this includes Virtual Academy and all special schools (Moss, Phoenix and Regional)).</p> <p>Reading Specialist will continue to facilitate professional-learning sessions on reading instruction and implementation of our intervention products to our high school literacy instructional leaders.</p> <p>Reading Specialist observes the instruction in all the reading intervention classes and she provides the teachers with feedback on their instructional delivery. Together they analyze student data and discuss individual student needs. Reading Specialist provides individualized instructional coaching that is tailored to meet the needs of the students in each classroom. Student data is analyzed monthly.</p> <p><u>Intended Audience</u> Classroom Teachers</p> <p><u>Specific Time Line</u> January 2022 to June 2023</p> <p><u>Plan for Evaluation</u></p> <p>Tools that will be used to collect evidence include but are not limited to: reading intervention data collected by the instructional software, class observations, and</p>	<p>Based on these research findings by NAEP and the identified need in AACPS to support our most struggling readers, the county has adopted the research- based reading interventions Read 180 Universal and System 44 Next Generation. As indicated in the research below, Read 180 Universal and System 44 Next Generation have proven results for students in grades 9-12 in overall growth in reading and writing when the program is implemented with fidelity.</p> <p>https://www.hmhco.com/research/what-works-clearinghouse-intervention-report-adolescent-literacy-read-180</p> <p>https://www.hmhco.com/research/read-180-universal-tigard-tualatin-school-district</p> <p>https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/research/Charles-Armstrong-R180-Research-Results-2019-20_FINAL_v2b.pdf</p> <p>Improving Student Literacy: Read 180 in the Austin Independent School District 2004-05 M. Bruce Haslam Richard n. White Allan Klinge</p> <p>This report outlines a study</p>	
--	--	---	--	--

		county-wide assessment data.	<p>of the impact of Read 180 on student reading proficiency levels in 2004/2005.</p> <p>The key findings were as follows:</p> <p>READ 180 students gained more than the matched nonparticipants on the 2005 TAKS Reading Test.</p> <p>READ 180 participants made substantial gains in their performance on the SRI assessment of reading proficiency.</p> <p>chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fstatic1.squarespace.com%2Fstatic%2F59d23c4c64b05f05702d7574%2Ft%2F5cf94aebaa41670001504aba%2F1559841515416%2FSummary%2Bof%2BFindings%2B5-01-06.pdf&cflen=117273&chunk=true</p>	
2.1.2	use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the 'Family Educational Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;			
2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;			
2.1.4	effectively integrate technology into curricula and instruction (including education about the			

	harms of copyright piracy);			
2.1.5	provide opportunities for experiential learning through observation			
2.1.6	provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate)			
2.1.7	developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science	<p>2.1.7.A - Program: Curriculum and Instruction – K-12 Mathematics</p> <p><u>Brief Description</u> is request is based on the principle that teacher effectiveness increases when teachers have frequent access to school-embedded professional learning connected to high quality curriculum materials. Highly qualified, model resource teachers will provide ongoing, immersive instructional support for identified EOC schools in the area of mathematics.</p> <p><u>Anticipated Outcomes</u></p> <ul style="list-style-type: none"> • To mitigate gaps in foundational learning necessary for struggling students to access grade level content. • To increase teacher capacity around content knowledge to ensure rigor for all students. • To decrease inequities in instruction around the teaching and delivery of mathematics. <p><u>Implementation Plan</u></p>	<p>Level 4: Demonstrates Rationale Coaching is a key job-embedded professional learning strategy that is grounded in day-to-day teaching practice, addresses immediate problems of practice, and targets instructional practices with the intent of improving student learning (Croft, Coggshall, Dolan, Powers, & Killion, 2010).</p> <p>https://learningforward.org/journal/august-2018-vol-39-no-4/the-impact-of-coaching-on-teacher-practice-and-student-achievement/</p> <p>“Effective staff development,” by Robert N. Bush. In Far West Laboratory (Ed.), Making Our Schools More Effective: Proceedings of Three State</p>	311,027.00

		<p>1 Maintain one elementary and one middle school teacher specialist (coach) to provide direct support to the identified schools with ongoing professional development work with teachers.</p> <p>Deliver high quality, personalized professional development around school culture, mathematical mindsets, content and pedagogy.</p> <p>Model highly effective teaching practices in the classroom for teachers. Co-plan lesson, coach delivers while teacher observes, post observation conference and debrief.</p> <p><u>Intended Audience</u> Select AACPS schools identified through data discussions at district and state level Elementary, Middle Schools and High School – Staff including teachers, admin and support staff.</p> <p><u>Specific Time Line</u> January 2022- June 2023</p> <p><u>Plan for Evaluation</u> Analyze survey data from teachers and students in assigned buildings around the provided support.</p> <p>Reflection notes from walkthroughs and debrief sessions.</p> <p>Review and conduct formal and informal observations to collect data on teacher practices and student behaviors.</p>	<p>Conferences. San Francisco: Author, 1984.</p> <p>Rationale The above research asserts providing job-embedded professional learning through coaching has shown to improve student learning.</p>	
--	--	--	---	--

		Analyze student achievement data on formative and summative assessments.		
2.2	Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards The LSS may develop initiatives that increase:			
2.2.1	the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing;			
2.2.2	the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;			
2.2.3	use of techniques and supports needed to help educators understand when and how to refer students affected by trauma and children with, or at risk of, mental illness			
2.2.4	the ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as			

	safety, peer interaction, drug and alcohol abuse, and chronic absenteeism			
2.2.5	the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate			
2.2.6	providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students			
2.2.7	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse			
2.2.8	provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate)			
2.2.9	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:			
3. Strategies and Activities to Retain and Provide Support to Effective Educators				
3.1	Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students The LSS may develop initiatives that:			

3.1.1	provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders	<p>3.1.1.A - Program: Professional Growth and Development - New Teacher Support</p> <p><u>Brief Description</u> Provide a year-long comprehensive induction program, as required by COMAR regulation 13A.0.01, for beginning teachers in instruction and pedagogy, assessment, classroom management, and curriculum. The goal of the program is to develop and retain effective classroom teachers. Professional learning activities are designed to provide new teachers with the knowledge and skills necessary to improve instruction and increase student achievement. All activities are aligned with the district's framework for teaching, called The AACPS Teaching & Learning Cycle.</p> <p><u>Anticipated Outcomes</u> The program will increase:</p> <ul style="list-style-type: none"> • Teachers knowledge of research-based best practices in teaching • teachers' attitudes towards students and teaching; teachers will find joy in their work • Teachers will acquire and refine skills in implementing instructional strategies • Teachers will focus on the positive and articulate how their actions led to success, which will motivate them to continue to learn and implement new strategies. • Teachers will engage in reflective practice to consistently improve their craftsmanship. • Increase new teacher retention rate. <p><u>Implementation Plan</u></p>	<p>Level 2: Moderate</p> <p>Do Teacher Induction and Mentoring Matter? Ingersoll, R. & Smith, T.M. (2004). https://journals.sagepub.com/doi/abs/10.1177/019263650408863803</p> <p>This study found that beginning teachers were less likely to transfer schools or leave the profession if provided multiple supports. The most impactful supports were supportive communication, beginning teacher seminars, mentoring, and collaboration with others.</p> <p>The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research Ingersoll, R. & Strong, M. (2011). https://www.jstor.org/stable/23014368?seq=1</p> <p>The Promising Practice of Induction Robert G. Smith (2013) https://www.hepg.org/hel-home/issues/29_1/helarticle/the-promising-practice-of-induction_561</p> <p>Rationale This review of research determined that induction programs have a positive impact on teacher retention, teacher classroom instructional practices, and student achievement.</p>	131,835.00
-------	--	--	---	-------------------

		<ul style="list-style-type: none"> • Symposia are half-day professional learning experiences. Session topics are selected based on the needs of new teachers and system priorities. Presenters are experienced classroom teachers, Right Start Advisors, resource teachers, or consultants. Approximately six sessions are offered during each symposium and participants may choose two to attend. • Teachers are provided with opportunities to observe master teachers in targeted areas to include classroom management and organization, best practices, small group instruction, differentiation, routines and procedures, pacing, transitions, positive reinforcement, incorporating technology, active learning and instructional strategies. Teachers collaborate with their Right Start Advisors to create “look for” lists for learning visits. Teachers are required to reflect with their Right Start Advisors at the conclusion of the visit. Whenever possible, teachers also debrief with the master teacher visited. • Teachers are provided a professional development day to explore curriculum documents to prepare effective and appropriate instruction. Both the content teacher specialist and Right Start Advisor may collaborate to support the new teacher. • Teachers are provided the opportunity to participate in the Skillful Teacher PLC, a course designed for teachers to study, practice, refine, and reflect on research- based teaching practices. Participants receive a copy of The Skillful Teacher by 		
--	--	---	--	--

		<p>Saphier, Haley-Speca, and Gower.</p> <ul style="list-style-type: none"> • Teachers examine strategies which support the AACPS indicators of a Quality Learning Environment. Teachers will be provided substitutes in order to participate in this full-day session. If daytime sessions are not permitted, teachers may receive a stipend for attending two evening sessions. • Teachers examine strategies which support the AACPS indicators of a Quality Learning Environment, concentrating on more advanced classroom techniques. Teachers will be provided substitutes in order to participate in this full-day session. If daytime sessions are not permitted, teachers may receive a stipend for attending two evening sessions. • Teachers are provided the opportunity to earn one MSDE credit. This hybrid course meets over six sessions that are designed to give new teachers research-based, practical strategies. Course content is aligned to the Quality Learning Environment element of the Anne Arundel County Public Schools Teaching & Learning Cycle, a framework for teaching. • Teachers enrolled in this cohort explore the foundations of teaching. Topics explored include managing the classroom, backwards mapping, planning for daily instruction, active learning and assessment. • Teachers are offered a professional learning experience designed to meet the unique needs of 1st year conditionally 		
--	--	---	--	--

		<p>certified teachers, who are provided substitutes to attend. Session topics are determined through consultation with Right Start Advisors, who recommended topics based on their observations of conditional teachers. Certification Specialists offer sessions to guide teachers towards earning a Standard Professional Certificate. If daytime sessions are not permitted, teachers will receive a stipend for attending an evening session.</p> <ul style="list-style-type: none"> • Newly hired conditional teachers are given the opportunity to attend professional development prior to the start of the school year. This session is designed to give teachers a practical understanding of the craft of teaching and the expectations of AACPS. • Teachers are provided a professional development opportunity to celebrate and reflect on their first semester in the profession. • Teachers are given the opportunity to attend monthly after school professional development sessions. Seminars are available in both face-to-face and online settings. Face-to-face sessions are offered at various schools across the district. Content is based on the research-based needs of new teachers. • Teachers are invited to a classroom management practice session using a virtual classroom simulation. Teachers are given a scenario in which they are meeting a class for the first time and must gain students' attention and teach a mini-lesson. Teachers review classroom management 		
--	--	---	--	--

		<p>strategies before individually practicing in the virtual classroom.</p> <ul style="list-style-type: none"> • Teachers learned Teach Like a Champion techniques by reading and watching videos on the Teach Like a Champion Online website. Teachers submitted video evidence of implementation. Coaches provided feedback to teachers for growth. • Teachers are invited to attend a reflection and celebration of their 1st year. • Right Start Advisors and New teacher Support Team will attend professional development opportunities to enhance their skills on how to grow the program. <p><u>Intended Audience</u> New Teachers Right Start Advisors</p> <p><u>Specific Time Line</u> January 2022 to June 2023</p> <p><u>Plan for Evaluation</u> Agenda, sign-in sheet Exit tickets/session evaluations Teacher Surveys Right Start Advisor documentation Teacher Reflections Learning Visit request/approval forms Learning Visit reflections/follow-up forms Right Start Advisor documentation Professional Development Day request/approval forms Professional Development Day reflections/follow-up forms Participant homework assignments - collaborative assessment logs End of course survey Number of teacher who remain</p>		
--	--	--	--	--

		with AACPS		
3.1.1	provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders	<p>3.1.1.B - Program: Human Resources – Teacher Diversity Retention Activities</p> <p><u>Brief Description</u> In addition to the AACPS induction program administered by the Office of Professional Growth & Development, the Division of Human Resources will further support our minority non-tenured teachers by developing a retention program to ensure teachers connect with other minority educators, gain a better understanding of school system processes, and become more vested in our surrounding community. To increase the retention of non-tenured teachers of color by offering quarterly professional learning opportunities.</p> <p><u>Anticipated Outcomes</u> Teachers will enhance their knowledge and understanding of AACPS practices, expand their professional network, and gain better understanding of the skills desired for leadership advancement. AACPS will design and offer quarterly professional development sessions tailored to help non tenured diverse educators:</p> <ul style="list-style-type: none"> • Navigate our school system by providing a better understanding of AACPS culture, processes and procedures, points of contact, professional growth/training opportunities, and to answers to key questions. 	<p>Level 4: Demonstrates Rationale</p> <p>Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). Retaining Teachers of Color: A Pressing Problem and a Potential Strategy for “Hard-to-Staff” Schools . <i>Review of Educational Research</i>, 80(1), 71-107. doi: https://doi.org/10.3102/0034654309355994</p> <p>Dixon, R.D., Griffin, A.R., & Teoh, M.B. (2019). “If you listen, we will stay: Why teachers of color leave and how to disrupt teacher turnover.”, The Education Trust & Teach Plus, Washington DC. Retrieved from https://teachplus.org/sites/default/files/downloads/teachers_of_color_retention_.pdf</p> <p>Rationale Schools that provide teachers with opportunities to network, collaborate and participate in professional development activities have higher retention rates.</p>	13,010.00

		<ul style="list-style-type: none"> • Collaborate with other diverse educators from across the county in an effort to build their professional network. • Gain a better understanding of leadership opportunities within AACPS and skills needed to be successful in those roles. <p>Retain minority non-tenure teachers.</p> <p><u>Implementation Plan</u></p> <p>Quarterly Professional learning workshop – Teacher Evaluations</p> <ul style="list-style-type: none"> • This two-part session will provide non tenured teachers with an overview of the teaching and learning cycle as well as offer guidance when preparing for formal and informal observation and post evaluation conferences. <p>Navigating School Culture</p> <ul style="list-style-type: none"> • Teachers will gain a better understanding of the culture of their school and school communities and will be provided with strategies for building relationships with students and teachers from different backgrounds. <p>Using Technology</p> <ul style="list-style-type: none"> • Teachers will increase their knowledge of various types of technology that can be used to engage students as well as technology platforms that assist teachers in analyzing data to assess student performance. <p>Leadership Opportunities</p> <ul style="list-style-type: none"> • Teachers will gain a better understanding of the various types of school based and non-school based leadership roles available within AACPS as well as the skills needed to be successful in those roles. An activity will be held for both non- 		
--	--	--	--	--

		<p>tenured and tenured AACPS educators.</p> <p><u>Intended Audience</u> Classroom Teachers</p> <p><u>Specific Time Line</u> January 2022 to June 2023</p> <p><u>Plan for Evaluation</u> Session Agendas Participant End of Session Surveys Follow up Participant Surveys/Questionnaire Informal Conversations with participants Teacher Participation Determine the number of minority teachers who remain with AACPS.</p>		
3.1.1	provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders	<p>3.1.1.C - Program: Professional Growth and Development – AACPS/AACC Resident Teacher Certificate (RTC) - Alternative Certification Program</p> <p><u>Brief Description</u> The RTC Program and role of the program manager has be designed to work cooperatively with AACPS HR, PGD, & Curriculum departments and the Education Department of the Anne Arundel Community College (AACC) to recruit, counsel/inform non-certified applicants considering teaching careers. The program activities provide additional applicants to support staffing our schools and activities to improve hiring and retention statistics. Data trends revealed the need to this year focus on eliminating barriers to passing the ‘high school math content assessment’ to support retention in the one of the districts most critical content shortage areas.</p>	<p>Level 4: Demonstrates Rationale</p> <p>Research on teacher attrition indicates that teachers who go through traditional teacher preparation program with accompanying internship experiences are less likely to leave the field. According to Ingersoll, et.al. (2014) “first-year teachers who had a semester (12 weeks or more) of practice teaching prior to their employment were over three times less likely to depart than those who had no practice teaching at all.” This research can be extended to support graduates of alternative certification programs that include 10 week internships followed by a one year minimum to two year maximum residency.</p>	101,698.00

		<p>Once enrolled in the MAAPP RTC program, conditional teachers participate in a structured program which includes a variety of activities with mentor support and evaluation designed to increase their teacher performance measured by teacher dispositions and the CCSSO's Interstate Teacher Assessment and Support (InTASC) Standards in order to qualify first for the Resident Teacher Certificate followed by the Standard Professional Certificate.</p> <p>The RTC Program addresses the district's teacher shortage challenges by recruiting, hiring, mentoring/coaching and providing an alternative teacher preparation program for newly hired conditionally certified teachers who have not had the traditional teacher preparation program using standards based, pedagogy practices in the clinical settings of their own classrooms.</p> <p><u>Anticipated Outcomes</u></p> <ul style="list-style-type: none"> • Increase recruitment and hiring of career changers through counseling on application and certification information and procedures. • Provide conditional teachers an effective alternative certification program to increase their knowledge and skills of teaching through a structured teacher preparation program that includes professional development mentoring, coaching and observation and feedback. 	<p>Ingersoll, Richard; Merrill, Lisa; and May, Henry. (2014). What Are the Effects of Teacher Education and Preparation on Beginning teacher Attrition. CPRE Research Reports.</p> <p>https://repository.upenn.edu/cgi/viewcontent.cgi?article=1002&context=cpre_researchreports</p> <p>Research leading to Maryland's adoption of the following Standards are embedded into program design and activities: Interstate New Teacher Assessment and Support Consortium Standards, InTASC Standards National content standards MD Teacher Technology Standards & International Standards for Technology in Education MD Learning Forward Standards for Professional Learning</p> <p>Additional more recent research also supports the program design: The 2016 & 2018 Urban Teachers Study of An Evidence-Based Approach to Teacher Preparation by Cara Jackson, PhD and Kirsten Mackler reported preliminary findings to support that their teacher preparation program's use of careful teacher selections, followed by coaching and</p>	
--	--	--	--	--

		<ul style="list-style-type: none"> • Provide structured support and professional development for successful completion of math content praxis assessment and performance pedagogy assessment which are both certification requirements • Increase retention of conditional teachers and completion of certification requirements <p><u>Implementation Plan</u></p> <p>The RTC program includes activities through partnership with Human Resources, Certification, Curriculum & Instruction and School-based Supervision that span the first pivotal years of teaching of non-traditional teacher candidates.</p> <ul style="list-style-type: none"> • Providing a program manager to support the following program elements: • Recruiting, Counseling & Guidance to support career changer's selection/application to a certification pathway, • Panel Interview Selection Process, RTC Orientation, Field Experience, Summer Seminar, Mentor Training, Eight • Week Internship Activity (leading to Resident Teacher Certificate). Residency (1 to 2 year in length for • professional growth & completion of remaining certification & RTC requirements • Continued improvement, enhancement or the program including adjustments based on changes to MSDE 	<p>support through a rigorous clinical training program will improve teacher quality. https://urbanteachers.org/wp-content/uploads/2018/02/AnEvidence-BasedApproachtoTeacherPrep-April2016.pdf</p> <p>The June 2015 Research Report by the Urban Teacher Residency United working with 22 teacher preparation programs stressed the importance of clinical approaches, providing effective mentors with continued mentor training and developing a collaborative and pedagogy approach to teacher preparation. https://www.education.ne.gov/wp-content/uploads/2017/08/UrbanTeacherResidencyUnitedReport.pdf</p> <p>Our RTC program design was developed consistent with the principles of the Institutional Performance Criterial of the Redesign of Teacher Education in MD (1995) and designed to meet the needs of AACPS. As approved by MSDE, it includes strict entrance criterial for applicants, the principal's selection of the content mentor with consideration of leadership skills and experience followed with additional mentor training and coaching by the program manager. The program</p>	
--	--	--	--	--

		<ul style="list-style-type: none"> • regulations and requirements – specifically providing a performance assessment preparation program through • series of professional development activities and workshops with scoring and feedback on PPAT Task 1 and • planning and support for PPAT Tasks 2 through 4. • Development and provision of a math praxis resource lending library and a two part HS Math Praxis Content Prep • workshop to reduce number of trials required to pass the MSDE required assessment • Mentor training and support to provide RTC participants with adequate and appropriate support <p><u>Intended Audience</u> Conditional Teachers</p> <p><u>Specific Time Line</u> January 2022 to June 2023</p> <p><u>Plan for Evaluation</u></p> <ul style="list-style-type: none"> • Program Manager Evaluation and Completion of Program Evaluation Activities, • data on the number of career changers recruited and hired, • data on the number of RTC participants and successful exit/certification completion. • Feedback Surveys during and at the end of program participation Participant Portfolios with specific artifacts indicating growth • Data on successful completion of the Performance Assessments 	includes activities focused on best, innovative, pedagogy practices that will be employed and evaluated based on the InTASC standards and with performance within the teachers' classrooms.	
--	--	---	---	--

		<ul style="list-style-type: none"> • Math Praxis Pre and Post Assessment Data. Pass/Fail/Attempts Data • After each training, mentor teachers will complete an evaluation. 		
3.1.2	provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.	<p>3.1.2.A - Program: Professional Growth and Development – Building Instructional Leadership for Potential Teacher Leaders, Current Teacher Leaders and Administrators</p> <p><u>Brief Description</u> Professional development will be provided for teacher leaders and administrators focused on improving instructional practice to improve the quality of teaching and advance student academic achievement through job-embedded professional development, collaborative learning sessions, mentoring/coaching, and workshops.</p> <p><u>Anticipated Outcomes</u></p> <ul style="list-style-type: none"> • Participants will learn effective change management strategies. • Participants will apply effective dialogue techniques when coaching teachers. • Participants will understand the components of descriptive feedback and apply them in coaching scenarios. • Participants will be able to identify culturally relevant instructional practices and provide feedback to teachers regarding these practices. <p><u>Implementation Plan</u> Professional learning activities will be conducted in a hybrid format. Participants will be engaged in a series of face to face and online</p>	<p>Level 4: Demonstrates a Rationale Sartain, L., Stoelinga, S. R., & Brown, E. R. (2011). Rethinking teacher evaluation in Chicago: Lessons learned from classroom observations, principal-teacher conferences, and district implementation. Research report. ERIC. https://eric.ed.gov/?id=ED527619 https://consortium.uchicago.edu/publications/rethinking-teacher-evaluation-chicago-lessons-learned-classroom-observations-principal Taylor, E. S., & Tyler, J. H. (2012). Can teacher evaluation improve teaching? Education Next, 12(4), 78-84. http://educationnext.org/can-teacher-evaluation-improve-teaching/ The Impact of Elementary Mathematics Coaches on Student Achievement. Patricia F. Campbell and Nathaniel N. Malkus University of Maryland The Elementary School Journal Volume III, Number 3 2011 by the University of Chicago</p>	146,663.00

		<p>sessions, participate in a field experience and other job embedded components.</p> <p>Some topics that will be addressed include but not limited to:</p> <ul style="list-style-type: none"> • Instructional Coaching • Observing Instruction using Teaching & Learning Observation Framework • Descriptive Feedback • Conferencing • Culturally Relevant Instructional Practices • Teacher Professional Practices and Professional Behaviors from the AACPS TPE • Student Learning Objectives • Assessment Literacy • Analyzing data • Collaborative Planning • Instructional Coaching Conversations • Observing Instruction using Teaching & Learning Observation Framework • Descriptive Feedback and Conferencing • Teacher Professional Practices and Professional Behaviors from the AACPS TPE • Addressing Mediocre Teaching • Navigating Through Change • Building your Conference Skill Repertoire • Dealing with Difficult People, Situations, and Conversations • Building your Own Resilience <p><u>Intended Audience</u> Teacher Leaders Site-based administrators</p> <p><u>Specific Time Line</u> January 2022 to June 2023</p> <p><u>Plan for Evaluation</u></p> <ul style="list-style-type: none"> • Session Agendas • Session evaluations • Participant Surveys 	<p>https://isidore.udayton.edu/access/content/group/48d85ee6-68d7-4a63-ac4e-db6c0e01d494/EDT650/readings/Imapct%20oF%20Elementary%20Math%20Coaches.pdf</p> <p>Rationale This first study above shows that a relationship exists between the principal observation rating of teachers and their value added measures. In classrooms where teachers received high ratings are the classrooms that also showed the most student growth. In classrooms where teachers received low observation ratings, their students showed the least growth. Teachers and principals found that the use of the new observation tool allowed teachers/ principal conferences to center on instruction using a common language. The researcher's observations of conferences revealed that principals could use additional support on engaging in coaching conversations. This second study suggests that effectiveness of individual teachers improved during the school year when they are evaluated based on the new evaluation system. Teachers who were ineffective in raising student test scores prior to the new evaluation system, seemed to show the greatest improvement after they were evaluated using the new system. The data strongly suggest that teachers who undergo the TES in Cincinnati Public</p>	
--	--	--	--	--

		<ul style="list-style-type: none"> • Focus Groups • Discussion Forums online • Participant Reflections <p>End of Course Observation and Reflection</p>	<p>Schools experience lasting improved changes to their teaching practice. The researcher suggests that this change could be due to the information the teachers receive regarding their practice and discussions around effective teaching practices that they may not have known allowing for self-reflection and an opportunity for them to improve through the year.</p>	
3.1.2	provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.	<p>3.1.2.B - Program: Professional Growth and Development - Leadership Succession</p> <p><u>Brief Description</u></p> <p>The role of the principal has changed dramatically. The increased responsibilities such as:</p> <ul style="list-style-type: none"> • Creating and maintaining a positive school culture/climate • Instructional leadership – Continuous instructional improvement • Managing resources – overall management of school finances/staff, community partnerships • Cultivating leaders to ensure shared leadership <p>Have made it challenging for principals to successfully assume these responsibilities without guidance and support as how to prioritize competing demands. AACPS is committed on developing leaders who are able to balance the multiple responsibilities while maintaining a clear focus on teaching and learning at the core of their work.</p> <p><u>Anticipated Outcomes</u></p>	<p>Level 3: Promising Evidence</p> <p>Fuller, E.J., Young, M.D., & Baker, B. (Spring 2011) Examining the Impact of School Leaders and Their Preparation on Teacher Quality and Student Achievement. Educational Administration Quarterly, 47: 173-216</p> <p>Fuller, E.J. & Young, M.D. (2008). The revolving door: principal turnover in Texas. Texas Study of Secondary Education, 17(2): 14-18. https://learningpolicyinstitute.org/sites/default/files/product-files/NASSP_LPI_Principal_Turnover_Research_Review_REPORT.pdf</p> <p>Preparing School Leaders for Every Student's Learning https://ceedar.education.ufl.edu/wp-content/uploads/2014/09/LS-2_FINAL_09-18-14.pdf</p>	54,207.00

		<ul style="list-style-type: none"> • Participants will improve their ability to provide evidence-based feedback. • Participants will understand how to build the capacity of teacher leaders. • Participants will learn strategies for building community relationships. <p><u>Implementation Plan</u></p> <p>Build the capacity of leadership coaches to expertly support leaders through coaching leaders to improve instructional leadership, foster high expectations and growth mindset across teams, and to address issues of racial performance disparities, and inclusion.</p> <p>School-leaders will engage in professional development sessions centered on developing them as effective leaders.</p> <p>School leaders will engage in intense professional development sessions known as the PDT process that is centered on building the leaders capacity customized to the needs of the school. The steps for this process are outlined below:</p> <ul style="list-style-type: none"> • Ongoing meetings and one-on-one coaching sessions with all members of the PDT. • Highlight and model the ways in which leaders effectively establish trust with team members. Principal coaches work shoulder-to-shoulder with new leaders as they work with teams to build trust through a shared vision and accountability. 	<p>Good Principals Aren't Born – They are Mentored https://www.wallacefoundation.org/knowledge-center/Documents/Good-Principals-Arent-Born-Theyre-Mentored.pdf</p> <p>Rationale Principals are the second most important factor, after teachers that contribute to increased student achievement. Effective principals are those who have participated in rigorous preparation programs and mentoring programs. The mentoring period should consist of ongoing professional development opportunities coupled with side by side coaching with trained experts.</p>	
--	--	--	--	--

		<ul style="list-style-type: none"> • Goal Setting. Using the PSEL Standards and other data Principal Coaches and PDT members work with new leaders to goal set, track and monitor progress, unpack data, and revise goals. • Design Professional Learners for Teachers and Staff. Coaches and PDT members help new leaders design meaningful professional learning sessions that are cohesive, responsive, and relevant. • Accountability. Principal Coaches and PDT members will create conditions to normalize accountability and accountability structures to measure impact and overall effectiveness. These and other practices are the pinnacle to the PDT process. <p><u>Intended Audience</u> New and Novice Principals</p> <p><u>Specific Time Line</u> January 2021 to June 2022</p> <p><u>Plan for Evaluation</u> Questionnaires End of Session Surveys Observations Interviews with participants Interview Principal Supervisors with new principal if possible Focus Groups Principal Reflection Portfolios Observations</p>		
3.1.2	provide training for school leaders, coaches, mentors, and evaluators on how accurately to	3.1.2.C - Program: Professional Growth and Development – Leadership Development	Level 4: Demonstrates Rationale	21,000.00

	<p>differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.</p>	<p><u>Brief Description</u></p> <p>The AACPS assessment data for the past three years continue to show an equity gap in both mathematics and language arts in the elementary and middle school. Developing school system leadership is a key strategy cited by the Wallace foundation in shaping the culture for effective teaching in each school. Effective leaders, particularly those serving in high needs schools, develop a clear vision in creating conditions that will support a culture and climate that promotes quality instruction in all classrooms.</p> <p>The goal of the professional learning experiences are multi-tiered. First, we are looking to enhance leadership capacity throughout our school district. Second, we are working diligently to develop a bench of 21st century leaders that are equipped with skills required to ensure that all students have access to a world class education. Next, we are committed to enhancing the building leaders' understanding of diversity, equity, and inclusion to help mitigate gaps between black and brown, poor, and white students.</p> <p>In addition, the data reveals a need to build the capacity and expertise of school-based administrators to equip them to be equity-centered instructional leaders of schools that ensure equity so that every student experiences excellence in their learning and achieves at high levels.</p>	<p>https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf</p> <p>“Based on 10 years of research, Wallace has identified four key parts of a "principal pipeline" that can develop and ensure the success of a sufficient number of principals to meet district needs: rigorous job requirements, high-quality training, selective hiring, and on-the-job evaluation and support.”</p> <p>Wallace Foundation – Perspective: Building Principal Pipeline http://www.wallacefoundation.org/knowledge-center/Pages/Perspective-Building-Principal-Pipelines.aspx</p> <p>https://www.wallacefoundation.org/news-and-media/press-releases/pages/the-wallace-foundation-launches-major-principal-pipeline-initiative-to-help-school-districts-build-corps.aspx</p> <p>Rationale</p> <p>While no empirical studies have been conducted for our specific professional development opportunities, there is a rationale that they are likely to improve relevant outcomes based on the high-quality research findings cited above.</p>	
--	--	--	---	--

		<p><u>Anticipated Outcomes</u></p> <p>Develop and enhance knowledge and skills in leaders that will set and maintain a positive culture and that of high expectations at their schools.</p> <p>Develop and enhance knowledge and skills of all school-based leaders to increase their knowledge and skills in the area of monitoring and improving teaching and learning at their schools.</p> <p>Develop and enhance knowledge and skills of leaders that plan and provide appropriate professional development for teachers and staff.</p> <p>Increase building leaders knowledge of AACPS's Educational Equity Policy</p> <p>Increase building leaders knowledge in the role of equity-centered instructional leaders in the improvement of instructional practice in order to improve student achievement, eliminate opportunity gaps and close achievement gaps</p> <p>Increase knowledge of educational equity, inclusion, diversity, and social justice</p> <p>Plan for and engage in equity-centered instructional leadership practices</p> <p><u>Implementation Plan</u></p> <p>Plan and offer professional development opportunities that focus on ensuring a positive culture. Offerings will include antiracism education.</p> <p>Provide professional development opportunities that allow leaders to provide instructional support to</p>	<p>Research shows that leadership not only matters: it is second only to teaching among school-related factors in its impact on student learning.</p> <p>The impact of leadership tends to be greatest in schools where the learning needs of students are most acute.</p> <p>According to Haycock and Crawford (2008), a study (Gordon, Kane, & Staiger, 2006) in Los Angeles showed that students taught by teachers in the top quartile of effectiveness advance, on average, approximately five percentile points each year compared with their peers. Those taught by teachers in the bottom quartile of effectiveness, lose, on average, five percentile points, compared with their peers. Moreover, these effects are cumulative. The same study suggested that if all black students were assigned to four highly effective teachers in a row, this would be sufficient to close the average black-white achievement gap. Less competent teaching can result in students being assigned work that is sometimes not on grade level, not aligned to the expectations of the standards and lacking the kind of rigor necessary to build students' capacity to think critically, use knowledge to build new knowledge and apply their learning to real world problem-solving. These</p>	
--	--	---	--	--

		<p>their teachers. Opportunities will include strength-based coaching. Provide opportunities for building leaders to increase they're on equitable practice through reading selected materials housed in the AACPS PGD lending library and possibly engage in book studies with colleagues at their school or in the school system. Provide opportunities for building leaders to enhance their knowledge and skills by attending learning opportunities such as conferences, coursework, academies or online learning.</p> <p><u>Intended Audience</u> School-based leaders</p> <p><u>Specific Time Line</u> January 2021 – June 2022</p> <p><u>Plan for Evaluation</u> Session Agendas Participant Attendance Session evaluations List of leaders who checked out books Follow up questionnaires Focus groups Meeting notes and agendas Participant reflections Direct observations (in-person, video, or audio)</p>	<p>kinds of learning experiences can result in disparities in outcomes both in test scores and in the level of educational attainment for different groups of students whenever they exit our systems.</p> <p>Among school factors, the teacher is the most influential on student achievement, and the principal is the second most influential factor (Leithwood, Seashore, Anderson, & Wahlstrom 2004). To ensure excellence, equity and a quality learning experience for every child, in every classroom, every day, and to close these gaps, the principal, and other school leaders, working alongside families, must demonstrate equity-centered instructional leadership. Equity-centered leadership is essential because, through a sharp equity lens — i.e., the process to diagnose and assess equity within the culture, policies, programs, practices and processes within a school — leaders model and set direction; they shape an environment where equity and excellence are the standard for everything; they develop people personally and professionally; and they make the organization “work” so that teachers and school-site staff can engage in effective teaching, learning and support (Leithwood, 2004).</p>	
3.1.3	provide financial incentives for teachers and principals with a record of helping students to achieve academic success			

3.1.4	include teacher advancement initiatives to promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, instructional coach, or teacher leader) and pay differentiation.			
3.1.5	support the instructional services provided by effective school library programs			
3.1.6	improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback			
3.1.7	provide common planning time to help prepare students for postsecondary education and the workforce			
3.1.8	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:			

4. Use of Funds to Improve Equitable Access to Effective Educators To All Students

4.1	If using Title II, Part A funds to improve equitable access to effective teachers and principals for all students, describe how such funds will be used for this purpose.			
-----	--	--	--	--

***Below is a list of “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.**

- [Evidence for ESSA](#) (Hopkins)
- [Report on School Leadership Interventions under ESSA](#) (RAND)
- [Social and Emotional Learning Interventions under ESSA](#) (RAND)
- [What Works Clearinghouse](#) (IES)
- [Evidence-Based Intervention Network](#) (University of Missouri)
- [National Center on Intensive Intervention](#) (AIR)
- [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
- [Results First Clearinghouse Database](#) (Pew)
- [Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools](#) (Hopkins)
- [Impact of Family Involvement on the Education of Children](#) (MDRC)

5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - Required

Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards.
[Section 2102 (b)(2)(A)]

AACPS School District's curriculum guides, materials, and assessments align to the Maryland College and Career Readiness Standards for both English and Math, the Next Generation Science Standards for Science and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. In addition, AACPS School Districts aligns professional learning services to the Learning Forward Standards for professional learning. Professional Learning activities for section 4.0 support teachers, principals, and school leaders to use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

Services and other benefits to private school students must be secular, neutral, and non ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.

Certified letters were sent to all non-public schools (sample letter included) obtained from the list of nonpublic schools as indicated by MSDE on the downloadable from

http://www.marylandpublicschools.org/nonpublic/nsab_directory/anne_arundel.htm.

Of the schools that were contacted, 13 non-public schools chose to participate and apply for Title IIA funding. Representatives from 9 non-public school attended information and consultation sessions (sign in sheet included), April 14, 2021 and April 21, 2021 (agendas included) and participated in the planning process.

Two consultations dates were offered to accommodate school schedules. In addition, we offered virtual one-on-one consultations to schools. The following schools requested virtual consultations. Below are the dates we worked with the schools.

- April 28, 2021 – Rockbridge Academy
- May 6, 2021 – St. Mary's High School
- May 11, 2021 – Saint John the Evangelist School
- May 17, 2021 – Archbishop Spalding High School
- May 18 and 19, 2021 – School of Incarnation
- May 21, 2021 – St. Mary's Elementary School
- May 25, 2021 – The Summit School
- May 27, 2021 – St. Philip Neri School
- June 10, 2021 – Annapolis Area Christian School
- June 29, 2021 – St. Martin's Lutheran
- June 29, 2021 – St. Paul's Lutheran
- August 17, 2021 – Divine Mercy Academy
- August 30, 2021 – Chesterton Academy

Summary plans from the nonpublic school representatives are available.

The Anne Arundel County Public Schools ensures that a certified letter is received by all of the nonpublic schools in Anne Arundel County. The Anne Arundel County Public Schools included a RSVP/Intent to Participate form for each school to declare its intention regarding participation and requested that the designated nonpublic school representative fax the completed form to the Division of Partnerships, Development, and Marketing. In addition, nonpublic schools that did not return the form received a follow-up phone call and email. The number of eligible nonpublic schools in Anne Arundel County make the

benefit cost ratio of sending either further registered mail or dedicating staff to establishing additional direct contact clearly prohibitive. In addition, schools who indicated their interest or that had participated in previous years and that had not submitted a plan by the May due date were contacted to remind them about their plans and offered assistance in completing their plans.

Representatives from the participating nonpublic schools continue to indicate both their satisfaction with the current methods of establishing contact and with the emphasis that the Anne Arundel County Public Schools has placed on providing the greatest opportunities for equitable participation following initial contact.

All nonpublic school representatives who participated in planning are listed in our database, which includes email/phone/fax/mailing contact information, as well as numbers of students, staff and a list of the programs in which the school is participating. This email list provides an efficient means of asking and answering questions, updating nonpublic schools on relevant information, and consulting on possible programming. In addition, non-public representatives completed two consultation forms to document that they received necessary information.

At the information/planning meetings, AACPS federal program coordinators shared details and requirements regarding the ESSA programs and answered questions. Interested non-public school representatives were invited to participate. They received a preliminary allotment figure based on a per-pupil allotment and were offered guidance and support determining their needs and in planning. Non-public school representatives then submitted a planning form for each of the Title programs in which they were interested which included descriptions of proposed activities that meet an identified need, estimated costs, and evaluation plan summaries. The federal program coordinators review the plans and ensure that the activities meet the provisions of the federal program, and the non-regulatory guidance. The Title II-A coordinator's designee contacted non-public school representatives and provided support and feedback regarding the plans.

Nonpublic school representatives determined the needs of the students and teachers in their schools. They were provided with guiding questions to assist them in conducting their needs assessments. Based on that needs assessment, nonpublic school representatives are asked to confirm their "intent to participate" in the federal programs which might address their school needs for professional development or if they would participate in AACPS Title II-A federally funded programs that would better address the needs of their students. The proposed plans completed by the nonpublic school representatives include a summary of their need's assessment, description of the professional development activities and an explanation of how the activities meet identified professional development needs of their teachers, goals, and summary evaluation plan (sample planning form included). Throughout the process, the AACPS representatives in the Division of Partnerships, Development and Marketing served as the initial point of contact, responding to email queries and telephone requests for information and clarification. The Division of Professional Growth and Development provided two consultation meetings to offer guidance to non-public schools in completing their plans. In addition, representatives from the Division of Professional Growth and Development offered additional support to all schools by offering to meet with them individually or through phone conferences. Some schools accepted the offer and representatives completed a virtual planning meeting or consulted over the phone with school staff.

Large consultation sign-in sheet/attendance for virtual meeting.

Timestamp	First and Last name	School name	Consultation Meeting Date	Initials
4/14/2021 14:05:12	Kristin Jacobs	School of the Incarnation	Wednesday, April 14, 2021	KJ
4/14/2021 14:07:53	Joan Brooks	St. Philip Neri School	Wednesday, April 14, 2021	JLB
4/21/2021 10:58:59	Regina O'Hara	Archbishop Spalding High School	Wednesday, April 21, 2021	RMO
4/21/2021 10:59:00	Sharon Wible	St. Mary's High School	Wednesday, April 21, 2021	SHW
4/21/2021 11:00:37	Megan Back	St. Mary's Elementary	Wednesday, April 21, 2021	MDB
4/21/2021 11:00:39	Denise Hollidge	Rockbridge Academy	Wednesday, April 21, 2021	dh
4/21/2021 11:01:09	Brooke Voelp	Rockbridge Academy	Wednesday, April 21, 2021	BLV
4/21/2021 11:03:59	Meghan Butterworth	The Summit School	Wednesday, April 21, 2021	MCB
4/21/2021 11:08:06	Tiana Johnson	The Summit School	Wednesday, April 21, 2021	TJ

AACPS maintains a collaborative relationship with all non-public representatives. We reach out to them on a regular basis in order to maintain open lines of communication. Thus far we have not had any disputes. Our plan should any arise is to reach out to the non-public representative to review their concerns. Meet with the representative(s) to ensure they fully understand the Title IIA guidelines. Seek guidance from MSDE if needed. If we are unable to resolve, we would seek additional support and guidance from MSDE.

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)

During Consultation staff from the office of Professional Growth and Development provide a Professional development plan template for non-public teams to complete. The plan requires each school identify their need and the data source(s) they used to establish the need. The need is linked to student outcomes. Once they have determined the need, the teams are to identify research based professional learning activities needed to address the need. Each team then outlines an implementation and evaluation plan. Our staff offers to meet with schools one on one to provide support and guidance as they develop their plans. The application and Power-point available..

Professional Growth & Development Agenda

Title IIA Consultation Meeting

April 14, 2021 (2:00 p.m. - 4:00 p.m.)

April 21, 2021 (11:00 a.m. - 1:00 p.m.)

Topics	Topic Leaders
Overview of Title IIA Guidelines	Dr. Zipporah Miller D’Nia Walker Jill Harris
Application, Expenditures, Evaluations, and Documents	D’Nia Walker Jill Harris
Q&A	Dr. Zipporah Miller D’Nia Walker Jill Harris

Notes:

Summary – Nonpublic School Activities and Costs - FY 2022		
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan as Part of this Annual Update Including Page Numbers	Nonpublic Costs FY 2022
2.1.1 2.1.4	Annapolis Area Christian <ul style="list-style-type: none"> Consultant from All Belong Center for Inclusive Education to provide full staff virtual and/or face-to-face one day and two day trainings in effective instructional methods with high levels of student engagement, technology integration to develop students’ 21st Century skills for all students with an emphasis on special education students. Services include membership access for all staff to utilize CLC Network research articles and professional development webinars to support consultant’s (<i>in-house or virtual</i>) content. 	\$17,844.00
2.1.1	<ul style="list-style-type: none"> Contract services for onsite and/or virtual training – Coaching administrative team for developing an inclusive educational program. 	
2.1.1	Archbishop Spalding High School <ul style="list-style-type: none"> 6 IB teachers will attend IB conferences. The following trainings will be needed: Latin Training World Languages Training History Training 	\$23,345.00

	Spanish Training Math Training	
2.1.1	<ul style="list-style-type: none"> Teachers will attend AP-Level professional development conferences and workshops primarily via collegeboard.com and/or Goucher University. 	
2.1.1	<ul style="list-style-type: none"> Teachers will attend the Project Lead the Way Launch Classroom training sessions and then become onsite trainers leading professional development here at Spalding. 	
2.1.1	<ul style="list-style-type: none"> Teachers and Administrators will attend PLTW training to expand course offerings. 	
2.1.1 2.1.4 2.1.6	<ul style="list-style-type: none"> Registration Fees for the annual ISTE Conference in June 2022. Teachers/Administrators will attend sessions at the annual conference that target the following ISTE Teacher standards: <ol style="list-style-type: none"> Facilitate and inspire student learning and creativity Design and develop digital-age learning experiences and assessments Model digital-age work and learning Engage in professional growth and leadership https://www.iste.org/standards/standards/standards-for-teachers 	
2.1.1	Divine Mercy Academy <ul style="list-style-type: none"> Teachers will attend the Institute for Catholic Education Liberals Arts National Conference. 	\$4,400.00
2.1.1	Rockbridge Academy <ul style="list-style-type: none"> Contracted Services and a consultant from Essential Ideas in Mathematics Workshop training and two-day onsite training to model and assess teachers understand of incorporate the Concrete-Pictorial-Abstract approach, design lessons using the three-part lesson structure, compare questioning techniques that develop natural number talks within the lesson, use multiple methods in solving problems to develop number sense, and develop knowledge to analyze student work using productive feedback mathematical concepts. 	\$6,421.00
2.1.1 2.1.4 2.2.0	School of the Incarnation <ul style="list-style-type: none"> Contracted Services with ASCD within membership opportunities to participate and register for personalized webinars and online courses in the areas of problem solving, critical thinking & reasoning, mathematics, reading comprehension strategies, and equity, inclusion, and differentiation. 	\$13,877.00
2.1.1 2.1.4 2.1.5	<ul style="list-style-type: none"> Coursework in general pedagogy and content areas which include but not limited to Reading, English language arts, Mathematics, Science, Instructional Technology, Leadership, Equity, Inclusion, and Differentiation. 	
2.1.1	St. John the Evangelist	\$9,277.00

	<ul style="list-style-type: none"> Contracted services through Notre Dame University of Maryland will provide 20 professional development sessions for teachers in all grade level groups to address in reading comprehension skills that impact reading and mathematics. Multiple resources/professional texts will be included to guide professional development and coaching sessions. 	
2.1.1 2.2.4	St. Martin's Lutheran School <ul style="list-style-type: none"> Registration and coursework in Teachers, staff members, and administrators will participate in a virtual half-day professional development course Cultivating Empathy for Healthy Relationships and Collaborative Classrooms. 	\$2,500.00
2.2.4	<ul style="list-style-type: none"> Contracted services from Houston opera house – “Cultivating Empathy through Music and Storytelling.” Teachers, staff members, and administrators will participate in a virtual half-day professional development course/webinar. 	
2.1.1	St. Mary's Elementary School <ul style="list-style-type: none"> Contracted services with Gail Donahue from Notre Dame University of Maryland in the various mathematical concepts. 	\$15,104.00
2.2.4	<ul style="list-style-type: none"> Contracted services with Dr. Stephanie Savick from Notre Dame University of Maryland to discuss implicit bias and gender equality. 	
2.1.1	St. Mary's High School <ul style="list-style-type: none"> Teachers and administrators will attend International Society for Technology Education conference in June 2022 to learn about technology integration to increase classroom engagement. 	\$9,718.00
2.1.1	<ul style="list-style-type: none"> Teachers and administrators will attend the National Council for Mathematics Teachers conference to increase teachers' knowledge of designing problem-based learning and problem-solving skills. 	
2.1.1	<ul style="list-style-type: none"> Teachers and administrators will attend the ASCD Empower Conference for Every Educator to understand using innovative teaching to spark meaningful and engaged student learning. 	
2.1.4	<ul style="list-style-type: none"> Teachers will attend Maryland Science for Educational Technology conference to learn more about differentiated instruction. 	
2.1.1	<ul style="list-style-type: none"> Teachers will attend Northeast Conference of Teaching of Foreign Languages to learn more about the integration of culture, content, and language instruction. 	
2.1.1	<ul style="list-style-type: none"> Registration and attendance to College Board approved Advanced Placement Institutes 	
2.1.1	<ul style="list-style-type: none"> Registration for coursework offered through various accredited universities in English Language Arts, Educational Technology, Fine Arts, Foreign Language, Math, Psychology, Science, and Social Studies. 	

2.1.4	St. Paul's Lutheran School <ul style="list-style-type: none"> Registration for Google Suites courses available through multiple institutions and possibly offered through Maryland State Department of Education. 	\$3,500
2.1.1	St. Philip Neri <ul style="list-style-type: none"> Contracted services: ACES: Academy of Catholic Educators Professional Development through Notre Dame University. A consultant will meet with teachers monthly. 	\$7,475.00
2.1.1	<ul style="list-style-type: none"> Registration and/or reimbursement for coursework and workshops offered during the academic year. Such as courses offered at an accredited university or college, the Mid Atlantic Catholic School Consortium, National Catholic Education Association, ASCD, and University of Notre Dame in core content areas. 	
2.1.1.	<ul style="list-style-type: none"> Membership fees to become members of the Maryland Council of Teachers of Mathematics and registration to attend the MCTM 2022 conference. 	
2.2.0	The Summit School <ul style="list-style-type: none"> Contracted services for Expanding Expressions Tool for small group instruction. 	\$1,900.00
2.2.0	<ul style="list-style-type: none"> Contracted and consultant services with EmPower Training and Bonnie Singer based on increase executive function for students. 	

Sample Application and Evaluation Template included at the end of Appendix D.

-

Provide the names of participating private schools and number of private school students, and the calculated cost per pupil that will benefit from Title II-A services. (Include below or as an attachment)

Participating Non Public Schools	Enrollment	Per Pupil Allocation	Allocation per School
Annapolis Area Christian	831	19.42064352	16,139.00
Archbishop Spalding	1,252	19.42064352	24,315.00
Divine Mercy Academy	37	19.42064352	719.00
Rockbridge Academy	323	19.42064352	6,273.00
School of the Incarnation	743	19.42064352	14,430.00
St. John the Evangelist	508	19.42064352	9,866.00
St. Martin's Lutheran School of Annapolis	106	19.42064352	2,059.00
St. Mary's Elementary	807	19.42064352	15,672.00

St. Mary's High School	504	19.42064352	9,788.00
St. Paul's Lutheran	205	19.42064352	3,981.00
St. Philip Neri School	421	19.42064352	8,176.00
Summit School	99	19.42064352	1,923.00
	5,836	19.42064352	113,341.00

Calculation:

Non-public allocation math

FY22 mandatory allocation for participating private schools, based on the total grant allocation of \$1,777,890

District enrollment 83,044 + Non-public enrollment 5,836 = 88,880

\$1,777,890 (district allocation) less indirect cost of \$51,783.20 = \$1,726,106.80

\$1,726,106.80 (award amount less indirect cost) divided by 88,880 (the total of projected non-public school students + projected public school students) = \$19.42064 per pupil.

\$19.42064 per pupil x 5,836 non-public school students = \$113,338.88; each school allocation amount is rounded to nearest dollar: \$113,341

Total Amount of Transfers:

7.0 ASSURANCES- **Required**

Each application shall include assurances that the local educational agency, or consortium of such agencies, will -

(A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—

- (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
- (ii) have the highest percentages or numbers of children counted under section 1124(c);
- (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
- (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
- (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;

(B) coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

(C) comply with section 8501 (regarding equitable participation by private school children and teachers);

- (i) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable.
- (ii) the LSS expenditures, when providing educational services and other benefits to eligible private school children, their teachers, and other educational personnel serving those children, shall be equal, taking into account the number and educational needs of the children to be served.
- (iii) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, be secular, neutral, and non-ideological.

Sample Application and Evaluation Template for Non Public

Please complete this worksheet to indicate how you intend to use your Title IIA funds. Remember that Title IIA funds are to be used for “evidence-based” professional development only. Any expenditures for materials or contracted services are to be used for administrators, teachers, paraprofessionals and/or other educational support staff, **not** students or school expenses.

Initial Draft of this form must be sent to: _____ by _____

Final approved form must be signed and returned to: _____ by _____

Grant funds are available from: _____ to _____

Evaluation Report must be signed and returned to: _____ by _____

Please note: According to Federal Law, the Local Education Agency (LEA) does not disseminate funds to non-public schools. As fiscal agent of Title II-A funds, the LEA is responsible for procuring, negotiating, and executing all contracts and services according to the requirements of Title II-A. After verifying that a needs assessment has been conducted and planned professional development programs, activities, and services are allowable under Title II-A, the LEA expends funds on behalf of the non-public school. An LEA may not distribute funds directly to a non-public school (ESEA Section 8501).

Part I - School Information

School Name	
School Official/Primary Contact (Name and Title)	
Email Address School Official/Primary Contact	
Telephone Number School Official/Primary Contact	
Additional/Secondary Contact (Name and Title)	
Email Address School Official/Secondary Contact	
Telephone Number Additional/Secondary Contact	

Total Allocation Amount _____ **FY** _____

I, _____ (Non-Public Official) assure that any materials or contracted services described in this plan are for administrators, teachers, paraprofessionals, parents and/or other educational support staff, **not** students and will ensure that any program, services, or activities will follow the approved plan unless a modification/amendment has been agreed upon by me and the LEA Title II-A Grant Coordinator.

(Non-Public Official Signature)

(Date)

Part II – Needs Assessment

Identify Needs *(Needs Assessment)*

1) Identify data sources. Suggested data sources to consider:

Student assessment data (ie- What sources/tools are you using to measure student success?)

Student behavior data (ie- How many referrals are administered yearly? What are the common offences?)

Survey findings (ie- How do you seek input from your stakeholders?)

Certification data (ie- How many teachers are teaching outside of their area of certification?)

Teacher evaluation data (ie- What sources/tools are you using to measure teacher effectiveness?)

Paraprofessional evaluation data (ie- What sources/tools are you using to measure paraprofessional effectiveness?)

Other relevant data sources (ie- walkthroughs, personal observations, parent-teacher conferences)

2) Review and analyze available and relevant data sources. Look for:

Areas of low performance

Gaps in support of instructional staff

Equity gaps in student performance

Spikes in behavioral data

Over-representation of specific student groups in behavioral reports

3) Identify and prioritize student needs

Review the gaps and challenges identified in step 2 and determine the root-cause of the issue.

What is the related student-need?

Which needs are the most significant and/or urgent for student-success?

4) Identify the professional knowledge and skills needed to address the prioritized student needs

What knowledge and skills do administrators, teachers, paraprofessionals, parents and/or other educational support staff need in order to effectively address the prioritized student needs?

Prioritized Student Learning Needs	Professional Knowledge and Skills Needed	Supporting Data
Priority 1-		
Priority 2-		
Priority 3-		

Part III – Professional Development Plan

Professional Knowledge and Skills for Priority 1:

Activity 1.1		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

Activity 1.2		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		

How often will data be collected?

Professional Knowledge and Skills for Priority 2:

Activity 2.1		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

Activity 2.2		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		

What data will be collected?
How and who will be collecting the data?
How often will data be collected?

Professional Knowledge and Skills for Priority 3:

Activity 3.1		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		
How will success be measured?		
What data will be collected?		
How and who will be collecting the data?		
How often will data be collected?		

Activity 3.2		
Activity Description		
Required Evidence-Based Research to Support Activity		
Timeline		
Resources (if needed)		
Estimated Calculation & Cost	Total cost:	Calculation:
Notes:		
Evaluation Plan		
Intended Outcomes:		

How will success be measured?
What data will be collected?
How and who will be collecting the data?
How often will data be collected?

Part IV- Evaluation Report

Use this space to report on the intended outcomes of the activities planned in Part III. Level one is required. Additional details on any of the remaining four levels is encouraged. Conferences must be evaluated on levels 1-4.

Evaluation Report must be signed and returned to: _____ by _____

This evaluation is being submitted by:

(Non-Public Official Signature)

(Date)

Activity 1.1	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

Activity 1.2	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>

Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

Activity 2.1	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

Activity 2.2	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	

Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

Activity 3.1	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
<i>Additional Notes or Comments:</i>	

--

Activity 3.2	
Activity Title:	
	<i>Artifacts, Explanations, and/or Descriptions</i>
Level 1: Did the activity occur?	
Level 2: Were the participants satisfied with the experience?	
Level 3: Did participants acquire the intended knowledge and skills?	
Level 4: Did the participants effectively apply what they learned?	
Level 5: What was the impact of the program on students?	
Additional Notes or Comments:	

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

ORIGINAL GRANT BUDGET	\$1,777,890.00	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Improving Teacher Quality, Title IIA	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #	221050	RECIPIENT GRANT #	0394		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Anne Arundel County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2021	6/30/2023	

FROM TO

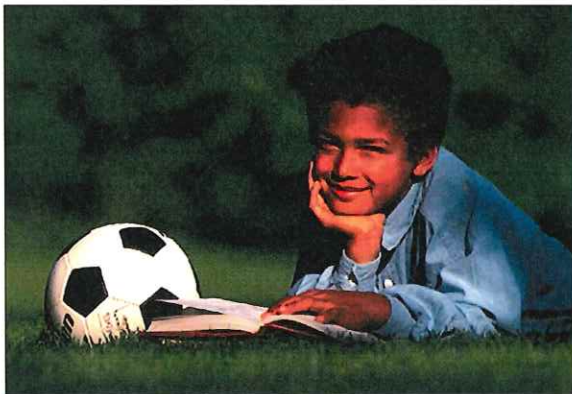
CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						51,783.00	51,783.00
Prog. 23 Centralized Support				12,000.00			12,000.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	50,000.00	23,125.00	6,000.00	6,000.00			85,125.00
Prog. 16 Inst. Admin. & Supv.	100,844.00			14,156.00			115,000.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Programs						113,341.00	113,341.00
Prog. 08 School Library Media							0.00
Prog. 09 Instructional Staff Dev.	886,583.00	123,080.00	25,709.00	60,142.00			1,095,514.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 06 Educ. Prog. In State Institution							0.00
Prog. 07 Non Public Programs							0.00
Prog. 09 Instructional Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Operation of Plant							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Maintenance of Plant							0.00
212 Fixed Charges				305,127.00			305,127.00
213 Food Services							0.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,037,427.00	146,205.00	31,709.00	397,425.00	0.00	165,124.00	1,777,890.00

Finance Official Approval	Arda Shahverdian	Signature	Date	Telephone #
	Name		10/13/21	443-474-4178
Supt./Agency Head Approval	George Arlotta, Ed.D.	Signature	Date	Telephone #
	Name		10.15.2021	410-222-5304
MSDE Grant Manager Approval		Signature	Date	Telephone #
	Name			

TITLE III

Appendix E

Title III, Part A Grant Application
English Language Acquisition, Language Enhancement,
and Academic Achievement



Office of English Learners/Title III

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Anne Arundel County Public Schools

Fiscal Year 2022

EDUCATIONAL EQUITY

Maryland's Educational Equity COMAR regulations require public school systems to provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being. Consider collaborating with your equity point of contact when developing and writing the application. It is important to reflect on the following:

1. Analysis of disaggregated data within the EL population (i.e., race, gender, home language, etc.)
2. Application of an equity lens in choosing activities of supplementary language development, professional learning, supplementary instructional materials, etc.

SUPPLEMENT, NOT SUPPLANT [Sec. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [Sec. 3115(c)]: An eligible entity receiving funds under section 3114(a) **MUST** use the funds in the required activities before spending funds in the authorized activities.

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [Sec. 3115(c)(1)]

Required Activities	Descriptions		
	Please address each item (a-c) in your required activity descriptions.	Public School Costs	Private School Costs
	a) Outcomes and brief description of the services <u>including evidence level when appropriate</u> b) Timelines or target dates c) Services to private schools		
1.1. Improving the English language proficiency and academic achievement of ELs [Sec. 3115(c)(1)].	1.1.1 Summer Programs for Secondary ELs. a) Coordination and alignment of supplemental summer programs that integrate language development and content for middle and high school English Learners at up to ten locations. Programs	1.1.1 \$6,679	

	<p>will use content-based language instruction to strengthen students' academic and linguistic skills. Students entering grade 9-12 will have the opportunity to earn original credit in content area courses. Teachers will begin planning in the Spring of 2022.</p> <p>b) March 2022 – August 2022</p> <p>c) No participating non-public schools</p> <p>1.1.2 Extended-Day Learning and Enrichment Programs for K-12 ELs</p> <p>a) Provide supplemental programs to meet the academic, linguistic, cultural, and socio-emotional needs of English Learners. Schools may submit a request to implement a pre-approved program or propose a program based on identified school need. Approved extended day and enrichment activities will receive support from the English Language Acquisition office with goals for academic success, English language development, and social-emotional competencies for ELs who are culturally/linguistically diverse.</p> <p>b) September 2022 – June 2023</p> <p>c) No participating non-public schools</p> <p>1.1.3 Bilingual Teaching Assistants</p> <p>Provide two Bilingual Teaching Assistants (TAs) to support language and literacy development of English Learners in the mainstream setting. Bilingual TAs will work in coordination with the English Language Acquisition teachers to provide literacy instruction to dual language learners and/or to students with interrupted education. Bilingual TAs will support families in developing awareness of best practices for literacy development at home and in school. Bilingual TAs may provide supplemental assistance to the International Welcome Center (IWC) during peak registration periods.</p> <p>b) January 2022 – September 2023</p>	<p>1.1.2</p> <p>\$67,067</p> <p>1.1.3</p> <p>\$87,901</p>	
--	--	---	--

	<p>c)No participating non-public schools</p> <p>1.1.4 Supplemental Materials to Support Multilingual Language Development Skills and Multicultural Competencies for Social-Emotional Learning and Academic Success</p> <p>a) Provide authentic, supplementary materials of instruction which complement the mainstream literacy curriculum by supporting ELs in the development of multilingual language and literacy skills, and social-emotional learning. May include multilingual/multicultural books, literacy programs/kits, and online programs.</p> <p>b) Timeline: February 2022 – August 2023</p> <p>c)No participating non-public schools</p>	<p>1.1.4</p> <p>\$23,000</p>	
<p>2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [Sec. 3115(c)(2)]</p>			
<p>Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [Sec. 3115(c)(2)(D)].</p>			
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [Sec. 3115(c)(2)(A)].</p>	<p>2.1.1 New ELA Teacher Resource Teacher and Teacher Specialist for Dual Identified ELs</p> <p>a. Outcome and Description</p> <p>Provide one full-time resource teacher who will act as a coach and mentor to all teachers, with a primary focus on developing a professional learning community among non-tenured English Language Acquisition teachers. The resource teacher will ensure that newly hired teachers have a strong understanding of curriculum, deliver model lessons, and collaboratively plan to ensure quality English language development instruction.</p>	<p>2.1.1</p> <p>\$247,374</p>	

	<p>Provide one full-time teacher specialist who will focus on supporting teachers of dual identified ELs, including ELs with IEPs, 504 plans, and students identified as gifted or advanced learners. The teacher specialist will serve as a liaison to special education departments centrally and at schools. The teacher specialist will provide professional development to teachers and school-based/district leadership on best practices for meeting the unique needs of dual identified students.</p> <p>b. Timeline: February 2022- September 2023</p> <p>c. Non-public services: Non-public schools invited</p> <p>2.1.2 Professional Learning for New English Language Acquisition (ELA) Teachers and Bilingual Teacher Assistants</p> <p>a. Outcome and Description</p> <p>Facilitate a sustained professional learning community, including mentorship, for non-tenured English Language Acquisition (ELA) teachers and Bilingual Teacher Assistants in order to enhance the ability of new EL educators to support language, literacy and academic development of ELs through the use of the WIDA framework, Sheltered Instruction Observation Protocol (SIOP), best practices for dual-language learners, cultural competence, and regulatory compliance such as Parent Notification Letters and English Learner Plans.</p> <p>b. Timeline: February 2022- August 2023</p> <p>c. Non-public services: Non-public schools invited</p> <p>2.1.3 Professional Learning on ELD Standards and Curricula</p> <p>a. Outcome and Description</p> <p>Provide ongoing professional learning sessions for English language acquisition teachers focused on</p>	<p>2.1.2</p> <p>\$7,317</p> <p>2.1.3</p> <p>\$25,814</p>	
--	--	--	--

	<p>implementation of the WIDA ELD Standards Framework 2020 and the AACPS English Language Development curriculum. Facilitate collaborative planning, assessment design, and supplemental resource development in support of the ELD curriculum. Modes of delivery for PD may include face to face series of professional learning modules; online courses; and external webinars, conferences, or workshops.</p> <p>b. Timeline: February 2022- August 2023</p> <p>c. Non-public services: Non-public schools invited</p>		
<p>2.2 Providing for professional development designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs [Sec. 3115(c)(2)(B)].</p>	<p>2.2.1 Professional Learning and Coaching</p> <p>Provide ongoing, job-embedded, professional learning to build the capacity of school staff to implement effective instructional strategies for ELs. Professional learning foci may include language acquisition theory, multilingualism, WIDA standards, differentiation for ELs, SIOP, Be Glad, inter-cultural communication, legal framework for EL education, assessment and accommodations of ELs, and EL instructional best practices. Modes of delivery for PD may include face to face series of professional learning modules; online courses and webinars; year-long professional learning communities; English Learner-focused walk-throughs; guided collaborative planning for ELs and peer classroom visits for educators of ELs. PD Modules include topics such as: <i>Introduction to Working with ELs; Using Interpreters for Parent-Teacher Conferences; Oral Language Development; Leveraging Translanguaging; Best Practices for Newcomers; DI for ELS by Proficiency level; Be GLAD; EL Make & Take; SIOP Model Lesson; SIOP Component Workshop Series.</i></p> <p>b. Timeline: February 2022- August 2023</p> <p>c. Non-public services: Non-public schools invited</p>	<p>2.2.1</p> <p>\$73,704</p> <p>2.2.2</p>	

	<p>2.2.2 Professional Learning Through External Conferences and Professional Workshops</p> <p>Provide support for educators of ELs and related support staff to attend conferences and participate in workshops led by experts outside of the school system in order to increase the capacity of AACPS staff to deliver quality staff development and to strengthen instructional practices based on the most current and relevant research in the field.</p> <p>Participants may apply to attend local or national conferences such as Maryland TESOL, MELLFIN, WIDA, TESOL, NABE, La Cosecha, ASCD, etc. Participants may also attend in person or on-line workshops, particularly those with Trainer of Trainers models to support sustained professional learning. All conference attendees and workshop participants are required to provide professional development to other educators upon return from the conference.</p> <p>b. Timeline: February 2022- August 2023</p> <p>c. Non-public services: Non-public schools invited</p>	\$23,500	
<p>2.3 Providing for professional development effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [Sec. 3115(c)(2)(C)].</p>	<p>2.3.1 Professional Learning through Book Studies</p> <p>a) Provide district-level professional learning for all AACPS educators to enhance their ability to effectively support the linguistic growth of English Learners. Through a variety of online book studies, educators will engage in reading and discussion of current research and best instructional practices for English Learners. Book studies will include texts and topics such as: Educating English Learners for a Changing World, Growing Language and Literacy, Supporting English Learners in the Classroom, etc.</p> <p>b. Timeline: February 2022- August 2023</p> <p>c. Non-public services: Non-public schools invited</p>	<p>2.3.1</p> <p>\$37,147</p>	

	<p>2.3.2 Professional Learning Through University Partnerships and Programs</p> <p>Support content teacher participation in higher education programs leading to ESOL and dual language certification and competency, through programs such as the UMCP AACPS TESOL cohort, University of Colorado Literacy Squared Institute, University of Minnesota CARLA Institutes, etc.. Teacher participation in these programs of higher education will increase the capacity of teachers to deliver linguistically responsive instruction in the content classroom, allowing ELs more meaningful access to content knowledge.</p> <p>b. Timeline: February 2022- August 2023</p> <p>c. Non-public services: Non-public schools invited</p>	<p>2.3.2</p> <p>\$8,400</p>	
<p>3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [Sec. 3115 (c)(3)]</p>			
<p>3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [Sec. 3115(c)(3)].</p>	<p>a. Outcome and Description</p> <p>Provide access to activities that gives families tools for supporting their students to increase English language proficiency and overall academic achievement. Schools may choose from a prescribed menu of approved programs, meant to support the linguistic and academic growth of ELs. Funding will be allocated to schools which request to run one or more of several programming options such as: <i>Anne Arundel Community College Adult ESL Partnership, Parent Workshops to Go, Noche Latino Parent Support Groups, 1-2-3 Magic, Leamos Juntos, Exploring the AACPS Curriculum, Raising Bi-Literate Children, Exploring AACPS Programs, Immigrant Family Reunification Workshop, Exploring the ELA Program, You Make the Difference, Parent Leadership Program.</i> Funds may</p>	<p>3.1.1</p> <p>\$83,786</p>	

	<p>be provided to families who live in rural areas with barriers to transportation.</p> <p>b. Timeline: September 2022- June 2023</p> <p>c. Non-public services: No participating non-public schools</p>		
--	--	--	--

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Anne Arundel County Public Schools

Fiscal Year 2022

EDUCATIONAL EQUITY

Maryland's Educational Equity COMAR regulations require public school systems to provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being. Consider collaborating with your equity point of contact when developing and writing the application. It is important to reflect on the following:

1. Analysis of disaggregated data within the EL population (i.e., race, gender, home language, etc.)
2. Application of an equity lens in choosing activities of supplementary language development, professional learning, supplementary instructional materials, etc.

SUPPLEMENT, NOT SUPPLANT [Sec. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

B. AUTHORIZED ACTIVITIES [Sec. 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [Sec. 3115(a)]

Authorized Activities	Descriptions		
	Please address each item (a-c) in your authorized activity descriptions.	Public School Costs	Private School Costs
	a) Outcomes and brief description of the services <u>including evidence level when appropriate</u> b) Timelines or target dates c) Services to private schools		
4.1 Upgrading program objectives and effective instructional strategies [Sec. 3115(d)(1)].	a) b) c)		

4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	a) b) c)		
4.3 Providing to ELs tutorials and academic or career and technical education [Sec. 3115(d)(3)(A)].	4.3.1 EL Orientation and Support in CTE a. Outcome and Description Provide high school English Learners who have missed the opportunity to learn about the CAT-N and CAT-S career and technology education programs orientation so they can explore career options. Additionally, provide supplemental materials such as bilingual dictionaries, and tutoring support or materials to prepare for certification exams. b. Timeline: February 2022 – September 2023 c. Non-public services: No participating non-public schools	4.3.1 \$499	
4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services [Sec. 3115(d)(4)].	4.4.1 Coordination of Opportunities to Learn for English Learners through Programmatic Educational Partnerships a. Outcome and Description Enhance student engagement through the coordination of opportunities for students through events and programs such as, the Hispanic Youth Symposium Partnership with Anne Arundel Community College, the ELL Internship, Field Experiences and on-site learning opportunities with partner organizations such as the US Naval Academy, Chesapeake Bay Foundation, DC United, Smithsonian Environmental Research Center, Maryland Hall, City of Annapolis, etc.. Students who participate in these programs will be able to build background knowledge in order to enhance their ability to participate in academic programs.	4.4.1 \$1,000	

	b. Timeline: February 2022 – September 2023 c. Non-public services: No participating non-public schools		
4.5 Improving the instruction of ELs, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [Sec. 3115(d)(7)].	a) b) c)		
4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [Sec. 3115(d)(8)].	4.6.1 Seal of Biliteracy Exams a. Outcome and Description Provide support to English Learners attempting to obtain the Seal of Biliteracy through payment of assessment fees for less represented languages and/or through events that promote wider inclusion of English Learners in the Seal of Biliteracy. The district supports assessment fees for AP exams. Supplemental Title III funds will be used to pay for other language assessments to qualify ELs for the Seal of Biliteracy, as well as supplemental native language resources for ELs pursuing the Seal of Biliteracy. b. Timeline: February 2022-September 2023 c. Non-public services: No participating non-public schools	4.6.1 \$500	
5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [Sec. 3115(d)(6)].			

5.1 Providing programs to improve the English language skills of ELs [Sec. 3115(d)(6)(A)].			
5.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [Sec. 3115(d)(6)(B)].	<p>5.2.1 Bilingual Family and Community Outreach Facilitator</p> <p>a. Outcome and Description</p> <p>Provide one full time Bilingual Family and Community Outreach Facilitator to provide oversight, promotion, and coordination of the district-level and school-based parent education and community outreach activities. Develops curriculum to support family education programs at the school and district level. Supports implementation of family education programs. Supports sharing of resources and school system information with families of English Learners. Provide supplemental parent education programs for families of English learners to improve academic success. Works with community & faith-based organizations that serve EL families. Provide supplemental assistance to families which register at the IWC.</p> <p>b. Timeline: February 2022- September 2023</p> <p>c. Non-public services: Non-public schools invited</p> <p>5.2.2 District-level EL Family Education</p> <p>a. Outcome and Description</p> <p>Provide District-wide educational programs for families of English learners: To assist families in developing skills to support their student's English language proficiency and overall academic achievement. During each event, parents will learn about AACPS curriculum and other educational programs (STEM, PVA, AVID, CAT Programs). In addition, they will learn strategies to nurture their student's language and academic development, learn pathways to actively engage in schools, and to become school volunteers. Each parent program will</p>	<p>5.2.1</p> <p>\$117,445</p> <p>5.2.2</p> <p>\$9,486</p>	

	<p>focus on a goal toward supporting the student's overall achievement and English language proficiency. May include outreach activities such as the following:</p> <ul style="list-style-type: none"> • Kindergarten Enrollment Community Education: During the summer, outreach activities are conducted through the county to promote Kindergarten enrollment among international families. • Family Involvement Conference: To provide language support to parents by offering educational sessions in their native language. • AACPS-TV: Educational episodes targeted to EL parents. • Magnet/STEM Cluster Events: to educate parents about signature programs and other educational opportunities available to their EL students. • Hispanic Heritage Month & South Asian-Middle Eastern Events: to educate EL parents in each group about the importance of school attendance, volunteerism in schools, school participation, and other educational programs available to them and their students. Parents will have the opportunity to choose the topic of interest related to their student's education. • Volunteer Training: to educate parents about the importance to become chaperones and volunteers in their student's school. <p>b. Timeline: July 2022 – September 2023</p> <p>c. Non-public services: Non-public schools invited</p>		
6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student Succeeds Act</i> [Sec. 3115(d)(9)].			
6.1 Carrying out other activities that are consistent with the purposes of this section [Sec. 3115(d)(9)].	<p>a)</p> <p>b)</p> <p>c)</p>		

C. ADMINISTRATIVE EXPENSES [Sec. 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

7. Administrative Expenses		Public School Costs
7.1 Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%.		

D. INDIRECT COSTS: To calculate the indirect costs, please refer to the Financial Reporting Manual for Maryland Public Schools (Section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

8. Indirect Costs		Public School Costs
8.1 Costs associated with compensation for grant coordinators and their clerical support, such as accounting, auditing, budgeting disbursement services, management information systems, and purchasing. If indirect costs are charged, use the approved local school system indirect cost rate to calculate.		\$16,412

Total Title III, Part A English Language Acquisition Grant Amount: \$837,031.00

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Anne Arundel County Public Schools

Fiscal Year 2022

E. EQUITABLE SERVICES TO ENGLISH LEARNERS IN PRIVATE SCHOOLS:

Services and other benefits to private school students must be secular, neutral, and non-ideological [Sec. 8501(a)(2)], must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel [Sec. 8501(a)(3)(A)]. To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools [Sec. 8501(a)(3)(B)].

1. **All school systems must** submit the following documents in Appendix H.

- ☐ Consultation timeline
- ☐ Signed Affirmation of Consultation Forms
- ☐ Complaint procedures/dispute resolution process for covered programs under ESSA

2. Describe below the school system's process to invite private schools to the initial meeting, and on-going consultation meetings [Sec. 8501(c)(1)(3)].

An AACPS Grants Specialist for Titles I, II, III, and IV sends correspondence each year in February via certified mail to private schools with an invitation to attend the annual initial private school consultation meeting. Each school completes the form and returns via email, fax, or US Mail. Responses from private schools are kept on file, and the response data is shared with each Title Office. Following the initial consultation meeting, the English Language Acquisition Office communicates directly with the interested private schools to provide ongoing consultation on an as-needed basis.

Complete numbers 3 to 5 if services are provided to ELs in private schools.

3. Provide the total allocation amount for Title III services in private schools below and in Appendix H [Sec. 8501 (a)(4)(C)].

Total allocation amount for private schools: 0

4. Describe below the school system's process for providing equitable services to students in private schools [Sec. 8501(c)].
 - a. How services, location of services, and grade levels or areas of services for students and teachers were decided and agreed upon.

- b. How services were monitored.
5. Each local school system (LSS) shall provide assurances that it complies with the section 8501 regarding equitable services for private school students and teachers:
- ☐ (a) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable under section 8501(d)(1);
 - ☐ (b) the LSS expenditures, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
 - ☐ (c) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

F. GUIDANCE FOR COMPLETION OF THE BUDGET NARRATIVE

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. **Make absolutely sure your numbers add up.**

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.
- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

Supplies and Materials

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Equipment

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Transfers

- Transfers are payments to other LSSs, Private Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LSS to the project.

Administrative Costs

- Title III allows each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering the grant.

Indirect Costs

- To calculate indirect costs, please refer to the Financial Reporting Manual for Maryland Public Schools (Section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

Sample Title III Budget Narrative

Category # – Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
Activity 1.1						
203-205 – 02 Special Prog.	01-Salaries & Wages	ESOL teacher wage for summer supplemental newcomer curriculum writing	1 teacher x 20 days x 175/day	3,500		3,500

212 Fixed Charges	04 Other Charges	FICA	7.65% of \$3,500	268		268
				Total:		\$3,768

Activity 2.2						
203-205 – 02 Special Prog.	02-Contract Services	Delivery of workshop: “Best Practices for Teachers of EL/REL Students”	\$650/school x 4 schools x 2 days at each school (\$5200) + \$650/school x 3 schools x 1 day (\$1950)	7,150		7,150
				Total:		\$7,150

Activity 3.2						
203-205 – 02 Special Prog.	01-Salaries & Wages	ESOL teacher stipends for facilitating evening parent outreach programs	4 schools x \$1,500	6,000		6,000
212 Fixed Charges	04-Other Charges	FICA	7.65% of \$6,000	459		459
				Total:		\$6,459

Activity 4.1						
203-205 – 02 Special Prog.	03-Supplies & Materials	Supplemental materials to support instruction such as picture dictionary, flash cards, and leveled readers	\$275/site x 6 sites (\$1650) Shipping (\$86)	1,736		1,736
				Total:		\$1,736

Activity 7.1						
202 – 16 Inst. Administration & Supervision	08-Transfer	Administrative costs (2%)	\$20000 x .02	400		400
				Total:		\$400

Activity 8.1						
202 – 22 Business Support	08-Transfer	Indirect costs* (2.5%) * Each LSS has an approved indirect cost rate.	\$20000/1.025 x 0.025	487		487
				Total:		\$487

Total Title III Grant: \$20,000

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
Activity 1.1.1						
203-205 -02-Special Prog.	01-Salaries & Wages	Summer Programs for Secondary ELs				\$ 4,500
212-Fixed Charges	04-Other Charges	Fixed Charges	Stipend @ \$30/hr x 3 staff x 50hrs			\$ 379
203-205 -02-Special Prog.	03-Supplies & Materials	MOI - Classroom supplies such as pencils, markers, paper, notebooks	\$4,500 x .08413			
			150 students x \$12/student			\$ 1,800
						\$ 6,679
Activity 1.1.2						
203-205 -02-Special Prog.	01-Salaries & Wages	Extended-Day Learning for K-12 ELs				\$ 55,000
212-Fixed Charges	04-Other Charges	Fixed Charges	Stipend @ \$40/hr x 55 staff x 25 hrs			\$ 4,627
			\$55,000 x .08413			
203-205 -02-Special Prog.	03-Supplies & Materials	MOI - Classroom supplies such as pencils, markers, paper, notebooks and craft, game or project supplies	620 students x \$12/student			\$ 7,440
						\$ 67,067
Activity 1.1.3						
203-205 -02-Special Prog.	01-Salaries & Wages	Bilingual Teaching Assistants	Salary 2 positions @ \$24,565			\$ 49,130
212-Fixed Charges	04-Other Charges	Fixed Charges	.23148 of salary			\$ 11,373
212-Fixed Charges	04-Other Charges	Fixed Charges	Healthcare \$13,570 Pension Admin Fee \$129			\$ 27,398
						\$ 87,901
Activity 1.1.4						

203-205 -02-Special Prog.	03-Supplies & Materials	Supplemental Materials to Support Multilingualism	Linguistically diverse book sets at 115 schools x \$200/set	\$	23,000
				\$	23,000
Activity 1.1.5					
				\$	-
				Total 1.1:	\$ 184,647
Activity 2.1.1					
203-205 -02-Special Prog.		Resource Teacher: New ELA Teacher support; Teacher Specialist for Dual Identified ELs	Salary for resource teacher and teacher specialist	\$	178,627
212-Fixed Charges	01-Salaries & Wages				
	04-Other Charges		.23148 of salary	\$	41,349
212-Fixed Charges	04-Other Charges		Healthcare \$13,570, Pension Admin Fee \$129	\$	27,398
				\$	247,374
Activity 2.1.2					
203-205 -09-Instruction Staff Dev.		Professional Learning for New ELA Teachers, Bilingual TAs, Special Educators		\$	5,250
212-Fixed Charges	01-Salaries & Wages		Stipend @ \$30/hr x 25 staff x 7 hrs		
	04-Other Charges		\$5,250 x .08413	\$	442

203-205 -09-Instruction Staff Dev.	03-Supplies & Materials	MOI - Materials such as professional texts and instructional materials	25 teachers x \$65 per teacher			\$ 1,625
						\$ 7,317
Activity 2.1.3						
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Professional Learning on ELD Standards and Curricula				\$ 18,000
212-Fixed Charges	04-Other Charges	Fixed Charges	Stipend @ \$30/hr x 150 staff x 4 hrs			\$ 1,514
		Materials such as professional texts and instructional materials for teachers	\$18,000 x .08413			
203-205 -09-Instruction Staff Dev.	03-Supplies & Materials		150 teachers x \$42 per teacher			\$ 6,300
						\$ 25,814
				Total 2.1:		\$ 280,505
Activity 2.2.1						
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Professional Learning and Coaching	Stipend @ \$30/hr x 350 staff x 4 hrs			\$ 42,000
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Professional Learning and Coaching	Substitutes @\$115 /day x 15 teacher days			\$ 1,725
212-Fixed Charges	04-Other Charges	Fixed Charges	\$43,725 x .08413			\$ 3,679
203-205 -09-Instruction Staff Dev.	03-Supplies & Materials	Professional Learning and Coaching - Materials such as professional texts	100 x \$33 texts			\$ 3,300
203-205 -09-Instruction Staff Dev.	04-Other Charges	Professional Learning and Coaching - online course registration fees	10 teachers x \$300 course			\$ 3,000

203-205 -09-Instruction Staff Dev.	02-Contract Services	Professional learning workshops about SIOP facilitated by CAL	\$15,000 for 3 full days; \$5,000 for review sessions for previous cohorts	\$	20,000
				\$	73,704
Activity 2.2.2					
203-205 -09-Instruction Staff Dev.	04-Other Charges	Professional Learning Through External Conferences and	15 Staff /Mellfin Conference x \$100; 15 Staff / MDTESOL x \$100; 5 Teachers/ WIDA/NABE/TESOL @\$2,500	\$	15,500
202 -16-Inst. Admin. & Supv.	04-Other Charges	Professional Learning Through External Conferences and	Unit 2 Staff / NABE/ WIDA/TESOL x 2 x \$2,000	\$	4,000
202-15 Office of the Principal	04-Other Charges	Professional Learning Through External Conferences and	Unit 2 Staff / NABE/ WIDA/TESOL x 2 x \$2,000	\$	4,000
				\$	23,500
			Total 2.2:	\$	97,204
Activity 2.3.1					
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Professional Learning through Book Studies	5 Book Studies x Stipend @ \$30/hr x 4 hrs x 35 staff	\$	21,000
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Professional Learning through Book Studies	Instructors for 5 Book Studies @ \$30/hr x 40 hrs	\$	6,000
212-Fixed Charges	04-Other Charges	Fixed Charges	\$27,000 x .08413	\$	2,272
203-205 -09-Instruction Staff Dev.	03-Supplies & Materials	Professional Learning through Book Studies	175 teachers x \$45 per text	\$	7,875
				\$	37,147
Activity 2.3.2					
212-Fixed Charges	04-Other Charges	Professional Learning Through University Partnerships and Programs	Tuition Reimbursement @ \$750 per participant x 10	\$	7,500

203-205 -09-Instruction Staff Dev.	03-Supplies & Materials	Professional Learning Through University Partnerships and Programs	10 Text Books x \$90 per text		\$	900
					\$	8,400
				Total 2.3:	\$	45,547
Activity 3.1						
203-205 -02-Special Prog.	01-Salaries & Wages	School-Based Family EL Education	Stipends @ \$30/hr x 150 Staff x 10 program hrs		\$	45,000
212-Fixed Charges	04-Other Charges	Fixed Charges	\$45,000 x .08413		\$	3,786
203-205 -02-Special Prog.		School-Based Family EL Education materials and supplies	1,000 students x \$10/student		\$	10,000
	03-Supplies & Materials	Transportation services for families in rural areas to participate in community based engagement activities				
203-205 -02-Special Prog.	02-Contract Services		Twice a week for 50 weeks, \$250 per evening		\$	25,000
				Total 3.1:	\$	83,786
Activity 4.1						


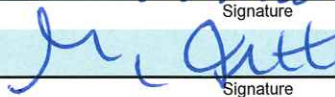
**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$837,031	AMENDED BUDGET #		REQUEST DATE	11/09/21
GRANT NAME	English Language Acquisition (EL)	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #	220681	RECIPIENT GRANT #	2185		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Anne Arundel County Public Schools		
FUND SOURCE CODE	6942	GRANT PERIOD	7/1/2021	9/30/2023	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						16,412.00	16,412.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal				4,000.00			4,000.00
Prog. 16 Inst. Admin. & Supv.				4,000.00			4,000.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	422,962.00	25,000.00	46,720.00				494,682.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	93,975.00	20,000.00	20,000.00	18,500.00			152,475.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				165,462.00			165,462.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	516,937.00	45,000.00	66,720.00	191,962.00	0.00	16,412.00	837,031.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval	Arda Shahverdian		11/9/21	410-222-515
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	George Arlotto, Ed.D.		11.11.2021	410-222-5304
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

TITLE IV

Appendix F: FY 2022 (July 1, 2021 – June 30, 2023)

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): Anne Arundel County Public Schools

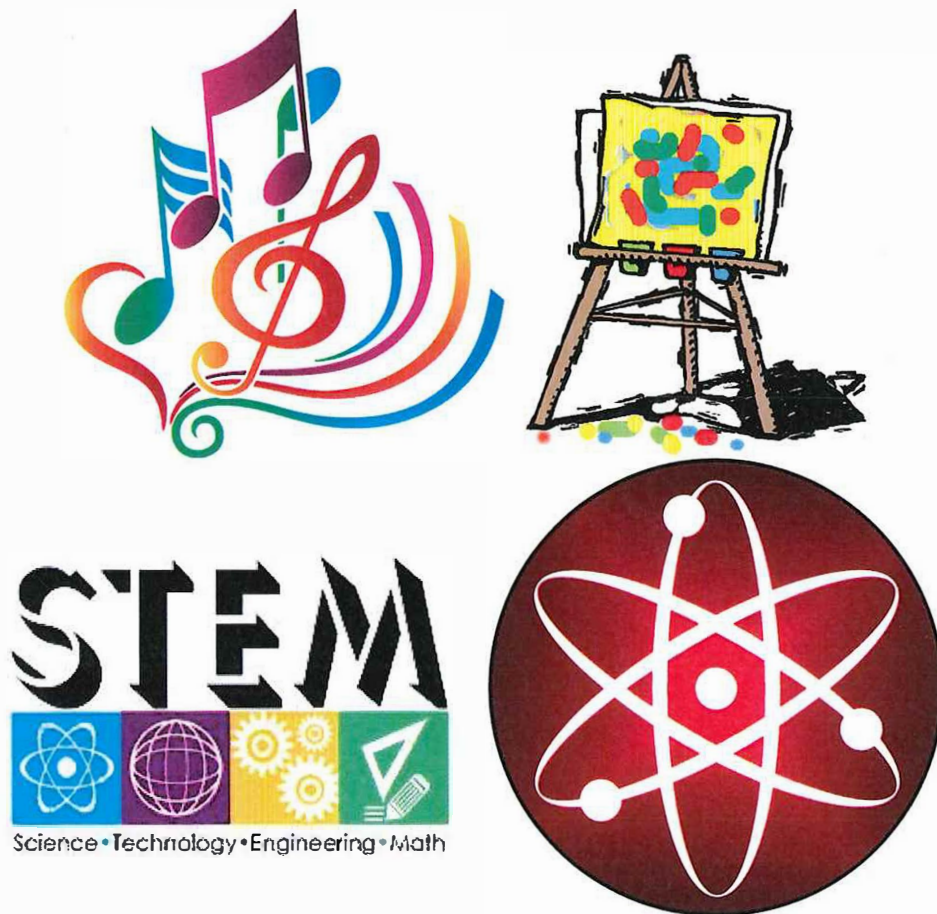
Grant Year: FY 2022

(use drop down)

Title IV-A Point of Contact: Mary Tillar

Telephone: 410-222-5365

E-mail: mtillar@aacps.org



**Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grants**

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Table of Contents

Title IV, Part A Application: Overview.....	2
1.0 CONSULTATION - Required.....	4
2.0 ADMINISTRATIVE COST – Allowable	7
3.0 NEEDS ASSESSMENT- Required	8
Prioritizing Funds to School- Required	12
Prioritizing Educational Equity – Required (Please describe how the LEA is prioritizing equity needs to support marginalized student groups and practices.).....	12
4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)]	13
Activity Key for Well-Rounded Education Opportunities	14
Well Rounded Education: Federal Examples ESEA§4107	14
5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]	32
Activity Key for Safe and Healthy Students.....	33
Safe and Healthy Students: Federal Examples ESEA§4108	33
5.1 Safe & Healthy Students’ Activities	37
6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]	47
Activity Key for Effective Use of Technology.....	47
Effective Use of Technology Federal Examples ESEA§4109	47
6.1 Effective Use of Technology Activities.....	49
7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:.....	54
8.0 Assurances [ESEA, Section 4106(E)(2)]:.....	56
9.0 INTERNET SAFETY [ESEA, Section 4121]:	57
10.0 BUDGET NARRATIVE:.....	58
Sample Budget Narrative	60

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): Anne Arundel County Public Schools

Grant Year: FY 2022

(use drop down)

Title IV-A Point of Contact: Mary Tillar

Telephone: 410-222-5365

E-mail: mtillar@aacps.org

Title IV, Part A Application: Overview

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment
- Developed through an equity lens as required by the Educational Equity registraion, COMAR 13A.016 to ensure each program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized groups.

1.0: Consultation (Required)

2.0: Administrative Costs (Allowable)

3.0: Needs Assessment (Required)

4.0: Activities to Support Well-Rounded Educational Opportunities (Required)

5.0: Activities to Support Safe and Healthy Students (Required)

6.0: Activities to Support the Effective Use of Technology (Required)

7.0: Equitable Services (Required)

8.0: Assurances (Required)

9.0: Internet Safety (Required)

10.0: Budget Narrative

The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:

- 1) provide all students with access to a well-rounded education;
- 2) improve school conditions for student learning; and
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year's Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment that includes the school system's process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent practices in each school (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity, including those that support educational equity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

Consultation: In developing the application an LEA will:

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A and support educational equity;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: Anne Arundel County Public Schools

Grant Year: FY 2022

(use drop down)

1.0 CONSULTATION - Required

Please provide a description of how the LEA *meaningfully consulted* with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).

Title IV, Part A continues to reinforce AACPS commitment to the provision of a holistic and well-rounded education for its approximate 84,000 students. In fact, it is through the guiding tenets of access and equity that we created opportunities that will establish educational excellence and a trajectory to college, and career readiness. ESSA is clear, LEAs must support an educational focus on the four C's or 21st Century Skill development (collaboration, communication, creativity, and critical thinking." As noted in consultation with community stakeholders, partnering businesses and Institutions of Higher Education, the AACPS community values students accessing opportunities provided through a variety of programs, clubs, and offerings.

Instructional relevance and devotion to enrichment offerings, classes, and activities expand student experiences and boost school engagement. Additionally, the "research has consistently demonstrated the value of spending time in enrichment activities and courses for developing these broader set of skills and interests." Thus, the grant again this year focuses on nurturing the "whole child" and elimination of opportunity gaps in AACo.

This grant also recognizes the current teaching and learning platforms in today's educational designs. Personalizing learning through virtual means cannot be ignored either in a partial or full way. We saw the critical need with the onset of COVID and movement to "Continuity of Learning" in the spring and Virtual Learning engagement with the opening of 20/21. Provision of learning models that include these modalities ensures learning profile matches with digital citizenship often demanded in higher education.

Data/Consultations Guiding Our Decisions:

AACPS Strategic Planning – Strategic Plan consultation (public forum) results:

Identified Values -

- 1) teachers going above & beyond to help all students learn,
- 2) students accessing opportunities provided through a variety of programs, clubs, and other offerings,
- 3) all students, families, and staff feeling welcome,
- 4) incorporation and celebration of cultural diversity, and
- 5) preparing all students for college, career, and community.

- Strategic Plan: <https://www.aacps.org/strategicplan2018>
- Metrics and action to date are published on the website at <https://www.aacps.org/howarewedoining>

AACPS Spring 2021 Listening Tours – Informed the 2021 Reopening Plan

- <https://www.aacps.org/cms/lib/MD02215556/Centricity/Domain/1789/2021reopeningreport.pdf>

AACPS Consolidated Plan where instructional responsiveness is aligned to need, Federal and State regulations, and evidence-based action to support gap reduction/elimination.

<https://www.aacps.org/Page/2278>

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

AACPS COVID-Impact Outreach (System focus to inform decisions, including utilization of operating budgets, Title grants and CARES/ESSER grants as AACPS has an intentional fiscal management/stewardship goal within our Strategic Plan).

Additionally, significant consultation has occurred with our Health Dept. in all aspects of reopening. Dr. Kalyanaraman is a critical stakeholder and partner in our efforts. This consultation has helped to inform the 14 Future Planning Committees that are composed of AACPS employees, students, parents, AACPS bargaining unit members, AACPS advisory group members, community organizations and community partners.

Stakeholder feedback and activity coordination is essential to the writing of Title IV, Part A grants annually. Crossfunctional outreach and personal discussion on System needs with Division and Office leaders begins each winter/spring to ensure identified or targeted actions are aligned to the Strategic Plan for the purpose of the grant. This then launches deliverable planning, including BOE approval process initiation as required. Since the conception of Title IV, Part A, AACPS has implemented a System Thinking model for each development.

Additionally, ongoing Stakeholder feedback avenues that inform implementation success or support future activity models include:

- AACPS Title Leader Meetings
- Future Planning Committee Members
- Implementation Teams, as appropriate to the identified activity (e.g. Solar Car Advisory)
- Board Meetings,
- Teacher Forums
- Public Testimony
- DCs/School Lead Communications
- Parent Advisories
- CRASC

ACTIVITY Consultation:

- The Division of Curriculum and Instruction and Office of Equity and Accelerated Achievement (as appropriate to the product) were instrumental in curricular assessments/state of the art learning opportunities that ignite engagement with the Newslea, Mystery Science, and legends of Learning.
- Co-Curricular (including Robotics and Future Makers) – Community request for equitable access of Robotic club options; school-based recognition of co-curricular impact on skill application with passion and interest. Club competition offerings include First Robotics, VEX, MESA, and SeaPerch
- STEM-in-Box/Mobile Pilot – The creation of a STEM experience in 4th grade creates a secondary pipeline where passion and rigor are afforded students within Programs of Choice. The STEM-in-Box will enable students to investigate through hands-on experiences STEM tenets in PBL. The pilot will occur in our North County cluster and involve consultation and collaboration with educational leaders, educators, the STEM Office, and community sponsors.
- Solar Car – The Solar Car Challenge was established to help motivate students in science and engineering, and to increase alternative energy awareness. The Challenge teaches high school students around the world how to build roadworthy solar cars. With this grant AACPS will initiate an incredible collaboration between our STEM Magnets and Centers for Applied Technology. Additionally, this unique learning experience will afford cross-state engagement as AACPS will be working with Staten

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Island Technical School in NY . It is important to note that the implementation of this initiative will be the first in the state of Maryland.

- **CCR initiatives in this grant focus on foundational learning/mastery of standards and skills with early college access. Collaborations involve educators, the CTE office, identified tutors or AACC professors, and AACPS student/student families.**

Please provide a description of how the LEA will use *ongoing consultation* to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

With the implementation of the Strategic Plan, on-going consultation with progress monitoring /accountability measures occur with school stories/sharing and ESSA indicators. This is critical to the Title IV, Part A grant as is is designed to support access and eliminate opportunity gaps. In fact, regular meetings with the Deputy Superintendent fo Academics are integral to the grant implementation window to ensure alignment and/or informed action occurs with county structures and stakeholders. Additionally, AACPS Partnership, Development, and Marketing (PDM) Office continues work with the community; cultivating relationships that will benefit students, families, and employees in the form of connections and networks. Throughout the year the PDM team creates partnerships with businesses and individuals in the community, works with families, schools, and communities to facilitate meaningful communication between families and schools; and coordinates training and resources to support student success. Further, with the establishment of the 14 Future Planning Committees, ongoing feedback and planning will occur as we ensure educational excellence with a wellness and connection balance in teaching and learning (whether virtual or in brick and mortar). They focus is always on ensuring the voices of our constituents and clients in educational action.

Additionally as a system that believes in “System Thinking” consultants within as well as outside of AACPS will coordinate efforts as networks, authentic application, and partnership actions within industry and the community are intentional and seen as essential for student results and programming evolution.

Specific to this grant (as with others), students, educators, and parents will be continue to be asked to provide feedback on the role of transforming experiences in student connection, passion development, academic application, and happiness. This can include testimonies, surveys, artifact collection, etc.

Please provide a description of how the LEA will *coordinate the implementation of local activities with other programs*, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

AACPS coordinates the implementation of the targeted grant activities with existing System structures (Academics Leadership Meetings, Respected Office Coordination Meetings, FPC Committees, ESSER briefings, Kirwan Planning, etc.). Specifically, as the focus of the Title IV grant is on the student accessibility to opportunities that extend, connect, and apply learning, community partner integration will be key. Our commitment to promote student achievement and preparation for global competitiveness includes addressing the experience gap of our students. Title IV will not only offer/expand engagement experiences to our students and creative delivery models, it will also bring offerings into the school house to foster a safe environment for connections and risk taking which are critical skills for 21st century learners with system leaders and community sectors.

AACPS coordinates all Title IV efforts with other Title plans. Meetings occur throughout the year to ensure complimentary efforts as we collectively meet the needs of all learners.

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Anne Arundel County Public Schools</u> Grant Year: FY 2022 (use drop down)			
LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base. Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE- DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUNDED EDUCATION AND SAFE & HEALTHY STUDENTS)			
2.0 ADMINISTRATIVE COST – Allowable			
Item	Line Item	Description	Public School Costs
2.1	Administrative Oversight/Stipends	Grant development, progress monitoring/fiscal management, and report development/submission Nonpublic Communication Liaison 30 hours/month (18 month grant cycle)	\$16,200
2.2			
2.3			
2.4			
		Total for Section 2.0	\$16,200

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: Anne Arundel County Public Schools

Grant Year: FY 2022

(use drop down)

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Note: An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)).

3.0 NEEDS ASSESSMENT- Required

Guiding Questions		Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
3.1	What local needs have stakeholders identified through an equity lens?	<p>Equitable access to experiences that ignite passion and foster skill development/independent thinking</p> <ul style="list-style-type: none"> • Achievement, Excellence, and Opportunity gap reduction across student groups <p>Building a CCR student includes active engagement in advanced opportunities, hands-on experiences, authentic applications, and engagement with stakeholders. Although this is available in many of our Programs, evolution and enhancement is still required to support transition plan results that open doors for our youth.</p>	<p>Support structures that recognize the whole child while promoting academic success is essential in a virtual learning world. At this time, AACPS has built a schedule for connection, community, wellness, and skill development with core and encore/elective learning.</p>	<p>COVID-19 has brought to light the incredible possibilities with online learning. Although AACPS had to overcome technology/connectivity issues, there is evidence that many students heightened performance through this medium. It is morally imperative for us to continue to sustain and expand on virtual opportunities and connection potential. This includes the application access within MVLO or System-approved vendors supporting the Virtual Academy.</p> <p>NOTE: AACPS launched a new LMS, Brightspace</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

3.2	What data support the identified local needs?	<ul style="list-style-type: none"> • Club/Co-curricular Data • BTE/Consolidated Plan • TSI / EOC School Summaries • ESSA Data – Student Group Examination • AACC ECAP enrollment statistics • Listening Tour Summaries • Exit Surveys • Strategic Plan metrics 	<ul style="list-style-type: none"> • ESSA Climate Survey • BTE/Consolidated Plan • Listening Tour Summaries • FPC Workgroup results • Strategic Plan metrics 	<ul style="list-style-type: none"> • Technology InventoriesCurricular STA Summaries – digital footprint • Home Instruction Data • BTE/Consolidated Plan • Strategic Plan metrics • 21/22 Thriving data (attendance and grades)
	What data support the identified equity needs? AACPS Title IV Grant was designed with equity as the frame with the promotion of access and excellence to reduce or eliminate gaps. Collaboration and partnership is System-driven, inclusive of the direction of the Equity and Accelerated Instruction Office and county equity policy and regulation	<ul style="list-style-type: none"> • Club/Co-curricular Data • BTE/Consolidated Plan • TSI / EOC School Summaries • ESSA Data – Student Group Examination • AACC ECAP enrollment statistics • Listening Tour Summaries • Exit Surveys/Senior Profiles • Strategic Plan metrics 	<ul style="list-style-type: none"> • ESSA Climate Survey • BTE/Consolidated Plan • Listening Tour Summaries • FPC Workgroup results • Strategic Plan metrics 	<ul style="list-style-type: none"> • Home Instruction Data • BTE/Consolidated Plan • Strategic Plan metrics • 21/22 Thriving data (attendance and grades)
3.3	What are the hardest to serve student groups?	All students and student groups are considered/captured in data tools Specifically, AACPS data assessment includes student ethnic and racial groups, disability status, and FARMs designation Activities in 4.0 also recognize the diverse learner, learner passions, and	All students and student groups are considered/captured in data tools Specifically, AACPS data assessment includes student ethnic and racial groups, disability status, and FARMs designation	All students and student groups are considered/captured in data tools Specifically, AACPS data assessment includes student ethnic and racial groups, disability status, and FARMs designation

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		learning styles to maximize engagement and joy in learning.		
3.4	What inequities inherent in the system are driving some of the local needs to support marginalized student groups?	<p>Lack of equitable access to co-curriculars/clubs (with meaningful experiences; including competitions)</p> <ul style="list-style-type: none"> • School offerings/sponsorship • Transportation • Fundraising potential <p>Inconsistent preparedness opportunities for students to believe college is obtainable</p> <p>Limited enrollment in Programs of Choice, valuing both college and career</p> <p>Limited exposure to an instructional tenet (STEM) based on school programming</p>	<p>Student access to instructional supports</p> <ul style="list-style-type: none"> • Time Availability/Cost 	Digital footprint variation; however targeted activity are designed to move us forward in learning engagement within 21st century virtual platforms, including the Virtual Academy.
3.5	How are the identified needs being prioritized when several significant needs are identified?	<p>Equitable access to a holistic education is the focus of the grant.</p> <p>Grants (ESSER and Titles are looking at a complementary braiding to maximize opportunities for students/promote access and educational excellence.</p> <p>Prioritization on equity, quality experience, and current gaps.</p> <p>With implementation consideration to program, school, and student</p>	<p>Equitable access to a holistic education is the focus of the grant.</p> <p>Grants (ESSER and Titles are looking at a complementary braiding to maximize opportunities for students/promote access and educational excellence.</p> <p>Prioritization on equity, quality experience, and current gaps.</p> <p>With implementation consideration to program, school, and student</p>	For the Virtual Academy, AACPS will continue to examine impact with seat availability. With a spring application window, seat assessments will occur and be communicated to AACPS families, including families on Home Instruction.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		designations will occur with System data structures (e.g. IDD Warning Lists, Outcome data/Strategic Plan metrics, Published Score Stories, etc.)	designations will occur with System data structures (e.g. IDD Warning Lists, Outcome data/Strategic Plan metrics, Published Score Stories, etc.)	
	<p>How is equity being prioritized for the identified marginalized groups?</p> <p>AACPS has analyzed the role of technology and instructional access platforms across all Title IV domains. Research-driven contracts and partnerships will ensure rich learning experiences.</p>	Same as above – Targeted activities ensure equitable access to students across the System, recognizing uniqueness to learner and documented needs	Same as above - Targeted activities ensure equitable access to students across the System, recognizing uniqueness to learner and documented needs	Same as above - Targeted activities ensure equitable access to students across the System, recognizing uniqueness to learner and documented needs

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: Anne Arundel County Public Schools

Grant Year: FY 2022

(use drop down)

ESEA section 4106(e)(2) requires that an LEA will prioritize the distribution of funds to schools served by the LEA:

- i. are among the schools with the greatest needs, as determined by such LEA;
- ii. have the highest percentages or numbers of children counted under section 1124(c);
- iii. are identified for comprehensive support and improvement (CSI) under section 1111(c)(4)(D)(i);
- iv. are implementing targeted support and improvement (TSI) plans as described in section 1111(d)(2); or
- v. are identified as a persistently dangerous public elementary school or secondary school under section 8532.

Prioritizing Funds to School- Required

In rank order, i.e., first choice = highest priority, using the Federal examples above, select the LEA's priorities for distributing funds to schools. Select all that apply using the drop down menu.

Provide a statement explaining how and why the LEA prioritized funds for the selected schools. If selected, please define "school with the greatest need".

1. Are among the schools with the greatest needs, as determined by the LEA	Opportunity and achievement gap elimination guide AACPS' efforts/Strategic Plan values, indicators, and strategies.
2. Are among the schools with the greatest needs, as determined by the LEA	AACPS is committed to providing equitable access barriers. Equity and presumed competency lead our action. In fact, AACPS equity policy and regulation with MABE's questioning lens
3. Are implementing targeted support and improvement (TSI) plans as described in sec. 1111(d)(2)	TSI school access and enrollment in activities within 4.0 will be given priority status, although the goal is to proactive and maximize well-rounded educational opportunities that motivate students to engage /excel.
4. Select from prioritized needs.	
5. Select from prioritized needs.	

Prioritizing Educational Equity – Required (Please describe how the LEA is prioritizing equity needs to support marginalized student groups and practices.)

AACPS Strategic Plan is focused on . Additionally, AACPS in partnership with AACo. stakeholders have established a joint initiative to eliminate the opportunity gap. This joint initiative is comprised of school system and county employees, parents, and community members. Together they collaborated on recommendations to eradicate gaps between student groups (<https://www.aacps.org/closethegap>). AACo. has further assessed the role of ESSER and Kirwin in the identification of experiences that bring learning to life with passion through a asset-based educational model.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: Anne Arundel County Public Schools

Grant Year: FY 2022

(use drop down)

To ensure that every student has access to a well-rounded education, LEAs must work to develop activities that foster connections among students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.

One goal of Title IV, Part A is to ensure that each LEA, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA that has received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a), 4106(e)(2)(C) and 4107(a)). **(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION).**

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)]

4.1	(1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)	<p>Co-Curriculars Robotics Clubs – School-based stakeholders, community & student voice; including PTOs & PTAs</p> <p>Accelerated Learning through Signature – AACC, HS Integrated Stakeholder Team (ICST), and MSDE as CTE recognition embedded</p> <p>Solar Car – CAT Centers, STEM Programs, Staten Island Technical School</p> <p>STEM-in- Box – Triple E Elementary Schools</p>
-----	--	--

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.2	(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities ; [Section 4107](a)(2)	Co-Curriculars/Clubs – Affiliated Robotics Organizations (VEX, SeaPerch, MESA, First Robotics) Solar Car – Staten Island Technical HS
4.3	(3) Pursuant to COMAR 13A.06.04(C)(4), The programs and activities the LEA proposes to implement must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity, including those that support educational equity;	The partners below support equitable access to resources and/or professional connections that will open doors of opportunity, gainful employment, and/or passionate explorations. Accelerated Learning through Signature – AACC Workforce/IHE Collaborations – Nepris Discovery Education

Activity Key for Well-Rounded Education Opportunities

The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. **For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.**

WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107	Abbreviated Name
College and career guidance and counseling programs, such as—(i) postsecondary education and career awareness and exploration activities	Providing postsecondary education and career awareness and exploration activities
College and career guidance and counseling programs, such as—(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning	Training counselors to effectively use labor market information to assist students with college and career planning
College and career guidance and counseling programs, such as—(iii) financial literacy and federal financial aid awareness activities	Financial literacy and federal financial aid awareness activities
Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution	Music and arts programs or activities

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities

The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. **For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.**

WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107

Abbreviated Name

Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”) such as—(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses	Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)	Supporting the participation of low-income students in nonprofit competitions related to STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects	Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iv) supporting the creation and enhancement of STEM-focused specialty schools [or a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on the STEM subjects, which include authentic schoolwide research (ESEA § 4102(8))]	Supporting the creation and enhancement of STEM-focused specialty schools
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects	Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education	Integrating other academic subjects into STEM subject programs

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities

The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. **For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.**

WELL ROUNDED EDUCATION: FEDERAL EXAMPLES ESEA§4107

Abbreviated Name

Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as—
(i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations

Reimbursing low-income students for accelerated learning examination fees

Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as—
(ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses

Increasing access to accelerated learning courses and dual or concurrent enrollment programs

Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education

Activities to promote the instruction of American history, social studies, economics, geography, or government education

Foreign language instruction

World language instruction

Environmental education

Environmental education

Programs and activities that promote volunteerism and community involvement

Volunteerism and community involvement programs or activities

Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics

Multiple discipline integration programs or activities

Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences

Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.1 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (Co-Curriculars)	
Proposed Well-Rounded Activity 4.1: Secondary Robotics Clubs	
<p>Activity Implementation: (How will the activity operate and over what duration?)</p> <p>Implementation of Robotics Clubs; club access at all county high schools (First Robotics, VEX, SeaPearch and/or MESA)</p> <p>The purpose of the secondary site Robotics Club is to promote the integration of science, technology, engineering, and math among high school students. Participating in a ROBOTICS CLUB, with design challenges/competitions, is an exciting experience for anyone interested in robotics, engineering and technology. In fact, with the provision of the grant all, 100% of AACPS high school school will continue to have access to design thinking activities through extended learning tasks within a robotic club.</p> <ul style="list-style-type: none"> By the end of the co-curricular period (June 2023), in small groups, 100% of the participating students will design, build, and program their own robots By the end of the co-curricular period (June 2023), 100% of the participating students will participate in games and activities through competitions <p>Implementation: Continued refinement of Robotics Club based on Year 2 System implementation – Spring/Summer 2022 & 22/23 – Implementation of Robotic options (continnum or targeted) at each high school</p> <p>Timeline: March 2022-June 2023</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input type="checkbox"/> Educators</p> <p><input checked="" type="checkbox"/> Other Stakeholders:</p> <p>Community Partners, as applicable to the selected Robotics frame</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</p> <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By the end of the co-curricular period (June 2023) , in small groups, 100% of the participating students will design, build, and program their own robots</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By the end of the co-curricular period (June 2023), 100% of the participating students in the Robotics Clubs will participate in games and activities (virtual and/or in-person) sponsored through the Robotics Club competitions</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>Click or tap here to enter text.</p>	<p>Select a Well-Rounded Strategy.</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>https://www.roboticseducation.org/evidence</p> <p>afterschoolalliance.org/documents/AfterschoolSTEMImpacts2016.pdf</p>
Evaluation	
<p>How and when will the listed outcomes be measured for success? (Add more as needed)</p>	
<p>Evaluation for Outcome 1:</p> <p>Student reflection logs/artifacts of role on team/engagement in designing and building their own robotics</p> <p>Evaluation for Outcome 2:</p> <p>Student roster of a participation in competition games and activities</p> <p>Where appropriate, published tiers of competition movement.</p> <p>Evaluation for Outcome 3:</p> <p>Click or tap here to enter text.</p>	
Use of Funds:	<p style="color: red; font-weight: bold;">Provide a total dollar amount per activity.</p>
<p>\$99,000</p> <p>Annual Fees/Event Registration - \$5000 x 3 sites = \$15,000</p> <p>Transportation - \$1500 x 15 sites = \$22,500</p> <p>Supplies/MOI = \$61,500</p>	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.2 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.

LECS Plan Focus Area: LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (Opportunity Gap)

Proposed Well-Rounded Activity 4.2: STEM-In-A-Box / Portable Lab

Activity Implementation: (How will the activity operate and over what duration?)

The AACPS STEM-in-a-Box Adventure Portable Lab was designed by STEM leaders, educators, students, and system investors to provide amazing STEM experiences to elementary students. With equitable access, equity and educational excellence as the driving forces, the mobile laboratory concept was identified. This lab has been designed to expose our youngest students to STEM pathways while addressing both the achievement and opportunity gaps recognized locally and nationally in education.

The AACPS STEM Adventure Lab enables students to engage in:

- Hands-on activities that excite and engage
- Next Generation Science Standards
- Authentic challenges using innovative equipment and technology

In STEM education:

- creativity, adaptability, and a willingness to abandon the old ways of doing things for the implementation of new and better practices is evident
- inquiry and project-based learning with authentic and relevant experiences leads the teaching and learning engagement

AACPS STEM Lab was designed to (1) eliminate the disparities in access to quality Science, Technology, Engineering and Mathematics (STEM) education, (2) promote STEM literacy for all students and (3) inspire the next generation of American scientist, engineers, and entrepreneurs to solve the global challenges of today and tomorrow. The STEM Adventure Lab will provide students in grade 4 authentic, standards-based learning laboratories, which integrates engineering design, mathematics and scientific inquiry.

AACPS STEM Lab Objectives:

- Implement an inquiry-based STEM curriculum that is aligned to AACPS STEM High School Magnet pathways in collaboration with administrators and teachers to meet the educational needs of all students.
- Facilitate professional development that addresses the instructional shifts and practices associated with Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the Science Content Standards for California.
- Enhance teacher capacity in the field of STEM while improving STEM Literacy.
- Create community partnerships while inspiring students to enter into STEM related career pathways (Establishment of a pipeline for future engagement and transitional success).

Implementation:

Winter/Spring 2022 – Purchasing and Schedule creation; identification of Itinerant Teacher
22/23 Phase 2 implementation of 8 ES

Timeline:

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

March 2022-June 2023	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p> <p>Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects</p>
<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p>	<p>Select a Well-Rounded Strategy.</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>https://www.engineeringforkids.com/about/news/2016/february/why-is-stem-education-so-important-/</p> <p>https://www.ed.gov/stem</p> <p>https://www.bing.com/videos/search?q=importance+of+stem+education&docid=608022349698696024&mid=5176331D549E88BC7CF95176331D549E88BC7CF9&view=detail&FORM=VIRE</p> <p>https://www.nsf.gov/attachments/117803/public/Xc--Linking_Evidence--Fairweather.pdf</p>
<p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.))</p> <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>100% of all enrolled 4th graders from the pilot schools will engage in a STEM mobile lab experience</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>100% of 4th grade educators at the pilot schools involved in the STEM Mobile Lab experience will increase awareness of STEM attributes (21st Century Skills with AACPS STEM Values</p> <p>https://www.aacps.org/cms/lib/MD02215556/Centricity/Domain/341/STEM%20Value%20Poster-SEC.pdf) and NGSS standards, providing evidence of application in learning</p>	<p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1:</p> <p>Attendance data; experience survey</p> <p>Evaluation for Outcome 2:</p> <p>Educator survey containing 21st Century skill and NGSS standard application frames through Google. Evidence boxes for descriptions will be included.</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)

Click or tap here to enter text.

Evaluation for Outcome 3:

Use of Funds:

Provide a *total* dollar amount per activity.

\$38,288

MOI \$ 25,258

**Itinerant Teacher Stipends (40 hours a month for the school year) -
\$12,000 Fixed Charges \$1,030**

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.3 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. **ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.**

LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (College Access)

Proposed Well-Rounded Activity 4.3: Accelerated Learning through Signature

Activity Implementation: (How will the activity operate and over what duration?)

AACPS, recognizing the leverage of college and career readiness in future success, has partnered with AACC. In such, Signature Program pathways have been established that fosters credit yearning and at times college certificates while in high school. The only barrier is cost even with ECAP. This activity supports the registration / community college costs beyond credit course fees to enhance access for all students.

- Through enrollment in the Signature transferable study or college certificate program, 100% of the participating students will earn a minimum of 3 credits their junior year and 15 credits by the end of their senior year.

Implementation:

Planning – Spring 2022; expansion of offering and coordination with AACC

Course tuition alignment each semester for identified students pursuing a career cluster or certificate through Signature

Timeline:

August 2022 – June 2023

Note: All AACC identified courses are recognized as dual credit for our students

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Providing postsecondary education and career awareness and exploration activities
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders:	Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: https://www.air.org/sites/default/files/downloads/report/ECHSI_Impact_Study_Report_Final1_0.pdf

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</p> <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Through enrollment in the Signature transferable study or college certificate program, 100% of the participating students will earn a minimum 15 credits by the end of their senior year.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Click or tap here to enter text.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Click or tap here to enter text.</p>	<p>https://www.insidehighered.com/news/2013/06/26/early-colleges-positively-impact-students-study-says</p> <p>https://www.achieve.org/college-and-career-readiness</p> <hr/> <p>Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Data assessments on enrollment and course completion</p> <p>Evaluation for Outcome 2: Click or tap here to enter text.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>
<p>Use of Funds: Provide a <i>total</i> dollar amount per activity.</p>	<p>\$29,800</p> <p>Junior Year Registration Fees/ Tuition Support (11 sites x \$75) - \$9,900</p> <p>Senior Year Registration Fees/Tuition Support (8 sites x \$150) - \$14,400</p> <p>MOI –Instructional Materials/ Online text resources – (500 per site) - \$5,500</p> <p>Note: Estimate based on base of 12 students</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.4 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. **ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.**

LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (Opportunity Gap and Community Partnership)

Proposed Well-Rounded Activity 4.4: Solar Car Collaborative - STEM

Activity Implementation: (How will the activity operate and over what duration?)

The Solar Car Challenge motivate students in science and engineering, and to increase alternative energy awareness. The Challenge teaches high school students around the world how to build roadworthy solar cars. This grant initiative will enable Maryland to begin its footprint into the Solar Car Challenge. In fact the funds used in this grant activity will support a cross program/cross state collaboration in the exploration of curriculum materials that will result in the creation of a Solar Car for the purpose of competition.

Concept: The Electric-Solar Powered Car will be designed to simulate a “real world” solar application. The solar car itself will be a two passenger vehicle that could easily run in a neighborhood environment. The Solar Power Charging Station simulates a permanent facility that would be used to charge the vehicle at home or at work.

The Solar Car Challenge is a fantastic opportunity to connect with students and demonstrate how practical applications of STEM skills, such as solar energy systems, can lead into fun, challenging, and rewarding opportunities and careers

Objective: Refinement of the collaborate blueprint, and initiation of Solar Car creation/build

Implementation:

Winter/Spring 2022

- Ongoing Staten Island Tech connections and MD visit, program planning/involvement with action at all levels (MS, HS, and CAT S)
- Blueprint refinement based on research/Staten Island coaching

Summer 2022 – Student race experience of upcoming seniors or Solar Car Captains with AACPS staff

Fall 2022 – Complete Phase II of car construction, continue testing

Spring 2023 – Continue testing with trial runs (design refinement as necessary based on party input, Staten Island collaborations, and testing results)

Timeline –

February 2022 – June 2023

Outcomes

Strategies: [\(see definitions #21 for Evidence-Based ESEA Section 8101\)](#)

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p> <p>Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects</p>
<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p>	<p>Select a Well-Rounded Strategy.</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>https://www.engineeringforkids.com/about/news/2016/february/why-is-stem-education-so-important-/</p> <p>https://www.ed.gov/stem</p> <p>https://www.bing.com/videos/search?q=importance+of+stem+education&docid=608022349698696024&mid=5176331D549E88BC7CF95176331D549E88BC7CF9&view=detail&FORM=VIRE</p> <p>https://www.nsf.gov/attachments/117803/public/Xc--Linking_Evidence--Fairweather.pdf</p>
<p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</p> <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>100% of the identified students from the AACPS STEM and CAT centers will individually contribute to the refinement to the Solar Car blueprint using the specs from the Solar Car Challenge, design assessment/challenge results from the Staten Island consultants.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>100% of the identified AACPS students from STEM and CAT Programs will construct phase II (car construction based on competition standards) of a Solar Car following the approved blueprint/design upgrades by the end of the grant period.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>Click or tap here to enter text.</p>	<p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1:</p> <p>Blueprint creation upgrade with specs aligned to Solar Car Competition guidelines</p> <p>Evaluation for Outcome 2:</p> <p>Student attendance, blueprint assessment/inventory, and student construction artifacts</p> <p>Evaluation for Outcome 3:</p> <p>Click or tap here to enter text.</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Use of Funds:	Provide a <i>total</i> dollar amount per activity.	Total: \$56,453 MOI - \$42,073 Sea Container Rental for 18 mos. - \$2300 Continuation Immersive – Solar Car Competition (Travel/Hotel/Meals) – Team of 6 for 3 days - \$8580 Car Trailer - \$3500 http://www.solarcarchallenge.org/info/parts.html
----------------------	---	---

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.5 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. **ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.**

LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (CCR Connection)

Proposed Well-Rounded Activity 4.5: Nepris – Providing virtual connections to real-world learning, establishment of a CCR pipeline

Activity Implementation: (How will the activity operate and over what duration?)

Implementation:

All MS and HS (Including Alternative Programs) will have access to the Nepris Instrustry connections platform to enable AACPS educators and student to engage virtually with career professionals from around the world bringing real world relevance and career exposure to every secondary student. This builds local community of employers, educators, students, and higher education institutions to collabore more effectively in preparation for transitional success. It also opens opportunities for internships and apprenticeships, directly aligned to the goals of the Kirwan Blueprint.

Nepris matches the skills of working professionals to curriculum needs, virtually connecting them with students to bring abstract lessons to life, mentoring of class projects/capstones, evaluation of work production with professional insight.

Contract is also inclusive of live national chats, a video library, teacher sessions, career explorer (inquiry and planning tool) with community engagement.

Timeline –

Funding alignment Winter 2022

Access 21/22 and 22/23

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Providing postsecondary education and career awareness and exploration activities
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: Professional School Counselors/Signature Program Facilitators <input checked="" type="checkbox"/> Other Stakeholders: Parents	Providing postsecondary education and career awareness and exploration activities Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: STEM perceptions Study by Microsoft note 57% of boys and 68% of girls who chose a high tech career say they were inspired by one person, or one event, or one class during the middle or high school years. See testimony on website: https://www.nepris.com/home/v4

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</p> <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2023, all secondary teachers (MS and HS) will have actively utilized the instructional resources (lessons plans and session collections) in Nepris at least twice to ignite CCR goals/pursuits of students (active or immersive student experiences, including virtual opportunities)</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Using Nepris, all seniors will record at least one authentic connection to learning and/or application of industry knowledge to post-secondary goals decisions within the transition plan creator on Naviance by the spring of 2023.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Click or tap here to enter text.</p>	<p>https://www.edsurge.com/news/2021-07-26-schools-must-connect-learning-to-real-world-experience-service-learning-can-help</p> <p>https://theconversation.com/why-school-kids-need-more-exposure-to-the-world-of-work-100590</p> <p>https://www.ed.gov/highschool</p> <p>Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Student survey that includes post-secondary planning, teacher survey data, instructional artifacts, contract usage tracking (virtual connections completed)</p> <p>Evaluation for Outcome 2: Naviance artifact submissions of seniors (transition goal summaries and students inclusion of Nepris experiences in CCR Portfolio as of June 2023)</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>
<p>Use of Funds: Provide a total dollar amount per activity.</p>	<p>Total: \$180,00 - MOI</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.6 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. **ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.**

LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (Opportunity Gap /Access)

Proposed Well-Rounded Activity 4.6: Mystery Science (Discovery Education)

Activity Implementation: (How will the activity operate and over what duration?)

Implementation:

Mystery Science inspires students to say curious with open and go digital science lessons built on students' own questions about the world around them. Mystery Science lessons provide our educators with hands-on NGSS-aligned lessons.

Contract is for Grades K-5 for all Elementary Schools, including contract/charter and alternative. Mystery Science is grounded in research-based best practices connecting student interest, scientific discourse and long-lasting learning.

In Mystery Science, elementary students get the opportunity to participate in the research/innovator's challenge in the spring through AACPS Science. Mystery Science sets a solid foundation for understanding scientific problem-solving.

Mystery Science & Mystery Packs Support:

- Culturally authentic, relevant content that reflects the diversity of today's students.
- Student-friendly academic discourse that is linguistically and conceptually inclusive.
- Mystery Packs ensure that ALL students have access to hands-on science materials.

Timeline –

Funding alignment Winter 2022

Access 21/22 and 22/23

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects (NGSS)

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input checked="" type="checkbox"/> Other Stakeholders:</p> <p>Parents</p> <p><input checked="" type="checkbox"/> Other Stakeholders:</p> <p>Parents</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</p> <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By June 2023, all (100%) AACPS Elementary Teachers will have facilitated at least 4 rich classroom discussions and investigations that encouraged collaborations with grade-level content mastery in Science using Mystery Science</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By June 2023, all (100%) of AACPS students in the targeted grades will have demonstrated knowledge of/mastery of NGSS standards a minimum of 4 times through Mystery Science's platform/hands-on, critical thinking activities as evidenced through exit tickets and/or developmentally appropriate interactive notebooks</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>Click or tap here to enter text.</p>	<p>Select a Well-Rounded Strategy.</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>https://www.nextgenscience.org/</p> <p>https://victoryprd.com/blog/impact-of-the-ngss/</p> <p>https://scholarworks.montana.edu/xmlui/bitstream/handle/1/9277/McGill-enL0815.pdf?sequence=1&isAllowed=y</p> <p>Testimonials:</p> <p>https://mysteryscience.com/</p> <div style="background-color: #f2f2f2; padding: 5px;"> <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> </div> <p>Evaluation for Outcome 1:</p> <p>Science office submission of teacher lesson data from Mystery Science (grade specific) and/or portfolio of investigation artifacts/Socratic results & walk-through data</p> <p>Evaluation for Outcome 2:</p> <p>In grades 3-5, students NGSS mastery via exit tickets within the AACPS science curriculum. When taken in performance matters, these standards-aligned exit tickets will show what individual students know and understand regarding NGSS.</p>
--	---

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		In grades K-2, students NGSS growth evidence in interactive notebooks
		Evaluation for Outcome 3: Click or tap here to enter text.
Use of Funds:	Provide a <i>total</i> dollar amount per activity.	Total: \$176,946 – Two Year timeframe (MOI)

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: Anne Arundel County Public Schools

Grant Year: FY 2022

(use drop down)

To guarantee the safety and well-being of every student, LEAs must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108. **(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)**

It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]

(5.1) Coordinated with other schools and community-based services and programs; [Section 4108](1)]	<p>System access for all students was the focus of support structure development. Students will be engaging with peers across school boundaries as they engage in learning to maximize standard mastery/apply skills.</p> <ul style="list-style-type: none"> - FutureMakers is open to all Elementary Schools, including collaboration with Contract/Charter sites. - Waters efforts connects community across STEM programs within the county. - Newsela resources are framed in SEL and recognized by MSDE in curricular development for the State (SS)
(5.2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]	<p>Social/emotional wellness with connection/membership in CASEL tenets and have been built into the identified grant activities.</p>
(5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)]	<p>Parent engagement, and resources were purposeful in the activities identified in 5.0 as valued stakeholders and student advocates. (e.g. STEM's Advisory provided feedback on the role of Student Voice and SEL development within the context of Design and System Thinking. Additionally, through the MOI process stakeholders assessed Newsela's content/platform with the promotion</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	of access and excellence as we ensure representation of resources through an Equity lens)
(5.4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]	Waters Foundation is intentionally recognized for improving performance and results. Systems thinking and the work of the Waters Center has promoted deeper thinking and learning in schools.
5.5) Pursuant to COMAR 13A.06.04(C)(4), The programs and activities the LEA proposes to implement must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity, including those that support educational equity;	Newsela is a recognized leader in the provision of relevant curriculum that focused on historical inquiries with equity/ABAR at the core of learning FutureMakers has research-evidence of closing the hands-one learning gaps. “Snacks” recognizes and values the diversity of all learners. To address the unique challenges and barriers that are faced by youth in education, project and support material have been designed to help students overcome hindrances and experience success.

Activity Key for Safe and Healthy Students

The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	Abbreviated Name
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes	Evidence-based drug and violence prevention activities and programs
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention	Evidence-based professional development and training to prevent drug use and violence
In accordance with sections 4001 and 4111—(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct	School-based mental health services, including early identification of mental health symptoms, drug use, and violence

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Safe and Healthy Students	
The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	Abbreviated Name
individual or group counseling services, which may be provided by school-based mental health services providers	
In accordance with sections 4001 and 4111—(ii) school-based mental health services partnership programs that—(I) are conducted in partnership with a public or private mental health entity or health care entity; and (II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise	Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices
Programs or activities that—(i) integrate health and safety practices into school or athletic programs	Programs or activities that integrate health and safety practices in schools or athletic programs
Programs or activities that—(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students	Healthy, active lifestyle programs and activities
Programs or activities that—(iii) help prevent bullying and harassment	Bullying and harassment prevention programs or activities
Programs or activities that—(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse
Programs or activities that—(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse	Mentoring and school counseling programs and activities
Programs or activities that—(vi) establish or improve school dropout and reentry programs	School dropout prevention and reentry programs
Programs or activities that—	Providing safe and healthy learning environments, such as integrated systems of student and family supports

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Safe and Healthy Students

The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	Abbreviated Name
(vii) establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports	
High-quality training for school personnel, including specialized instructional support personnel, related to—(i) suicide prevention	Suicide prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(ii) effective and trauma-informed practices in classroom management	High-quality training for school personnel related to effective and trauma-informed practices in classroom management
High-quality training for school personnel, including specialized instructional support personnel, related to—(iii) crisis management and conflict resolution techniques	High-quality training for school personnel related to crisis management and conflict resolution techniques
High-quality training for school personnel, including specialized instructional support personnel, related to—(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102))	Human trafficking training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(v) school-based violence prevention strategies	High-quality training for school personnel related to school-based violence prevention strategies
High-quality training for school personnel, including specialized instructional support personnel, related to—(vi) drug abuse prevention, including educating children facing substance abuse at home	Drug abuse prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to—(vii) bullying and harassment prevention	Bullying and harassment prevention training for school personnel
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse	Age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child	Providing information to parents and guardians of students about child sexual abuse awareness and prevention
Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—(i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is	Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Safe and Healthy Students	
The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
SAFE AND HEALTHY STUDENTS: FEDERAL EXAMPLES ESEA§4108	Abbreviated Name
reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”	discipline practices in elementary and secondary schools
Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning	Implementing schoolwide PBIS
Designating a site resource coordinator at a school or LEA to provide a variety of services, such as—(i) establishing partnerships within the community to provide resources and support for schools;(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and(iii) strengthening relationships between schools and communities	Designating a school or district site resource coordinator
Pay for success initiatives [or “a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector” (ESEA § 8101(40))] aligned with the purposes of this section	Aligned Pay for success initiative

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.

LECS Plan Focus Area: AACPS Strategic Plan Value –ALL Means ALL: Programs or activities to improve instructional practices for developing relationship-building skills, and Social/Emotional Learning with inclusivity and a social sciences contextualization

Proposed Safe & Healthy Student Activity 5.1: (Title) Newsela subscription/contract

Activity Implementation: (How will the activity operate and over what duration?)

Newsela is an adaptive instructional content platform whose mission is meaningful classroom learning for every student. Newsela publishes accessible, diverse, and highly engaging fiction and non-fiction content daily through our more than 100 content partnerships with publishers like Learning for Justice, National Geographic, The Washington Post, Associated Press, The New York Times, and The Undeclared, among others.

Newsela is a cross-curricular digital resource that promotes literacy connections across disciplines. Up to 10 new texts are published daily at five different reading levels, ranging from grades 2-12, and at least one text each day is translated into Spanish as well. All Newsela content across our solutions is paired with a formative reading assessment aligned to Maryland's College- and Career Readiness Standards. In addition, Newsela curates collections of subject-specific content to provide teachers with multiple entry points to text sets and lesson supports that align with their instructional approach.

Newsela Social Studies

Newsela Social Studies is a comprehensive, engaging, and culturally-responsive resource for Social Studies curriculum and instruction. Serving students in grades 2 through 12, Newsela Social Studies provides teachers with a library of authentic, timely, and trustworthy Social Studies content.

Enabling educators to quickly find inquiry-based resources, our platform offers C3 Inquiries and DBQs. In the C3 Inquiries and DBQs tab, teachers will have access to resources designed to get students thinking like historians.

Newsela Social Studies also includes a wide variety of Courses which support all aspects of a complete, culturally-responsive Social Studies curriculum. Courses in Newsela Social Studies include U.S. History, World History, Ancient Civilizations, Financial Literacy, and more. Within each Course, teachers will find Units supporting each of the major components of the course. All Units are organized around a Compelling Question, weaving the inquiry approach to social studies throughout the platform.

Engagement is the core of our instructional strategy at Newsela, and we recognize this by designing Newsela Social Studies with ample opportunities for students to connect historical content to events in their daily lives. Newsela Social Studies resources encourage students to place themselves in the position of figures throughout history, helping students see history from a contemporary perspective.

Newsela Social-Emotional Learning

Newsela's SEL Collection promotes the development of students' social and emotional skills, fostering positive relationships and self-development. Newsela SEL helps students practice active reading strategies while engaging students in activities that get them thinking, talking, and writing about social-emotional skills.

Newsela SEL's content and instructional strategies are evidence-based and organized by the 5 CASEL SEL competencies. Newsela provides dedicated Units, each with multiple sub-units and extensive lesson support resources, on Self-Awareness, Self-Management, Social Awareness, Relationship-Building, and Responsible Decision-Making.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Every lesson considers the unique needs of middle and high school learners, providing developmentally-appropriate content for each grade band. In designing this resource, our Content Solutions team worked closely with instructional experts in Social & Emotional Learning to ensure that our SEL offering reflects current best practices in SEL pedagogy. Newsela SEL draws from the following frameworks:

CASEL

Harvard Graduate School of Education

Yale Center for Emotional Intelligence

Greater Good Science Center at UC Berkeley

Positive Behavioral Intervention and Supports (PBIS)

The Aspen Institute

Character Lab

Newsela SEL supports an anti-bias, anti-racist (ABAR) approach to social-emotional learning by helping teachers create safe, caring, and respectful spaces for students to navigate complex topics. Our Anti-Bias, Anti-Racist Resources and Lessons within the SEL platform include 6 units for each grade band with various lessons and texts:

Building Knowledge and Context (lessons include “race and racism” and “what is colorism?”)

Our Classroom Community Values (lessons include “building relationships” and “standing against bullying and teasing”)

Our Identities Matter: Mine, Yours, and Ours (lessons include “my identity” and “celebrating differences and learning about others”)

Our Words Matter: Shared Vocabulary (lessons include “what is bias?” and “what are stereotypes?”)

Our History Matters (lessons include “civil rights movement,” “borders, boundaries, and immigration” and “who tells our story?”)

Our Present Matters (lessons include “speaking and writing: using my voice” and “celebrating diverse role models”)

Implementation:

Summer 2021- Contract approval through the BOE

21/22- Newsela curricular integration/PD infusion based on System initiatives /foci

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Programs or activities to improve instructional practices for developing relationship-building skills

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</p> <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>Utilizing the research-driven instructional resources available through Newsela, by June 2023, all AACPS Social Studies teachers will have quarterly lesson design evidence that content knowledge, skills, and competencies were built by differentiated learning through the implementation of personalized learning options, lexile reading adjustments, and/or varying formative assessment types, based on learner profiles.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>Using Newsela's readings/activities on SEL topics, by June 2023, 80% of secondary aged students will demonstrate preparedness to engage in rich discussions with mastery of core learning.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>Click or tap here to enter text.</p>	<p>Select a Safe & Healthy Students Strategy.</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <ul style="list-style-type: none"> https://newsela.com/about/press-releases/newsela-awarded-research-based-design-product-certification/ https://www.edsurge.com/news/2020-02-19-new-certification-rewards-education-products-backed-by-research https://drive.google.com/file/d/1seyY9qBQW6v9C6UPO7i4HR1zwvLZIK8P/view?usp=sharing https://go.newsela.com/rs/628-ZPE-510/images/West-Ed-Exec-Summary.pdf <p>Newsela collaboration with MSDE</p> <ul style="list-style-type: none"> Summer 2020, MSDE and MD districts identified the following strategic goals and specific needs that Newsela could support: <ul style="list-style-type: none"> - Help teachers and students adapt to the revised social studies frameworks - Content that brings diverse and multi-dimensional narratives, including BIPOC and LGBTQ+ perspectives, into the U.S. History curriculum - Instructional supports that develop students' evidence-based argument skills through inquiry <p>Newsela also created a custom solution for Maryland using Newsela Custom Collections. The following custom inquiries were created at no cost to the state and are available in the Newsela platform:</p> <ul style="list-style-type: none"> - Inquiry: The 1920s - Inquiry: Freedom Movements <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p>
---	--

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>Evaluation for Outcome 1: Teacher lesson design artifacts with Newsela data mastery summaries</p> <p>Evaluation for Outcome 2: Newsela quiz/assignment data and student presentation rubrics</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>
Use of Funds:	Provide a <i>total</i> dollar amount per activity.	\$180,000 (SS/SEL content with 10 embedded professional development sessions- MOI)

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: AACPS Strategic Plan Value – ALL Means ALL	
Proposed Safe & Healthy Student Activity 5.2: (Title) Waters Partnership – Building SEL and System Thinking within a Community (alignment with ncsl.org)	
<p>Activity Implementation: (How will the activity operate and over what duration?)</p> <p>The partnership with Waters will help create positive change and improved performance through the Habits and tools of systems thinking. The focus is on delivering benefits and working with others to help them do the same — whether it's in a classroom, school, district, business or community, systems thinking helps people of all ages and walks of life see beyond the heart of a problem to find equitable and essential solutions.</p> <p>Waters work is recognized worldwide for making systems thinking accessible and practical, both for children in classrooms as well as executives in boardrooms. They've worked across the U.S. and around the globe to develop systems thinkers who will shape our current and future world by understanding the complexities of the systems in which we live and work and identifying leverage actions to achieve desired results.</p> <p>The strategically planned core workshops cover key systems thinking concepts, including the Habits of a Systems Thinker and the associated visual tools while also providing practice in applying systems thinking to one's daily personal and professional life.</p> <p>SEL Competencies:</p> <ul style="list-style-type: none"> - Self-Awareness - Relationship Skills - Responsible Decision Making - Self-Management - Social Awareness <p>Implementation Plan:</p> <p>Customized Coaching and Collaborative Sessions (2 hour sessions virtual, January – May 2022)</p> <p>Systems Thinking for Families Workshop (2 two-hour sessions virtual TBD Fall)</p> <p>Systems Thinking for School Leaders Workshop (1 day virtual, Jan/Feb)</p> <p>Participants will received a toolkit of materials.</p> <p>Systems Thinking Weekly Challenges (20 challenges throughout Spring Semester)</p> <p>3 Registrations for the Waters Center Advanced Facilitator Credential Program (Cohort 3)</p> <p>Habits of a Systems Thinker card sets</p> <p>2 – Day Systems Thinking Institute (May/June) Across Maryland and the DC corridor – Includes 100 registrations, materials, program development, event management</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input checked="" type="checkbox"/> Other Stakeholders:</p> <p>Families</p> <p><input checked="" type="checkbox"/> Other Stakeholders:</p> <p>School Leaders</p>	<p>Programs or activities to improve instructional practices for developing relationship-building skills</p> <p>Select a Safe & Healthy Students Strategy.</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>https://waterscenterst.org/why-systems-thinking?tab=stories</p>
<p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</p> <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By June 2022, all Water Center trained county educators (60) will communicate ways they are <u>applying Systems Thinking Habits</u> to improve learning outcomes as well as the social and wellbeing of their students by June 2022</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By June 2022, all Water Center trained county educators (60) will present look-for evidence of their System Thinking knowledge by <u>connecting the Habits to specific topics in teaching and learning</u></p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By June 2023, STEM Magnet teachers, students and families participating in the Waters Center contract activities (200 students/families and 120 adults across all 6 Magnet sites)) will engage in all (100%) meaningful problem-solving experiences (20 weekly challenges over an 18 week period) that teach fundamental systems thinking</p>	<p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1:</p> <p>Capture System Thinking Habit application information in a Google Form; share teacher contributions using Google Sites and training evidence (material provision)</p> <p>Evaluation for Outcome 2:</p> <p>Collaborative planning agendas; walkthrough tools with targeted look-fors during instructional rounds</p> <p>Evaluation for Outcome 3:</p> <p>Track participation (teacher/student/family) in the weekly problem-solving challenges (20) 2nd semester of 2021-2022 through STEM social media accounts; photographs</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

concepts utilizing the Habits of a System Thinker (e.g. Big Picture, Meaningful Connections, Changes Perspectives, Mental Models, etc.)	
Use of Funds: Provide a <i>total</i> dollar amount per activity.	\$40,850 (Contract)

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.3 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 5.4, 5.5, etc.	
LECS Plan Focus Area: AACPS Strategic Plan Values – ALL Means ALL & Ready, Set, Launch (Opportunity Gap): Programs or activities to improve instructional practices for developing relationship-building skills, and Social/Emotional Learning with inclusivity and a STEM/problem-solving contextualization	
Proposed Safe & Healthy Student Activity 5.3: (Title) Future Makers Co-Curricular	
Activity Implementation: (How will the activity operate and over what duration?)	
<p>Future Makers “STEM Snacks” aim to accomplish access, equity, relationship-building, and enhancement of social skills. Snacks recognizes and values the diversity of all learners. The snacks’ weekly project and support materials provide both print and online resources in English and Spanish. This program is accessible in that classes are held virtually after-school allowing a broader entryway for greater student participation. The delivery of snacks empowers students by creating useful, purposeful, and interesting builds. This program fosters relationship-building by providing space, time, and tools in sessions with classroom teachers, where students engage collaboratively with one another during an hour-long build impacting and sustaining attention and enthusiasm. With Future Makers Stem snacks students’ critical thinking is tapped into via four accessible projects. First, students learned and applied properties of lines and shapes to create ‘Straw Structure’ snacks. AACPS 2020-21 Future Makers student, Clara wrote, “My structure is a triangular prism. I have not used all the straws and connectors; it stays up and is 12 layers tall.” Also, students developed three possible solutions to “Kinetic Sculpture” snacks, where students develop a personalized moving sculpture that may have a moveable neck, mouth, or body. Thirdly, students described functional relationship between push and pull by creating a moveable structure using pistons and tubes with the ‘Monster Mouth’ snack. Lastly, students tested design solutions by engineering two versions of motorized creatures with “Wigglebots” snack.</p> <p>FutureMakers helps districts and agencies build PK - 8 educator confidence, skills, and strategies for integrating making, tools and creative technologies anywhere learning takes place. IT is a whole-child focused program that fosters social and emotional development through STEAM-intergrated enrichment activities. It also builds agency with executive functioning as students gain confidence.</p>	
Implementation Plan (Grades 3-5:	
March 2022: Co-Curricular Office would coordinate sign-up and school-delivery of STEM Snacks with elementary school principals April 2022: Family Registration April – June 2022: Future Makers Implementation	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.) Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2022, 100% of engaged 3rd, 4th, and 5th grade students will make their thinking visible through four hands-on learning experiences (Gravity Mazes, Cranky Contraptions, Hypnotizers, and Drawbots) Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2022, through "Snacks," all engaged students 3rd, 4th, and 5th graders will build confidence, agency and voice through reflecting on their creation and refining the final product Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Click or tap here to enter text.</p>	<p>Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>https://www.academia.edu/33777339/CO_CURRICULAR_ACTIVITIES_AND_ITS_EFFECT_ON_SOCIAL_SKILLS</p> <p>https://www.cdc.gov/healthyschools/sec.htm</p> <p>https://blogs.yorkschool.com/connect/2015/09/04/top-5-benefits-co-curricular-activities-students/</p> <p>https://idreamcareer.com/blog/importance-of-co-curricular-activities-for-students/</p> <p>Testimony: Snacks have made an incredible impact on student autonomy and self-esteem. They are making connections with the world around them and finding ways to express their unique ideas.</p> <p>Kristen Filipovich BCPS Elementary Art Educator</p> <hr/> <p>Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Snack project artifact submission in Google Drive (picture, video, etc.)</p> <p>Evaluation for Outcome 2:</p>
--	--

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<p>Student surveys inclusive of thinking behaviors and student testimonials /video sharing of product with narration</p> <p>Evaluation for Outcome 3:</p> <p>Click or tap here to enter text.</p>
Use of Funds:	<p>Provide a <i>total</i> dollar amount per activity.</p> <p>\$81,863 (blended virtual program – 4 activities for students - MOI)</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Anne Arundel County Public Schools</u> FY 2022 <div style="text-align: center;">(use drop down)</div>	Grant Year:
6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]	
<p>To increase access to personalized, rigorous learning experiences supported by technology, LEAs must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.</p> <p>It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)). (THE 15% RULE INCLUDES NONPUBLIC SPENDING) Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.</p>	
Activity Key for Effective Use of Technology	
The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.	
EFFECTIVE USE OF TECHNOLOGY FEDERAL EXAMPLES ESEA§4109	Abbreviated Name
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(A) personalize learning to improve student academic achievement.	Providing professional learning resources to personalize learning
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(B) discover, adapt, and share relevant high-quality educational resources.	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies.	Providing professional learning resources to use technology effectively in the classroom
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning	Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
Building technological capacity and infrastructure, which may include—(A) procuring content and ensuring content quality	Procuring technological content and ensuring content quality

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for the Effective Use of Technology

The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

Building technological capacity and infrastructure, which may include—(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls	Technology infrastructure: Purchasing devices, equipment, and software applications
Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology	Delivering specialized or rigorous academic courses and curricula through the use of technology
Carrying out blended learning projects, which shall include—(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities	Technology infrastructure: Carrying out blended learning projects and planning activities
Carrying out blended learning projects, which shall include—(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project	Ongoing professional development to support blended learning project implementation and academic success
Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science	Providing professional development in the use of technology to enable educators to increase STEM achievement
Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators	Providing high-quality digital learning experiences to students in rural, remote, and underserved areas

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (Access): Learning Platforms	
Proposed Safe & Healthy Student Activity 6.1: (Title) Virtual Academy	
Activity Implementation: (How will the activity operate and over what duration?)	
<p>2021-22 launched AACPS Virtual Academy school. Currently, there are approx. 565 students in grades 3-12 enrolled.</p> <p>Virtual schools promote a sense of community as collaboration is expected and potentially far-reaching (local, state, nation, international). Recognizing the creativity of course offerings through vendors and learning in a virtual environment with COVID this opportunity/program of choice is critical in today's educational world.</p> <p>This choice (criteria driven) provides county and current Home Instruction families a virtual choice, public school option, guarantees an enhanced instructional quality as courses are varied and aligned to System offerings in the spirit of college and career readiness: AP, honors, world language, career and technical elective courses etc. Course options support transitional goals and enable our students more options that align with their educational or career goals passion and interests with the core. All online courses are made available to our students through either BrighSpace (AACPS LMS) or MVLO. Active teacher engagement and coaching are critical elements to ensure students thrive.</p> <p>AACPS Virtual Model/Proposal infuses co-curriculars, personal learning time, and academic flex options. MS also includes an after-hours tutorial component.</p> <p>This grant activity enables online applications or vendor integration as we maximize engagement with our LMS structures.</p> <p>Objective: By June 2023, enrolled public school students will be actively engaged in a virtual school opportunity (teaching and learning) as evidenced by no failing grades (school artifacts and engagement logs, grade reports) at the end of the school year.</p> <p>Year 2 Implementation: September 2022- June 2023</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Delivering specialized or rigorous academic courses and curricula through the use of technology NOTE: Approved MSDE/AACPS MVLO</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</p> <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2023, 100% of the students enrolled in the Virtual Academy participating in MVLO for the year will demonstrate success as evidenced by passing grades in all MVLO courses enrolled with the support of Academic Coaching.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2023, 80% of the parents of the students on the virtual school will communicate parent satisfaction through a online survey.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Click or tap here to enter text.</p>	<p>Select an Effective Use of Technology Strategy.</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>https://www.heritage.org/technology/report/how-online-learning-revolutionizing-k-12-education-and-benefiting-students</p> <p>http://fldoe.org/schools/school-choice/virtual-edu/index.shtml</p> <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Student feedback (interviews) and virtual school success documentation assessment</p> <p>Evaluation for Outcome 2: Parent feedback (survey) and virtual school success documentation assessment</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p>
<p>Use of Funds: Provide a total dollar amount per activity.</p>	<p>\$136,792</p> <p>Registrar – Temporary Monies (15 hours per week x 36 weeks x \$28 an hour): \$15,120 + Fixed charges \$1,272</p> <p>MVLO enrollment 86 students x 2 MVLO for 22/23 each semester (\$350 per approved course) = \$120,400</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.2 Effective Use of Technology Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must spend a portion of the overall allocation for Effective Use of Technology strategies.

LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (Access): Procuring technological content and ensuring content quality

Proposed Safe & Healthy Student Activity 6.2: (Title) Legends of Learning Subscription

Activity Implementation: (How will the activity operate and over what duration?)

This activity supports continued access to curriculum-aligned interactive game-based education platform to support student learning outcomes in math and science. Specifically through Legends of Learning, teachers become education heroes as they are dedicated to using modern and engaging methods for delivering their curriculum. Legends of Learning helps teachers make classrooms fun and productive learning environments through research driven curriculum-based games. Legends of Learning uses ongoing original research to create a marketplace filled with an epic range of curriculum-based games for stronger subject mastery and classroom engagement.

Missions are Mathematics, Life Sciences, Earth and Space Sciences, and Physical Sciences. Math and Science teachers will don their capes with more thousands of Legends of Learning math and science games designed for grades K-8. The games align with many of the most popular state standards.

Implementation:

21/22 School Year application access for grades 1-8

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Delivering specialized or rigorous academic courses and curricula through the use of technology
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: AACPS Families <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes?	Select an Effective Use of Technology Strategy. Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: https://files.eric.ed.gov/fulltext/EJ1288631.pdf http://ceur-ws.org/Vol-2186/paper2.pdf https://edtechreview.in/trends-insights/insights/339-game-based-learning-impacting-education#:~:text=Games%20based%20learning%20provides%20versatility%20for%20more%20than,where%20teachers%20and%20parents%20play%20an%20important%20role.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)

Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound)

By June 2023, 90%% of the students engaged in Legends of Learning will demonstrate skill/standard mastery of targeted content (Reflected as a notation of demonstrating or calculation of 75% or greater if graded grade), NCSS/MD Standards

Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)

Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound)

Click or tap here to enter text.

https://www.researchgate.net/publication/260360868_Game-Based_Learning_A_Review_on_the_Effectiveness_of_Educational_Games

Legends of Learning is noted as battle-tested and backed by research (<https://www.legendsoflearning.com/research/>)

Ongoing original research helps them create a game filled marketplace with an epic range of lessons for stronger subject mastery and classroom engagement.

Some of our findings include:

- Faster lesson comprehension, reducing time to content mastery by weeks
- Dramatic increases in engagement in the classroom
- Test score improvement by over 1/2 half a letter grade on average

With:

- 92% of teachers who tried our games want to keep using them in their lessons.
- FRPL students who play our games closed the equivalent of 1/5 of the performance gap in just three weeks.
- Students receiving special education services become significantly more confident on topics after playing our learning games

Testimonies:

<https://www.legendsoflearning.com/>

Evaluation

How and when will the listed outcomes be measured for success? (Add more as needed)

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<p>Evaluation for Outcome 1:</p> <p>Engagement tallies – computer generated attendance and student report cards</p> <p>Evaluation for Outcome 2:</p> <p>Evaluation for Outcome 3:</p> <p>Click or tap here to enter text.</p>
Use of Funds:	<p>Provide a <i>total</i> dollar amount per activity.</p> <p>\$81,508 MOI</p>

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Anne Arundel County Public Schools</u>		Grant
Year: FY 2022		
(use drop down)		
7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:		
<p>Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).</p>		
<p>Participating Private Schools and Services: Provide information regarding <i>the names of participating private schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.</i> (Include below or as an attachment in Appendix H.)</p>		
<p>Calculations (see budget narrative) for participating nonpublic schools was based on enrollment using the per pupil allocation. All interested parties from consultation meeting where sent multiple personal letters on equitable service access with the exception of one as they were not eligible or interested. The following schools confirmed intent with a plan.</p>		
<ul style="list-style-type: none"> • Annapolis Area Christian - \$11,372 • Archbishop Spalding – \$17,133 • St. John the Evangelist - \$6,952 • St. Martin's Lutheran - \$1,588 • St. Mary's HS - \$6,897 • St. Philip Neri School - \$5,761 • School of the Incarnation - \$10,168 		
<p>TOTAL: \$59,871</p>		
<p>NOTE: Calculations (see budget narrative) for participating nonpublic schools was based on enrollment using the per pupil allocation. All interested parties from consultation meeting where sent personal letters on equitable service access with the exception of one as they were not eligible. The following schools confirmed intent with a plan. Per Pupil allocation calculation reflects: Total grant less Admin Support divided by public enrollment + non public participating enrollment.</p>		
<p>Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.</p>		
Initial Consultation:	<p>Consultation Process for Title Monies initiates each spring with a "Title Consultation – The Elementary and Secondary Education Act (ESEA) Informational meeting. This year the meeting was held virtually and it included an online survey. At that time 10 schools indicated interest in Title IV access.</p>	

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

On-Going Consultation:	<p>Nonpublic Schools expressing Title IV interest are communicated to personally with the nonpublic allocation. This year communication occurred the summer of 2021 and continued through September 2021.</p> <p>Letters of Intent are then requested followed by a plan submission (deadline 10/1/21). The timelines established support a MSDE draft review in early October.</p> <p>During the months after the spring consultation, grant assessment, planning and logistical support is available by this writer. Email correspondence is then included in the Title documentation binder as is consultation assurances.</p>
Managing Disputes/Complaints:	<p>Eligible fund usage (e.g. food purchase, gift cards, ...) at times have required enhanced dialogue but no disputes or complaints have ever been issued.</p>
<p>Describe the school system's <i>process for providing equitable participation</i> to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)</p>	
Needs Assessment:	<p>Each Nonpublic School assesses their needs / current instructional options and supports at their site based on the three targeted activities: Well-Rounded Educational Opportunities, student Support and Academic Enrichment, and Effective Use of Technology. Plans submitted must include objectives, intended outcomes, a timeline, implementation, and evaluation plan. Through activity descriptions site need is established that enhances the school's ability to improve academic achievement (in compliance with the SSAE grant purpose).</p>
Monitoring:	<p>Ongoing communication with monthly spending summaries are required by the participating Nonpublic site. Quarterly monies not spent based on established timeline are outlined in written communications (email) to support implementation decision-making. When spending is not aligned to expected objective or outcome, a re-examination of funds and activities occurs to support equitable access to the students in the private school.</p>
Professional Development Plan:	<p>Nonpublic or private school submissions are action plans that are aligned to the LEA's application. Professional learning/growth is encouraged with the identified activities as appropriate to the fund explanation / activity purpose. Additionally, AACPS PDP plan for private sites includes a targeted learning day where grants are reviewed, successful models are shared, and interest support is afforded.</p>
Total Amount for Non-Public Transfers:	
\$59,871	
REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.	

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: Anne Arundel County Public Schools

Grant Year: FY 2022

(use drop down)

8.0 Assurances [ESEA, Section 4106(E)(2)]:

EACH APPLICATION SHALL INCLUDE ASSURANCES THAT THE LEA WILL—

- ☒ (A) prioritize the distribution of funds to schools served by the LEA that—
 - (i) are among the schools with the greatest needs, as determined by such LEA;
 - (ii) have the highest percentages or numbers of children counted under section 1124(c);
 - (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
 - (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
 - (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;
- ☒ (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
 - (i) the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1);
 - (ii) the LEA **expenditures**, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
 - (iii) the LEA assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).
- ☒ (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;
- ☒ (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
- ☒ (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the LEA will comply with section 4109(b); and
- ☒ (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).
- ☒ (G) ensures the LEA has completed the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity;
- (f) SPECIAL RULE.—Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: Anne Arundel County Public Schools

Grant Year: FY 2022

(use drop down)

9.0 INTERNET SAFETY [ESEA, Section 4121]:

No funds made available under this part to a LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

(i) obscene;

(ii) child pornography; or

(iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

(i) obscene; or

(ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A LEA with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

☒ By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: Anne Arundel County Public Schools

Grant Year: FY 2022

(use drop down)

10.0 BUDGET NARRATIVE:

Guidance for Completion of the Budget Narrative for Individual Grants

(REMEMBER TO CALCULATE THE PERCENTAGES FOR WELL-ROUNDED (20%) & SAFE & HEALTHY STUDENTS (20%) OFF THE TOP OF THE ORIGINAL ALLOCATION)

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information: *It is recommended that you arrange the budget narrative by content area, i.e., 4.0: Well-Rounded Education, 5.0: Safe and Healthy Students, and 6.0: Effective Use of Technology for reporting purposes.*

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. Make absolutely sure your sums are accurate.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<ul style="list-style-type: none">• For Employee Benefits: Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.
<p><u>Contracted Services</u></p> <ul style="list-style-type: none">• For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.
<p><u>Supplies and Materials</u></p> <ul style="list-style-type: none">• All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).
<p><u>Other Charges</u></p> <ul style="list-style-type: none">• Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.
<p><u>Equipment</u></p> <ul style="list-style-type: none">• Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project. Must be subtracted from indirect cost calculation.
<p><u>Transfers</u></p> <ul style="list-style-type: none">• Transfers are payments to other LEAs, non-public schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project. Must be subtracted from indirect cost calculation.
<p><u>Indirect Costs</u></p> <ul style="list-style-type: none">• To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity. The calculation is as follows: Total allocation less (–) transfers (equitable services) less (–) equipment x 0.0(ICR) x 1.0(ICR) Example: The LEA total allocation is \$50,000. The LEA indirect cost rate = 2.0%. The LEA has \$4,000 in transfers for equitable services and \$1,000 in equipment. The indirect cost rate calculation = \$50,000 - \$4,000 (equitable services) - \$1,000 (equipment) = \$45,000. \$45,000 x .02 = \$900. \$900 x 1.02 = \$918 INDIRECT COSTS.

You should use the format as shown in one of the two following samples shown on the next pages:

Appendix F

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Sample Budget Narrative						
Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
4.1	203-205 – 02 / 01	Stipends for summer workshop for ESOL teacher	1 teacher x 20 days x 175/day	3,500		3,500
	212 / 04	FICA	7.65% of \$3,500	268		268
				Total:		\$3,768
4.2	203-205 – 02 / 03	Supplemental materials to support instruction	\$314/site x 5 sites	1,570		1,570
				Total:		\$1,570
4.3	203-205 – 01 / 02	Consultants to provide professional development training Strategy #	6 days x \$500	\$3,000		3,000
				Total:		\$3,000
5.1	203-205 – 09 / 04	Membership/registration fees for conf. & workshops for ESOL staff	11 ESOL staff members x \$342.64	3,769		3,769
				Total:		\$3,769
5.2	203-205 – 02 / 02	Delivery of workshop: "Best Practices for Teachers of ELL/RELL Students"	\$600/school x 4 schools x 2 days at each school + \$600/school x 3 schools x 1 day	6,600		6,600
				Total:		\$6,600
5.3	203-205 – 02 / 01	Parent outreach programs	4 schools x \$1,500	6,000		6,000
	212 / 04	FICA	7.65% of \$6,000	459		459
				Total:		\$6,459
6.1	203-205 – 01/ 02	Buses for 2 field trips to art museums	2 x \$450	900		900
				Total:		\$900
2.0	202 – 16 / 08	Transfers	2% Admin costs	443		443
				Total:		\$443
						Grand Total: \$26,509

***Upon final approval, please submit the Title IV, Part A application in the final LECS Plan.**

Anne Arundel County Public Schools
 Title IV

FY 22 Allocation: \$1,212,506

Activity	Activity	Category/Object	Line Item	Calculation	Amount
2.0	2.1	Mid-Level Salaries & Wages	Administrative Oversight: Grant development, progress monitoring/fiscal management and report development/submission	30 Hrs per month - \$25 per hour - 648 Hours	16,200
2.0	2.1	Fixed Charges	Administrative Oversight: Grant development, progress monitoring/fiscal management and report development/submission	\$16,200 x .08413	1,363
2.0	2.0	Indirect Costs	3% of direct costs	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	33,572
4.0	4.1	Instructional Other	Robotics Club - Event Registrations	\$5,000 x 3 sites	15,000
4.0	4.1	Student Transportation	Robotics Club - Student Transportation	\$1,500 x 15 sites	22,500
4.0	4.1	Instructional Supplies	Robotics Club - Supplies. Supplies required for competition such as folders, pencils, notepads, etc.	\$4,100 x 15 sites	61,500
4.0	4.2	Instructional Salaries & Wages	STEM-in-a BOX/Portable Lab - Itinerant Teacher Stipends	40 hours a month x 10 months @ \$30 per hour	12,000
4.0	4.2	Fixed Charges	STEM-in-a BOX/Portable Lab - Itinerant Teacher fixed charges	\$12,000 x .08413	1,010

Activity	Activity	Category/Object	Line Item	Calculation	Amount
4.0	4.2	Instructional Supplies	STEM-in-a BOX/Portable Lab - Materials of Instruction	Kit 1: AA Batteries 8 pack: 1 x 11.99 = \$11.99 Kit 1: Construction Multi Color Pack: 1 x 10.25 = \$10.25 Kit 1: 12 count of Markers: 1 x 13.52 = \$13.52 Kit 1: Duck Tape 6 pack: 1x 19.99 = \$19.99 Kit 1: Scotch Tape 4 pack: 1 x 4.99 = \$4.99 Kit 1: Notecards: 1 X 2.89 = \$2.89 Kit 1: Paper Plates 25 count: 2 x 9.95 = \$19.90 Kit 1: Paper Coffee Cups 25 count: 1 x 12.71 = \$12.71 1Kit 1 & 2: Plastic Spoons: 1 x 6.89 = \$6.89 Kit 1 & 2: Scissors 16 pack: 1 x 14.99 = \$14.99 Kit 2: Plastic Refill for 3Doodler 8 pack: 4 x 34.83 = \$139.32 Kit 2: Transparent Plastic Sheets 16 pack: 2 x 14.99 = \$29.98 Kit 3: AA Batteries 20 pack: 1 x 15.98 = \$15.98 Kit 4: Magic Mold 75 pieces: 4 x 40.17 = \$160.68 Total Replacement Cost \$464.08 x 2 = \$928.16	928

Activity	Activity	Category/Object	Line Item	Calculation	Amount
4.0	4.2	Instructional Supplies	STEM-in-a BOX/Portable Lab - Materials of Instruction	Kit 1: SnapCircuit Kit: 4 x 20.87 = \$83.48 Kit 1: AA Batteries 8 pack: 1 x 11.99 = \$11.99 Kit 1: Construction Multi Color Pack: 1 x 10.25 = \$10.25 Kit 1: 12 count of Markers: 1 x 13.52 = \$13.52 Kit 1: Duck Tape 6 pack: 1 x 19.99 = \$19.99 Kit 1: Scotch Tape 4 pack: 1 x 4.99 = \$4.99 Kit 1: Notecards: 1 x 2.89 = \$2.89 Kit 1: Paper Plates 25 count: 1 x 9.95 = \$9.95 Kit 1: Paper Coffee Cups 25 count: 1 x \$12.71 = \$12.71 Kit 1 & 2: Plastic Spoons: 1 x \$6.89 = \$6.89 Kit 1 & 2: Scissors 16 pack: 1 x \$14.99 = \$14.99 Kit 2: 3Doodler 3D Pen: 10 x \$49.99 = \$499.90 Kit 2: Plastic Refill for 3Doodler 8 pack: 4 x \$34.83 = \$139.32 Kit 2: Charging Chords 5 pack: 2 x \$13.99 = \$27.98 Kit 2: 10 Port USB Charging Hub: 1 x \$39.99 = \$39.99 Kit 2: Extension Cord: 1 x \$14.99 = \$14.99 Kit 2: Plastic Trays 12 pack: 1 x \$33.99 = \$33.99 Kit 2: Transparent Plastic Sheets 16 pack: 2 x \$14.99 = \$29.98 Kit 3: Remote Control Machines: 4 x \$63.43 = \$253.72 Kit 3: AA Batteries 20 pack: 1 x \$15.98 = \$15.98 Kit 3: Plastic Tray 3 pack: 2 x \$21.95 = \$43.90 Kit 4: Energy Conversion Kit: 4 x \$82.14 = \$328.56 Kit 4: Digital Multimeter: 4 x \$33.99 = \$135.96 Kit 4: LEGO 1500 piece set: 4 x \$57.88 = \$231.52 Kit 4: LEGO Baseplate: 4 x \$5.99 = \$23.96 Kit 4: Magic Mold 75 pieces: 4 x \$40.17 = \$160.68 40 Gallon Storage Bin 2 pack: 4 x \$65.72 = \$262.88 Total \$2,434.96 x 10 = \$24,349.60	24,350
4.0	4.3	Instructional Contracts	Accelerated Learning through Signature - Registration Fees- Junior Year	11 sites x \$75 per student (12)	9,900
4.0	4.3	Instructional Contracts	Accelerated Learning through Signature - Registration Fees- Senior Year	8 sites x \$150 per student (12)	14,400
4.0	4.3	Instructional Supplies	Accelerated Learning through Signature - Instructional Materials/Online text resources (\$500 per site)	11 sites x \$500	5,500

Anne Arundel County Public Schools
Title IV

FY 22 Allocation: \$1,212,506

Activity	Activity	Category/Object	Line Item	Calculation	Amount
4.0	4.4	Instructional Supplies	Solar Car - STEM - Materials of Instruction	Solar Array and Power Trackers Batteries Instrumentation Steering & Suspension Brakes Tires & Hubs Item costs will depend on the design students develop. Costs will be within the allocation and monitored for reasonableness. The following website provides a list of possible items and costs: http://www.solarcarchallenge.org/info/parts.html	42,073
4.0	4.4	Instructional Contracts	Solar Car - STEM - Sea container rental for 6 months	\$191.66 x 12 months	2,300
4.0	4.4	Instructional Other	Solar Car - Immersive - Solar Car Competition	Team of 6 for 3 days: Food \$30/day = \$90 x 6=\$540 Plane - \$600 roundtrip = \$3600 Hotel = \$200 day x 3 x 6 = \$3600 Taxi/Travel - \$70 x 2 trips x 2 cars x 3 days = \$840	8,580
4.0	4.4	Instructional Supplies	Solar Car - Trailer	1 Trailer @ \$3,500	3,500
4.0	4.5	Instructional Supplies	Nepris - Virtual Connections	36 schools: 18 month contract with free access fall 21/22 \$180,000 for all HS and MS AACPS branded platform- development and launch Unlimited access for all teachers and students – MS and HS HS size variation in cost (e.g. 501-1500 \$4,500 and over 1500 \$5250	180,000
4.0	4.6	Instructional Supplies	Mystery Science	85 schools (2 year contract) – Inclusive of Altern Education and Charter/Contract locations. Grades K-5, all students	176,946
5.0	5.1	Instructional Supplies	Newsela Subscription	K-12 SS/SEL content for all educators to support standard-engagement learning. ALL schools included, including CAT, Centers, Early Childhood, Alternative, and contract/charter PD – package of hours is integrated and includes, workshops, live, videos, and asynchronous opportunities.	180,000
5.0	5.2	Professional Development Contracts	Waters Partnership	Customized coaching/collaborative sessions for staff: \$1,500 School Leaders Workshop with toolkit \$4750	6,250

Anne Arundel County Public Schools
Title IV

FY 22 Allocation: \$1,212,506

Activity	Activity	Category/Object	Line Item	Calculation	Amount
5.0	5.2	Instructional Contracts	Waters Partnership	Family Workshop: \$600 Weekly student challenges \$4000 System Thinking Institute \$20,000 100 registrations, materials, event management	24,600
5.0	5.2	Instructional Supplies	Waters Partnership	Facilitator Credential Program with MOI – staff coach capacity building	5,800
5.0	5.2	Instructional Contracts	Waters Partnership	2 travel requirements for our Institute in MD \$4,200 (\$2,100 estimated each)	4,200
5.0	5.3	Instructional Contracts	Future Maker Co-Curricular	Snack Products: Product Quantity 4,440 x 4 Misc materials in English and Spanish – Quantity 4,440 Educator Packs – 74 Shipping quantity – 74	81,863
6.0	6.1	Mid-Level Salaries & Wages	Virtual Academy - Registrar stipends	15 hours per week x 36 weeks x \$28 an hour	15,120
6.0	6.1	Fixed Charges	Virtual Academy - Registrar fixed charges	\$15,120 x .08413	1,272
6.0	6.1	Instructional Contracts	Virtual Academy - Enrollment	Allocation for 86 students x 4 courses x \$350 per course	120,400
6.0	6.2	Instructional Supplies	Legends of Learning	K-8 Science, ALL students Full access to all 2000+ standards-aligned science and math games Unlimited Professional Learning Webinars and live support Dashboard and rostering	81,508
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - Archbishop Spalding	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	17,133

Anne Arundel County Public Schools
Title IV

FY 22 Allocation: \$1,212,506

Activity	Activity	Category/Object	Line Item	Calculation	Amount
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - Annapolis Area Christian	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	11,372
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - School of the Incarnation	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	10,168
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - St. Martin Lutheran	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	1,588
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - St. John the Evangelist	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	6,952
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - St. Mary's High School	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	6,897

Activity	Activity	Category/Object	Line Item	Calculation	Amount
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - St. Philip Neri	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	5,761
Total					1,212,506.00
				Grant Award	1,212,506.00

Activity	Activity	Category/Object	Line Item	Calculation	Amount
2.0	2.1	Mid-Level Salaries & Wages	Administrative Oversight: Grant development, progress monitoring/fiscal management and report development/submission	30 Hrs per month - \$25 per hour - 648 Hours	16,200
2.0	2.1	Fixed Charges	Administrative Oversight: Grant development, progress monitoring/fiscal management and report development/submission	\$16,200 x .08413	1,363
2.0	2.0	Indirect Costs	3% of direct costs	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	33,572
4.0	4.1	Instructional Other	Robotics Club - Event Registrations	\$5,000 x 3 sites	15,000
4.0	4.1	Student Transportation	Robotics Club - Student Transportation	\$1,500 x 15 sites	22,500
4.0	4.1	Instructional Supplies	Robotics Club - Supplies. Supplies required for competition such as folders, pencils, notepads, etc.	\$4,100 x 15 sites	61,500
4.0	4.2	Instructional Salaries & Wages	STEM-in-a BOX/Portable Lab - Itinerant Teacher Stipends	40 hours a month x 10 months @ \$30 per hour	12,000
4.0	4.2	Fixed Charges	STEM-in-a BOX/Portable Lab - Itinerant Teacher fixed charges	\$12,000 x .08413	1,010
4.0	4.2	Instructional Supplies	STEM-in-a BOX/Portable Lab - Materials of Instruction	Kit 1: AA Batteries 8 pack: 1 x 11.99 = \$11.99 Kit 1: Construction Multi Color Pack: 1 x 10.25 = \$10.25 Kit 1: 12 count of Markers: 1 x 13.52 = \$13.52 Kit 1: Duck Tape 6 pack: 1x 19.99 = \$19.99 Kit 1: Scotch Tape 4 pack: 1 x 4.99 = \$4.99 Kit 1: Notecards: 1 X 2.89 = \$2.89 Kit 1: Paper Plates 25 count: 2 x 9.95 = \$19.90 Kit 1: Paper Coffee Cups 25 count: 1 x 12.71 = \$12.71 1Kit 1 & 2: Plastic Spoons: 1 x 6.89 = \$6.89 Kit 1 & 2: Scissors 16 pack: 1 x 14.99 = \$14.99 Kit 2: Plastic Refill for 3Doodler 8 pack: 4 x 34.83 = \$139.32 Kit 2: Transparent Plastic Sheets 16 pack: 2 x 14.99 = \$29.98 Kit 3: AA Batteries 20 pack: 1 x 15.98 = \$15.98 Kit 4: Magic Mold 75 pieces: 4 x 40.17 = \$160.68 Total Replacement Cost \$464.08 x 2 = \$928.16	928
4.0	4.2	Instructional Supplies	STEM-in-a BOX/Portable Lab - Materials of Instruction	Kit 1: SnapCircuit Kit: 4 x 20.87 = \$83.48 Kit 1: AA Batteries 8 pack: 1 x 11.99 = \$11.99 Kit 1: Construction Multi Color Pack: 1 x 10.25 = \$10.25 Kit 1: 12 count of Markers: 1 x 13.52 = \$13.52 Kit 1: Duck Tape 6 pack: 1 x 19.99 = \$19.99 Kit 1: Scotch Tape 4 pack: 1 x 4.99 = \$4.99 Kit 1: Notecards: 1 x 2.89 = \$2.89 Kit 1: Paper Plates 25 count: 1 x 9.95 = \$9.95 Kit 1: Paper Coffee Cups 25 count: 1 x 12.71 = \$12.71 Kit 1 & 2: Plastic Spoons: 1 x \$6.89 = \$6.89 Kit 1 & 2: Scissors 16 pack: 1 x \$14.99 = \$14.99 Kit 2: 3Doodler 3D Pen: 10 x \$49.99 = \$499.90 Kit 2: Plastic Refill for 3Doodler 8 pack: 4 x \$34.83 = \$139.32 Kit 2: Charging Chords 5 pack: 2 x \$13.99 = \$27.98 Kit 2: 10 Port USB Charging Hub: 1 x \$39.99 = \$39.99 Kit 2: Extension Cord: 1 x \$14.99 = \$14.99 Kit 2: Plastic Trays 12 pack: 1 x \$33.99 = \$33.99 Kit 2: Transparent Plastic Sheets 16 pack: 2 x \$14.99 = \$29.98 Kit 3: Remote Control Machines: 4 x \$63.43 = \$253.72 Kit 3: AA Batteries 20 pack: 1 x \$15.98 = \$15.98 Kit 3: Plastic Tray 3 pack: 2 x \$21.95 = \$43.90 Kit 4: Energy Conversion Kit: 4 x \$82.14 = \$328.56 Kit 4: Digital Multimeter: 4 x \$33.99 = \$135.96 Kit 4: LEGO 1500 piece set: 4 x \$57.88 = \$231.52 Kit 4: LEGO Baseplate: 4 x \$5.99 = \$23.96 Kit 4: Magic Mold 75 pieces: 4 x \$40.17 = \$160.68 40 Gallon Storage Bin 2 pack: 4 x \$65.72 = \$262.88 Total \$2,424.96 x 10 = \$24,249.60	24,350
4.0	4.3	Instructional Contracts	Accelerated Learning through Signature - Registration Fees- Junior Year	11 sites x \$75 per student (12)	9,900

Activity	Activity	Category/Object	Line Item	Calculation	Amount
4.0	4.3	Instructional Contracts	Accelerated Learning through Signature - Registration Fees- Senior Year	8 sites x \$150 per student (12)	14,400
4.0	4.3	Instructional Supplies	Accelerated Learning through Signature - Instructional Materials/Online text resources (\$500 per site)	11 sites x \$500	5,500
4.0	4.4	Instructional Supplies	Solar Car - STEM - Materials of Instruction	Solar Array and Power Trackers Batteries Instrumentation Steering & Suspension Brakes Tires & Hubs Item costs will depend on the design students develop. Costs will be within the allocation and monitored for reasonableness. The following website provides a list of possible items and costs: http://www.solarcarchallenge.org/info/parts.html	42,073
4.0	4.4	Instructional Contracts	Solar Car - STEM - Sea container rental for 6 months	\$191.66 x 12 months	2,300
4.0	4.4	Instructional Other	Solar Car - Immersive - Solar Car Competition	Team of 6 for 3 days: Food \$30/day = \$90 x 6=\$540 Plane - \$600 roundtrip = \$3600 Hotel = \$200 day x 3 x 6 = \$3600 Taxi/Travel - \$70 x 2 trips x 2 cars x 3 days = \$840	8,580
4.0	4.4	Instructional Supplies	Solar Car - Trailer	1 Trailer @ \$3,500	3,500
4.0	4.5	Instructional Supplies	Nepris - Virtual Connections	36 schools: 18 month contract with free access fall 21/22 \$180,000 for all HS and MS AACPS branded platform- development and launch Unlimited access for all teachers and students – MS and HS HS size variation in cost (e.g. 501-1500 \$4,500 and over 1500 \$5250	180,000
4.0	4.6	Instructional Supplies	Mystery Science	85 schools (2 year contract) – Inclusive of Altern Education and Charter/Contract locations. Grades K-5, all students	176,946
5.0	5.1	Instructional Supplies	Newsela Subscription	K-12 SS/SEL content for all educators to support standard-engagement learning. ALL schools included, including CAT, Centers, Early Childhood, Alternative, and contract/charter PD – package of hours is integrated and includes, workshops, live, videos, and asynchronous opportunities.	180,000
5.0	5.2	Professional Development Contracts	Waters Partnership	Customized coaching/collaborative sessions for staff: \$1,500 School Leaders Workshop with toolkit \$4750	6,250
5.0	5.2	Instructional Contracts	Waters Partnership	Family Workshop: \$600 Weekly student challenges \$4000 System Thinking Institute \$20,000 100 registrations, materials, event management	24,600
5.0	5.2	Instructional Supplies	Waters Partnership	Facilitator Credential Program with MOI – staff coach capacity building	5,800
5.0	5.2	Instructional Contracts	Waters Partnership	2 travel requirements for our Institute in MD \$4,200 (\$2,100 estimated each)	4,200
5.0	5.3	Instructional Contracts	Future Maker Co-Curricular	Snack Products: Product Quantity 4,440 x 4 Misc materials in English and Spanish – Quantity 4,440 Educator Packs – 74 Shipping quantity – 74	81,863
6.0	6.1	Mid-Level Salaries & Wages	Virtual Academy - Registrar stipends	15 hours per week x 36 weeks x \$28 an hour	15,120
6.0	6.1	Fixed Charges	Virtual Academy - Registrar fixed charges	\$15,120 x .08413	1,272
6.0	6.1	Instructional Contracts	Virtual Academy - Enrollment	Allocation for 86 students x 4 courses x \$350 per course	120,400
6.0	6.2	Instructional Supplies	Legends of Learning	K-8 Science, ALL students Full access to all 2000+ standards-aligned science and math games Unlimited Professional Learning Webinars and live support Dashboard and rostering	81,508

Activity	Activity	Category/Object	Line Item	Calculation	Amount
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - Archbishop Spalding	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	17,133
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - Annapolis Area Christian	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	11,372
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - School of the Incarnation	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	10,168
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - St. Martin Lutheran	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	1,588
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - St. John the Evangelist	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	6,952
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - St. Mary's High School	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	6,897
7.0	7.0	Non-Public Allocation	10 NonPublic Schools Participating - St. Philip Neri	grant award of \$1,212,506 - \$16,200 (administrative oversight) = \$1,196,306; \$1,196,306 / 87,419 (public and non public enrollment) = \$13.684736728. Per pupil cost \$13.684736728 x 4,375(non public school enrollment) = \$59,871 (non public school allocation). \$1,212,506 - \$59,871 (non public allocation) = \$1,152,635 / 1.03 = 1,119,063 x .03 = \$33,572 Indirect cost	5,761
Total					1,212,506.00
Grant Award					1,212,506.00
Unallocated					0.00

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

ORIGINAL GRANT BUDGET	\$1,212,506	AMENDED BUDGET#		REQUEST DATE	11/08/21
GRANT NAME	Title IV, Part A Student Support & Academic Enrichment (SSAE) Grant	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT#		RECIPIENT GRANT#			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Anne Arundel County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2021	9/30/2023	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						33,572.00	33,572.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal	15,120.00						15,120.00
Prog. 16 Inst. Admin. & Supv.	16,200.00						16,200.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	12,000.00	257,663.00	762,105.00	23,580.00			1,055,348.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						59,871.00	59,871.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.		6,250.00					6,250.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		22,500.00					22,500.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				3,645.00			3,645.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	43,320.00	286,413.00	762,105.00	27,225.00	0.00	93,443.00	1,212,506.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval	Melissa Camden	<i>Melissa Camden</i>	11/08/21	410-222-5207
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. George Arlotto	<i>George Arlotto</i>	11.15.2021	410-222-5304
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

FINE ARTS

**2021 FINE ARTS INITIATIVE
STATE GRANT APPLICATION**



Fine Arts Initiative Grants Application

Local school systems should provide a cohesive, stand-alone response to the prompts below.

School Year 2020-2021: Progress and Challenges

- I. Complete the chart below describing the **progress and challenges** in meeting the Programs in Fine Arts goals articulated in the system's 2020-2021 Annual Update. Identify the programs, practices, strategies, and resource allocations that are related to progress.

Disciplines	Goals from the School Year 2020-2021	Current Progress	Challenges
Dance	<p>The Dance Office continues to review and revise curriculum documents as needed for our Pre-k through 12 programs. The Dance Office continues to propose and implement new courses and programs for effectiveness in raising student artistic achievements.</p> <p>The Dance Office was included in meetings regarding planning with administrators and architects on renovation and new construction of dance studios in schools. The Dance Office also advised regarding equipment and materials, as well as provided input into the architectural plans of the renovations/reconstruction for high schools.</p> <p>The Dance office has continued to support educators and AACPS students through a variety of services and experiences to maintain and elevate dance education PreK –12. The focus on Elementary dance will continue and increase through residencies and special projects to meet COMAR and to increase</p>	<p>Curriculum was revised into Compacted Scope and Sequences Summer and Fall 2020 to accommodate instructional delivery for all dance courses for virtual and hybrid instruction. Curriculum was rewritten for the 21-22 school year for Dance 6,7,8 to include course work in a broader range of dance styles and provide access for all learners.</p> <p>Planning work continued in terms of renovation and new construction of dance classrooms and related facilities.</p> <p>Support for dance educators and AACPS students was delivered through a variety of services and experiences to elevate dance education PreK –12 throughout the pandemic by implementing virtual experiences such as guest choreography, masterclasses, residencies, festivals, and concerts. Professional development in video editing was provided.</p> <p>Elementary dance participation decreased for the 20-21 school year in residencies and special projects due to the pandemic. The Dance office will continue to</p>	<p>Due to Covid-19, ordering of materials was delayed. We are currently in a holding pattern until this fall with a return to face-to-face instruction for teachers and students.</p> <p>Support for dance educators and AACPS students was significantly impacted due to the pandemic, and modifications to all programs were necessary to continue program offerings. Programming was “reimagined” virtually, and professional development in areas of video editing were provided to develop skills for teachers so schools could continue participation and representation in county dance offerings.</p> <p>Field trip experiences were not able to take place due to the pandemic.</p> <p>Hybrid and virtual learning posed several unique challenges for the dance program, including student engagement, assessing progress, and</p>

	<p>participation in the dance festival at the elementary level.</p> <p>The Dance Office will provide professional development for teachers at all levels whenever time is available on the school system schedule. Repairs and enhancements will be made to studios as needed. Every year facility, equipment, and resource needs are submitted by teachers, prioritized, and systematically provided as funds allow.</p> <p>Newly installed dance studios will be prepared with materials of instruction to include literature, resources for all dance courses, sound systems, ballet barres, items to encourage student centered and group activities, and student safety with a focus on a lens of equity.</p>	<p>strive to increase participation in dance at the elementary level through participation in residencies, special projects, and festivals.</p> <p>Dance Companies at all three levels met virtually for much of the 20-21 school year to include the audition process, rehearsals, learning choreography, and performances. Students had the opportunity to interact with guest artists from across the country in a virtual format. Virtual opportunities did foster accessibility to receive instruction from renowned artists that otherwise would not have been possible.</p> <p>Collaboration with county television and district editing services were strengthened as culminating events were produced and supported to highlight and showcase our student performances in a virtual format.</p> <p>Communication and collaboration among dance educators were a priority and strengthened as bi-weekly office hours were scheduled and available to assist on specific topics and to assist with planning for virtual/hybrid instruction.</p> <p>Professional development was held for all dance educators for a full day in August 2020. Two additional half days of</p>	<p>performance through a screen.</p> <p>In addition, we had to develop new ways of providing all-county types of experiences that could be accomplished almost exclusively in a virtual format.</p>
--	--	--	---

		<p>professional development took place in January and March of 2021.</p> <p>Field trip experiences were not able to take place due to the pandemic.</p> <p>Despite the challenges of the pandemic and engagement in encore subject areas, schools were able to sustain staffing and growth programs.</p>	
Music	<p>The Music Office continues to review and revise curricular documents as needed for our PreK-12 programs, typically following the 6-year cycle in which every piece of curriculum is reviewed within that timeframe. New programs and courses are proposed as needed with a focus on moving forward in the area of Music Technology.</p> <p>The Music Office was included in meetings regarding planning with administrators and architects on renovation and new construction of the music classrooms and related facilities within elementary, middle, and high schools. In addition, the Music office has provided guidance related to appropriate equipment and materials as well as funding to schools to purchase new equipment and instruments, with a focus on our Title 1 Schools and lower socioeconomic areas.</p>	<p>At the advent of virtual teaching and learning, significant amounts of music curriculum were compacted. Curriculum was significantly revised in Elementary General Music Grades PreK-5, Music for Life, and Middle School Percussion, and will be rolled out for use in the 2021-22 school year. Music office funding was allocated to support the Music Technology course at the high school level with Mixcraft 9 as the primary digital resource. Additionally, the Music Office seated a committee to review options for new resources for Elementary General Music and selected Quaver Music as the new resource, which will be onboarded for the 2021-22 school year.</p> <p>Planning work continued in terms of renovation and new construction of music classrooms and related facilities.</p> <p>Over 500 guitars and 300 small keyboards were</p>	<p>COVID-19 forced a virtual start to the school year in AACPS, which continued until February 2021. At that time, in person instruction was offered on a staggered rollout and students and teachers engaged in hybrid learning for the duration of the school year.</p> <p>Hybrid and virtual learning posed a number of unique challenges to our music program, forcing a pivot to provide music instruction through a computer screen.</p> <p>In addition, we had to develop new ways of providing all-county types of experiences that could be accomplished almost exclusively in a virtual format.</p>

	<p>The music office has continued to support teachers and students through a variety of programs including All County ensembles and financial support of music-based field trips to maintain and elevate music education within the system. We will be continuing to focus on these areas with an additional emphasis on improving and expanding offerings in our music technology classes. In addition, we will be incorporating more technology into offerings such as Music Goes Global, our middle school general music course.</p> <p>Music office staff provide mentorship and guidance to both new and tenured music teachers to continue to elevate our instructional practice.</p> <p>Professional development will be provided to all AACPS music teachers following the school system schedule. To date, this has included one full day of professional learning at the beginning of the school year with additional shorter blocks of optional time throughout the year.</p> <p>Equity of access to the music curriculum continues to be a significant area of focus. AACPS is embarking upon a curricular review through an equity lens in order to determine areas</p>	<p>purchased to enable our high school and middle school students to continue to engage in guitar and piano courses. All schools received the instruments needed, regardless of Title 1 status. Additionally, Mixcraft 8 licenses were secured for all students enrolled in Music Technology.</p> <p>AACPS had a somewhat sudden shift to becoming a 1:1 school system during the first few months of the pandemic. All students have access to a Chromebook for their personal use both in the classroom and at home.</p> <p>All County ensembles met in a revised format that still included an audition process. However, rather than playing or singing in an ensemble, students had the opportunity to hear from and interact with guest artists from a variety of music related career paths. Culminating events were produced at the conclusion of each all-county experience to highlight student performances and other student generated work.</p> <p>Field trip experiences, including the BSO side-by-side/young soloist concert, were not able to take place due to the pandemic.</p> <p>The music office held office hours on a weekly basis and made virtual class and planning visits to teachers to provide</p>	
--	--	--	--

	<p>in which changes need to be made to more accurately teach music in an appropriate and accurate manner.</p> <p>The music office coordinates repairs of instruments and facilitates the execution and payment of these repairs. In addition, we manage a music instrument portal through which instruments that are donated to the system are distributed to schools in need of supplemental equipment.</p>	<p>instructional support for virtual and hybrid learning.</p> <p>Professional development was held for all music teachers for a full day in August 2020. Two additional half days of professional development took place in January and March of 2021. For all professional development opportunities, differentiated options were provided for all content areas and levels.</p> <p>Equity sessions took place in AACPS for all teachers and administrators and will continue in 2021-22, and we used these sessions as a springboard for more discussion and review of current resources and curriculum. We removed and replaced some songs used in the general music curriculum. In addition, we had a PLC group that met bi-weekly and made recommendations to the music office on particular songs or repertoire that needs to be looked at with an equity lens through the music office.</p> <p>Repair of instruments and management of the instrument portal continued during the pandemic.</p>	
Theatre	<p>Theatre experiences are written and embedded throughout the elementary, middle, and high school curriculum. In addition, Arts Integration is used to enrich the</p>	<p>Curriculum writers for grades 9 through 12 continue their efforts to include a broader range of texts that support racial equity and provide access for all learners and align</p>	<p>Hybrid and virtual learning posed many challenges for theatre educators and students, including student engagement, assessing progress, and</p>

	<p>lessons and provide additional theatre opportunities.</p> <p>Based on the district's PD sessions focused on diversity, equity, and inclusion (DEI), the theatre arts office is initiating a review of the existing curricula for theatre arts offerings in grades 9 through 12 to identify areas of need. In addition, older curriculum guides need to be revised to align with updated Fine Arts standards.</p> <p>Communication with administrators and guidance counselors about the secondary theatre courses is on-going. The coordinator of high school English presents course opportunities to secondary school administrative teams annually. All stakeholders were encouraged to promote the courses and increase enrollment in order to maintain the district's initiative to endorse the Arts and provide opportunities for all students.</p> <p>The new "Storytellers" course is currently offered for students in AACPS high schools. In addition, a new Theatre Tech. course was written and approved to be offered in semester 2 of the 2020-21 school year.</p> <p>Central Office personnel facilitate virtual</p>	<p>with updated Fine Arts standards.</p> <p>Central Office personnel facilitate a virtual PLC for theatre teachers which allows participants to share resources (e.g., lesson plans, PD opportunities) and collaborate to solve problems.</p> <p>Central Office purchased and distributed equipment for schools based on theatre teacher requests, including wireless headsets, microphones, sound and lighting equipment, makeup kits, and painting equipment.</p> <p>The new Storytellers and Theatre Tech courses are scheduled to run in two of the district's high schools in the 2021-22 school year.</p> <p>Despite the challenges of the pandemic, all schools that were previously running theatre arts courses were able to continue running at least some theatre arts courses in the 2021-22 school year and maintain pre-Covid staffing levels.</p>	<p>performance through a screen.</p> <p>Although the district did adopt a 1:1 device policy last year, some aspects of the theatre curriculum cannot adequately be taught digitally. While students may be able to analyze and evaluate performances via video or Google Meet, it is much more difficult for them to develop and present artistic works using technology.</p> <p>Due to virtual instruction and social distancing restrictions, live performances were not possible during the 2020-21 school year. As a result, even previously dedicated students struggled to engage through a computer screen. Many drama directors attempted to stage virtual productions but had difficulty getting students to audition.</p> <p>In previous years, AACPS maintained ongoing partnerships with various local actors, performers, choreographers, and technicians. Compass Rose Theatre Company, The Annapolis Shakespeare Company, and the Renaissance Festival players. This year, collaboration with community partners was not possible during</p>
--	--	--	---

	<p>workgroups for theatre teachers where course outcomes and expectations are assessed. Additionally, teachers share the unique challenges they are facing while teaching theatre courses in a virtual setting.</p> <p>Efforts to provide each high school with an auditorium equipped to meet MSDE facility standards are on-going. As in previous years, we will continue to provide new equipment to schools (when possible, the equipment includes but is not limited to microphones, speakers and speaker stands, makeup, gaffers, sound equipment, and specialty props).</p>		<p>the pandemic.</p> <p>Opportunities for students to collaborate with theatre students from other schools and learn from theatre professionals had to be cancelled due to the pandemic. These include our district's Theatre Festival, joint Improv shows, student involvement with community theatre groups, and the Cappies of Baltimore awards season and gala.</p> <p>Enrollment in theatre courses has dropped significantly due to a lack of promotional opportunities (i.e. live performances) that usually attract students to theatre programming.</p>
Media Arts	<p>To strengthen the media arts experiences of 5th grade students at 6 additional targeted elementary schools. Professional development is included in this year's goal to fully implement the curriculum. Our media arts focus will include the use of electronic media and video as an artistic medium or a medium to broaden arts appreciation. This may include projects presented in audio, video, internet, and interactive and mobile technologies for storytelling.</p>	<p>Materials to support the grant were purchased, including iPads, iPad cases, tripods, and green screens. The curriculum was developed and written by two AACPS Elementary level library media teachers.</p> <p>The writers met and the curriculum was rewritten and retrofitted to support the virtual learning environment for the 2020-2021 school year.</p> <p>Stipend opportunities were offered for pilot teachers to discuss during curriculum meetings.</p>	<p>Due to Covid-19, distribution of materials was delayed. In addition, training on curriculum for library media teachers and implementation with students was unable to be completed. We are currently in a holding pattern until this fall and return to face-to-face instruction for teachers and students.</p> <p>Next steps would be to revisit the original curriculum and review with teachers in preparation to roll out in spring of 2022.</p>

<h1>Visual Arts</h1>	<p>The Visual Arts Office continues to review and revise curriculum documents as needed for our Pre-K-12 programs. The Visual Arts Office continues to propose new courses and programs for effectiveness in raising student artistic achievements.</p> <p>The Visual Arts Office was included in meetings regarding planning with administrators and architects on renovation and new construction of visual arts facilities in schools. The Visual Arts Office also advised regarding equipment and art materials and provided input into the architectural plans of the renovations/reconstruction of elementary schools and high schools.</p> <p>Visual Arts staff development is guided by teacher evaluations from previous in-services and supports new initiatives as per the school system. Exemplary teacher, artist, and consultant led sessions highlight curriculum assessment, critical thinking strategies, and opportunities for quality hands-on experiences with art materials and lessons. The Visual Arts Office supported the registration fees for visual arts teachers to attend the</p>	<p>Materials of Instruction were significantly revised for the return of students from Covid. Stipend opportunities were offered for teachers to collaborate and discuss curriculum.</p> <p>Visual Arts office funding was allocated to support the Visual Arts iPad technology and pencils at the high school level. Additionally, the Visual Arts Office participated in the single textbook adoption review of elementary text for K-5 for the 2021-22 school year.</p>	<p>Due to Covid-19, ordering of materials was delayed. We are currently in a holding pattern until this fall and return to face-to-face instruction for teachers and students. Support for visual arts educators and AACPS students was significantly impacted due to the pandemic and modifications to all programs were necessary to continue program offerings. Programming was “reimagined” virtually, and professional development in virtual and hybrid instruction was provided to develop skills for teachers to deliver the curriculum.</p>

	<p>MAEA Conference.</p> <p>The Visual Arts Office continues to support art classrooms by evaluating needs. Materials of instruction funds do not cover above and beyond the basic needs. In an effort to support schools with materials, assessments are made, and it is determined where support can be offered.</p> <p>Continued connections with our many partners are a vital part of our support to our varied programs. Involvement in aligning sequencing, and aligning curriculum and skills development, has been ongoing with Anne Arundel Community College. The Visual Arts Office also coordinates the Post Baccalaureate Arts Integration Certificate Program cohort through Towson University.</p> <p>Equity of access to the visual arts curriculum continues to be a significant area of focus. AACPS is embarking upon a curricular review through an equity lens in order to determine areas in which changes need to be made to more accurately teach the visual arts in an appropriate and accurate manner.</p> <p>The Visual Arts Office and teachers are included as facilitators and participants in the Middle and High School</p>		
--	---	--	--

	Performing and Visual Arts Magnet Schools advisory boards. The board brings together visual arts educators, arts organizations, and business partners for ideas and support, and disseminates information for them to share with the community.		
--	---	--	--

School Year 2021-2022 Equity Goals

The Educational Equity regulation (COMAR 13A.01.06) is integrated throughout the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan to demonstrate comprehensive support and improvement. Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being.

2. What are the practices or strategies to advance racial equity through Fine Arts instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures?

Equity refers to conditions that support fairness and justness based on individual needs and circumstances where all members have opportunities to thrive and realize their best within the Fine Arts community.

The Fine Arts Offices seek to proactively consider equity through the following policies, practices, and resources:

- AACPS School Improvement Plans incorporate goals and strategies to address identified gaps in achievement related to equity considerations based on school data. The Fine Arts team supports the implementation of these plans through direct teacher support through coordinators, teacher specialists, and resource teachers as well as professional learning opportunities in specific arts content areas in which equity considerations are presented and discussed.
- Single Text Adoption materials are assessed to include DEI elements.
- Professional learning has been developed and conducted to build teacher capacity in reflective DEI (diversity, equity, inclusion) practice as well as support strategies and techniques that target specific populations with a demonstrated gap in achievement. End of school year teacher reflection showcased growth in equity capacity.
- Teacher feedback at pilot schools has been applied to project theme in order to better facilitate authentic student experiences.
- Materials of Instruction
- School Support
- Recognition of Achievements
- Curriculum engages affected populations and stakeholders.
- Resources are allocated to support equitable practice.
- Curriculum and assessments are developed using an equity lens and culturally responsive reflection.
- Fine arts leadership has been engaged in ongoing professional learning through the Equity Office in AACPS schools.

- Student populations are recruited to ensure diverse populations are included in the curriculum development process.
- Centering diverse experiences and voices as a guiding principle

Samples of digital products are collected to measure student progress towards achievement of goals as outlined in the curricular lessons. Additionally, pilot schools offered feedback around the areas of instructional components and lesson materials.

3. What community needs are addressed through instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures? Community needs could include marginalized individual characteristics (Ability, Ethnicity, Family Structure, Gender Identity, Language, National origin, Religion, Sexual Orientation, Socioeconomic Status), program access, areas of disproportionality, and school climate and culture.

Participating schools have been identified as needing literacy support. This initiative supports schools that are economically disadvantaged, have a large population of English Language Learners, as well as high mobility populations. Using the curriculum and materials created through grant funding, students create meaningful and individualized media projects that reflect their lived experiences. Curation of finished projects are celebrated and showcased to promote positive school climate and culture.

The local school system communicates fine arts programming to targeted schools through:

- District website
- Connect-ed (system phone calling, text messaging and emailing)
- Counselors and teachers advocate and identify students that would benefit from fine arts programs.

Barriers have been eliminated:

- No lab fees for all students.
- Actively seeking materials that address marginalized groups.
- Virtual opportunities have been instituted to reach students and families where transportation is a barrier.
- Increased summer programming to include transportation and reach maximum families.

School Year 2021-2022: Annual Goals

4. As stated in COMAR 13A.01.16, Section .03 Certification Procedures, each local school system shall report annually their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress. Complete the charts below outlining the 2021-2022 goals of the local school system to meet the requirements outlined in COMAR 13A.04.16, Programs in Fine Arts for music, dance, theatre, visual art, and media arts. For comparison, also list the strategic targets (forecast to 2024 Fine Arts Certification) within each arts discipline.

Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations regarding the implementation of fine arts instructional programming, development of curriculum, instructional planning, instructional delivery, material selection, and assessment and the use an equity lens (per COMAR 13A.01.06, an equity lens means that for any program, practice, decision, or action, the impact on all students is addressed, with a strategic focus on marginalized student groups) to meet the needs of all students.

Dance

The Dance Office will continue to review and revise curriculum documents as needed for our Pre-K through 12 programs. The Dance Office will propose and implement new courses and programs for effectiveness in raising student artistic achievements with a focus of equity and accessibility for all students.

The Dance Office will be included in meetings regarding planning with administrators and architects on renovation and new construction of dance studios in schools. The Dance Office will support conversations regarding equipment and materials, as well as provide input into the architectural plans of the renovations/reconstruction for high schools.

Support for dance educators and AACPS students will be delivered through a variety of services and experiences to elevate dance education PreK –12 throughout the pandemic by implementing virtual experiences such as guest choreography, masterclasses, residencies, festivals, and concerts. Funding for field trips, guest artists, residencies and performances will be supported to continue to elevate interest in the dance program.

An emphasis on Elementary dance will continue and increase through residencies and special projects to meet COMAR. Residencies will align with goals to support social-emotional learning outcomes and increase access for students in schools of need. An increase in participation in the dance festivals at the elementary level will be a primary focus this school year.

The dance office plans to continue a mentor program between our office, veteran dance educators, and our new teachers. Due to the current pandemic, we plan to move forward with these sessions in the 2021-22 school year as our new teachers have been participating in our monthly collaborative sessions for all teachers during the pandemic.

The Dance Office will continue to provide professional development for teachers at all levels to support implementation of new curriculum and best practices whenever time is available on the school system schedule. Plans to continue to survey teachers and offer targeted professional development to meet their articulated and/or observed needs will be a focus.

Repairs and enhancements will be made to studios as needed. Every year, facility, equipment, and resource needs are submitted by teachers, prioritized, and systematically provided as funds allow.

Newly installed dance studios will be prepared with materials of instruction to include literature, resources for all dance courses, sound systems, ballet barres, items to encourage student centers and group activities, and student safety with a focus on a lens of equity.

2023 Targets (Long Term Goals)

The Dance Office will continue to explore opportunities and experiences in the way of Dance Education to all students Pre-K through 12. Continued updates to curriculum will

	<p>take place to ensure curriculum documents are available in an electronic format as well as address the need for assessments to measure student growth and achievement.</p> <p>Elementary dance opportunities will be elevated through the implementation of additional residencies and special projects. In addition, efforts to increase elementary participation in our dance festivals will increase from 47 to 55 schools through advocacy and identifying individuals to sponsor the extracurricular opportunity.</p> <p>An emphasis on exploring enrichment opportunities for our middle and high school students will be encouraged to include attendance at state showcases, NHSDA chapter growth (specifically at the Middle School level), and community engagement.</p> <p>The Dance Office will continue to foster opportunities to provide professional development for teachers at all levels whenever time is available on the school system schedule.</p> <p>The Dance Office will continue to request local funding to replace and install new studio flooring, mirrors, and technology.</p> <p>All studios will be equipped with materials of instruction that support a lens of equity and inclusion for all learners.</p>
--	--

Media Arts	To strengthen the media arts experiences of 5 th grade students at 6 additional targeted elementary schools. Professional development is included in this year's goal to fully implement the curriculum. Our media arts focus will include the use of electronic media and video as an artistic medium or a medium to broaden arts appreciation. This may include projects presented in audio, video, internet, and interactive and mobile technologies for storytelling.
	To continue to strengthen the media arts experiences of 5 th grade students at 40 targeted elementary schools over the 5-year period. We are currently in year 3 of the 5-year plan.

Music	<p>2021-2022 Goals (Annual Goals)</p> <p>The Music Office continues to review and revise curricular documents as needed for our PreK-12 programs, typically following the 6-year cycle in which every piece of curriculum is</p>
--------------	--

	<p>reviewed within that time frame. New programs and courses are proposed as needed with a focus on moving forward in the area of Music Technology.</p> <p>The Music Office was included in meetings regarding planning with administrators and architects on renovation and new construction of the music classrooms and related facilities within elementary, middle, and high schools. In addition, the Music office has provided guidance related to appropriate equipment and materials as well as funding to schools to purchase new equipment and instruments, with a focus on our Title 1 Schools and lower socioeconomic areas.</p> <p>The music office has continued to support teachers and students through a variety of programs including All County ensembles and financial support of music-based field trips to maintain and elevate music education within the system. We will be continuing to focus on these areas as able within the ongoing pandemic with an additional emphasis on improving and expanding offerings in our music technology classes. In addition, we will be incorporating more technology into offerings such as Music Goes Global, our middle school general music course, utilizing Chromebooks now accessible to all students.</p> <p>Music office staff provide mentorship and guidance to both new and tenured music teachers to continue to elevate our instructional practice.</p> <p>Professional development will be provided to all AACPS music teachers following the school system schedule. To date, this has included one full day of professional learning at the beginning of the school year with additional shorter blocks of optional time throughout the year.</p> <p>Equity of access to the music curriculum continues to be a significant area of focus. AACPS is continuing our curricular review through an equity lens in order to determine areas in which changes need to be made to more accurately teach music in an appropriate and accurate manner. This review aligns with the 6-year cycle mentioned above.</p> <p>The music office coordinates repairs of instruments and facilitates the execution and payment of these repairs. In addition, we manage a music instrument portal through which instruments that are donated to the system are distributed to schools in need of supplemental equipment.</p>
	<p>2023 Targets (Long Term Goals)</p> <p>The Music office will continue to review curriculum annually with the goal of addressing every course offered within a 6-year repeating timeline. Immediate areas to be addressed include Music Technology curriculum. Music Technology solutions are being investigated on an ongoing basis with an emphasis on replacement and upgrade of current hardware and review and approval of new software such as Mixcraft or Soundtrap.</p> <p>The music office plans to continue offering experiences such as All County ensembles, District III Festivals for Chorus, Band, and Orchestra, Solo and Ensemble Festival, and our Overnight Summer Music Camp, pending the ability to run the camp in person post</p>

	<p>pandemic. In addition, we plan to add Elementary level Music Day camps. Goals in these areas include increasing the number of students participating in these opportunities in our Title 1 schools and other schools that have been historically underrepresented in these events and offerings. Our day camps are designed to expand our music enrichment offerings to students at the elementary level.</p> <p>The music office plans to continue the mentorship program between our office and our new teachers, with plans to survey new teachers in future years and offer targeted professional development to meet their articulated and/or observed needs. In addition, we plan to mentor a few tenured teachers in need of remediation and intensive assistance with planning, classroom management, and instructional practices.</p> <p>Differentiated professional development will continue to be a focus and goal area for the office to continue to develop the capacity of our teachers. However, due to systemic cutbacks on the amount of time allocated to professional development and learning, there are challenges inherent within attempting to reach all teachers with the necessary learning.</p> <p>Equity review of our curriculum will continue each year to add that lens to the curricular review process in alignment with our 6-year rotation.</p> <p>The music office will continue to request funding for both repair of existing equipment and replacement and augmentation of aging equipment or equipment needed to address program growth. These requests will take place through the AACPS budget process for local funds.</p> <p>As AACPS is currently compliant with COMAR in terms of music instruction, curriculum, assessment, and programming, our overarching goal is to maintain this level of compliance while simultaneously expanding upon music programming and offerings as able.</p>
--	--

Theatre	<p>2021-2022 Goals (Annual Goals)</p> <p>Theatre experiences are written and embedded throughout the elementary and middle school curriculum. In addition, Arts integration is used to enrich the lessons and provide additional theatre opportunities.</p> <p>The theatre arts office continues to revise and refine existing curricula for the theatre arts offerings (I, II, III) in grades 9 through 12.</p> <p>Communication with administrators and guidance counselors about the secondary theatre courses is on-going. The coordinator of high school English presents course opportunities to secondary school administrative teams annually. All stakeholders were</p>
----------------	--

	<p>encouraged to promote the courses and increase enrollment in order to maintain the district's initiative to endorse the Arts and provide opportunities for all students.</p> <p>The new "Storytellers" course is currently offered for students in AACPS high schools. In addition, a new Theatre Tech. course was written and approved to be offered in semester 2 of the current 2021-22 school year.</p> <p>Central Office personnel facilitates virtual workgroups for theatre teachers where course outcomes and expectations are assessed. Additionally, teachers share the unique challenges they are facing while teaching theatre courses in a virtual setting.</p> <p>Efforts to provide each high school with an auditorium equipped to meet MSDE facility standards are on-going. As in previous years, we will continue to provide new equipment to schools, when possible (the equipment includes but is not limited to microphones, speakers and speaker stands, makeup, gaffers, sound equipment, and specialty props)</p> <p>AACPS maintains ongoing partnerships with Compass Rose Theatre Company, The Annapolis Shakespeare Company, the Renaissance Festival players, and various local actors, performers, choreographers, and technicians.</p> <p>Professional acting consultants from Compass Rose Theatre Company will provide virtual professional development for theatre teachers through the workshops they facilitate for students in the theatre classes.</p> <p>More students continue to become involved with outside community theatre groups, especially students in the Performing and Visual Arts magnet program.</p>
	<p>2023 Targets (Long Term Goals)</p> <p>The Elementary Reading Office, Middle School Language Arts Office and the Arts Integration Specialist will continue to write curriculum that offers experiences and opportunities in theatre for our PreK-8 students.</p> <p>Once COVID restrictions are lifted the AACPS English Office will resume hosting the annual Theatre Festival. During the Theatre Festival, students will perform for the other schools, and teachers and students will participate in performance and acting workshops. The English Office's professional partners and consultants will provide instruction on various aspects of theatre such as acting, auditioning, stage combat, comedic timing, improvisation, and technical theatre.</p> <p>Professional consultants from Compass Rose Theatre Company will resume in-person professional development for theatre teachers through the workshops that they will facilitate for students in the theatre classes.</p> <p>Specialists from the English Office will be able to provide in-person professional learning opportunities for theatre teachers in a collaborative setting.</p>

Visual Arts

2021-2022 Goals (Annual Goals)

As we return face to face, the Visual Arts Office continues to review, and revise curriculum documents as needed for our Pre-K through 12 programs. The Visual Arts Office continues to propose new courses and programs for effectiveness in raising student artistic achievements.

The Visual Arts Office was included in meetings regarding planning with administrators and architects on renovation and new construction of visual arts facilities in schools. The Visual Arts Office also advised regarding equipment and art materials and provided input into the architectural plans of the renovations/reconstruction of elementary schools and high schools.

Visual Arts staff development is guided by teacher evaluations from previous in-services and supports new initiatives as per the school system. Exemplary teacher, artist, and consultant led sessions highlight curriculum assessment, critical thinking strategies, and opportunities for quality hands on experiences with art materials and lessons. The Visual Arts Office will support the registration fees for visual arts teachers to attend the MAEA and/or NAEA Conference.

The Visual Arts Office continues to support art classrooms by evaluating needs. Materials of instruction funds do not cover above and beyond the basic needs. In an effort to support schools with materials, assessments are made, and it is determined where support can be offered.

Equity of access to the visual arts curriculum continues to be a significant area of focus. AACPS is embarking upon a curricular review through an equity lens in order to determine areas in which changes need to be made to more accurately teach the visual arts in an appropriate and accurate manner.

Continued connections with our many partners are a vital part of our support to our varied programs. Involvement in aligning sequencing, and aligning curriculum and skills development, has been ongoing with Anne Arundel Community College. The Visual Arts Office also coordinates the Post Baccalaureate Art Integration Certificate Program cohort through Towson University.

The Visual Arts Office and teachers are included as facilitators and participants in the Middle and High School Performing and Visual Arts Magnet Schools advisory boards. The board brings together visual arts educators, arts organizations, and business partners for ideas and support, and disseminates information for them to share with the community.

2023 Targets (Long Term Goals)

The Visual Arts Office plans to continue to explore opportunities and experiences in the Visual Arts for all students in grades Pre-K through 12. Continued updates to curriculum

	<p>will take place to ensure curriculum documents are available in an electronic format as well as address the need for assessments to measure student growth and achievement.</p> <p>The Visual Arts Office plans to continue to support and organize consultants, artists in residence, school visitations, and staff development opportunities that will provide information and awareness of the arts integration at schools in AACPS. AACPS has recognized the need for support for teachers in order to implement AI by continuing to provide an Arts Integration Teacher Specialist to the Division of Curriculum and Instruction.</p> <p>The Visual Arts Office plans on developing hybrid and online professional development opportunities for teachers. Teachers indicated the need for more time for training and work sessions. Some after school sessions have been offered, and while well received and appreciated, the asynchronous opportunities would allow more participation.</p> <p>The Visual Arts Office plans to continue to work to update technology and keep up with increasing enrollment in High School courses. AACPS continues to be very supportive by providing support for laptops/carts for all secondary schools and increasing MOI allocations.</p> <p>The Visual Arts Office plans to continue to meet with partners and plan their support of the Visual Arts program, as well as funding to bring programs that they provide, such as artists in residence and other enrichment programs.</p>
--	--

School Year 2021-2022: Budget Narrative

5. Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to “Guidance for Completion of the Budget Narrative for the Fine Arts Initiative,” “Sample Fine Arts Budget,” and “Fine Arts Budget Categories” in the following pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this current State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

Guidance for Completion of the Budget Narrative for the Fine Arts Initiative

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the details.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in section B, so the reviewer clearly sees their necessity. Make absolutely sure your numbers add up.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying, and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account the time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full-time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.
- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance, and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

Supplies and Materials

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Equipment

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Transfers

- Transfers are payments to other LSSs, Non-Public Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.
- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity.

You should use the format as shown in the sample on the following page.

Sample Fine Arts Budget

Discipline	Category	Line Item	Calculation	Amount	In-kind	Total
All	Instruction Staff Dev. 203-205-09	Stipends for Professional Development	100 Participants x \$120	\$12,000.00	\$4,000.00 (MSAC)	\$8,000.00
MUSIC	209 Student Transportation	Transportation for State-wide Music Festivals	6 Buses x \$450	\$2,700.00		\$2,700.00
	Special Prog. 203- 205-02	Materials and Supplies: Instruments	Classroom Teacher Supplies	\$3,400.00		\$3,400.00
DANCE	Instruction Staff Dev. 203-205-09	Contracted Services for Annual Dance Secondary Showcase	10 Consultants x \$300	\$3,000.00		\$3,000.00
THEATRE	Remodeling 215- 36	Upgrading the auditorium to build a Theatre Tech program	Quote by "Theatre Tech Inc."	\$14,000	\$10,000 (Income from ticket sales)	\$4,000.00
	Special Prog. 203- 205-02	Annual Theatre Festival	Classroom Teacher Supplies	\$1,273.00		\$1,273.00
MEDIA ARTS	Instruction Staff Dev. 203-205-09	Conference fees for Media Arts Staff to further develop Media Arts Programing	2 staff members x \$340	\$680.00		\$680.00
VISUAL ARTS	Special Prog. 203- 205-02	Curriculum Writing Stipends	2 writers x \$1000	\$2,000.00		\$2,000.00
	Regular Prog. 203-205-01	Art Materials and Supplies		\$2,350.00		\$2,350.00
TOTAL				\$41,403.00	\$14,000.00	\$27,403.00

Fine Arts Budget Categories

C-125 Categories	
201 Administration	206 Special Education
General Support 201-21	Public Sch Instr. Prog. 206-04
Business Support 201-22	Instruction Staff Dev. 206-09
Centralized Support 201-23	Office of the Principal 206-15
202 Mid-Level Administration	Inst. Admin & Superv. 206-16
Office of the Principal 202-15	207 Student Personnel Serv.
Inst. Admin. & Support 202-16	
203-205 Instruction Categories	209 Student Transportation
Regular Prog. 203-205-01	210 Plant Operation
Special Prog. 203-205-02	Warehousing & Distr. 210-30
Career & Tech Prog. 203-205-03	Operating Services 210-31
Gifted & Talented Prog. 203-205-04	211 Plant Maintenance
Transfers 203-205-07	212 Fixed Charges
School Library Media 203-205-08	214 Community Services
Instruction Staff Dev. 203-205-09	215 Capital Outlay
Guidance Services 203-205-10	Land & Improvements 215-34
Psychological Services 203-205-11	Buildings & Additions 215-35
Adult Education 203-205-12	

Discipline	Category	Line Item	Calculation	Amount	In-kind	Total
MEDIA ARTS	201 Administration					
	General Support 201-21					
	Business Support 201-22	Indirect Costs 2%	\$25,377 x 2% = \$507.54	\$508		\$508
	Centralized Support 201-23					
	202 Mid-Level Administration					
	Office of the Principal 202-15					
	Inst. Admin. & Support 202-16					
	203-205 Instruction Categories					
		Supplies & Materials - Essential for delivery of Media Arts Curriculum	20 iPads @ \$9,380 per 10 = \$18,760 4 iPads @ \$749 ea = \$2,996 4 AppleCare @ \$199ea = \$796 24 Mosyle Auth Subscription @ \$6.00 ea = \$144 24 iPad cases @ \$30 ea = \$720 6 green screens @ \$140 ea = \$840 24 iPad stands @ \$29.05 ea = \$697.20	\$24,954		\$24,954
	Regular Prog. 203-205-01					
	Special Prog. 203-205-02					
	Career & Tech Prog. 203-205-03					
	Gifted & Talented Prog. 203-205-04					
	Non Public Transfers 203-205-07					
	School Library Media 203-205-08					
	Instruction Staff Dev. 203-205-09	Salaries and Wages - Creating/Delivering Lesson Preparation & Presentation	1 teachers x \$30/hr x 13 hrs	\$390		\$390
	Guidance Services 203-205-10					
	Psychological Services 203-205-11					
	Adult Education 203-205-12					
	212 Fixed Charges	Salaries and wages	\$390 x .08582 (fixed charge rate for employers share of FICA and workers compensation).	\$33		\$33
	Total Fine Arts Program			\$25,885		\$25,885

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

ORIGINAL GRANT BUDGET	\$25,885	AMENDED BUDGET #		REQUEST DATE	
GRANT NAME	Fine Arts	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	State	RECIPIENT AGENCY NAME			
FUND SOURCE CODE		GRANT PERIOD	7/1/2021	6/30/2022	
		FROM	TO		

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						508.00	508.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	390.00		24,954.00				25,344.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				33.00			33.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	390.00	0.00	24,954.00	33.00	0.00	508.00	25,885.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval	<u>Melissa Cornella</u>	<u>MCornella</u>	<u>10/12/21</u>	<u>410-222-5095</u>
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>George Arlotti, Ed.D.</u>	<u>M. Arlotti</u>	<u>10/14/2021</u>	<u>410-222-5304</u>
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	<u>Alysia Lee</u>	<u>Alysia Lee</u>	<u>10/26/2021</u>	<u>410-767-0352</u>
	Name	Signature	Date	Telephone #

Certificate Of Completion

Envelope Id: 4DBE7EA7404A43B0BE7A75A944239B41

Status: Completed

Subject: Anne Arundel County Public Schools C-125 FY22.pdf

Source Envelope:

Document Pages: 1

Signatures: 1

Envelope Originator:

Certificate Pages: 1

Initials: 0

Alysia Lee

AutoNav: Enabled

alysia@scgirlchoir.org

Enveloped Stamping: Disabled

IP Address: 162.248.186.11

Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking

Status: Original

Holder: Alysia Lee

Location: DocuSign

10/26/2021 7:41:01 PM

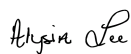
alysia@scgirlchoir.org

Signer Events**Signature****Timestamp**

Alysia Lee

alysia@scgirlchoir.org

Alysia Lee

Security Level: Email, Account Authentication
(None)Signature Adoption: Pre-selected Style
Using IP Address: 73.163.238.250

Sent: 10/26/2021 7:41:01 PM

Viewed: 10/26/2021 7:41:11 PM

Signed: 10/26/2021 7:41:33 PM

Freeform Signing

Electronic Record and Signature Disclosure:

Not Offered via DocuSign

In Person Signer Events**Signature****Timestamp****Editor Delivery Events****Status****Timestamp****Agent Delivery Events****Status****Timestamp****Intermediary Delivery Events****Status****Timestamp****Certified Delivery Events****Status****Timestamp****Carbon Copy Events****Status****Timestamp****Witness Events****Signature****Timestamp****Notary Events****Signature****Timestamp****Envelope Summary Events****Status****Timestamps**

Envelope Sent

Hashed/Encrypted

10/26/2021 7:41:01 PM

Certified Delivered

Security Checked

10/26/2021 7:41:11 PM

Signing Complete

Security Checked

10/26/2021 7:41:33 PM

Completed

Security Checked

10/26/2021 7:41:33 PM

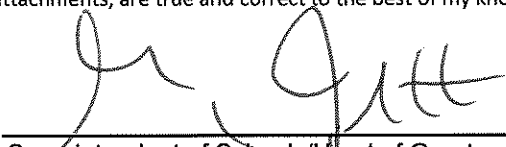
Payment Events**Status****Timestamps**

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly for the purpose contemplated in the paragraph, the grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees relating thereto and rising out of or in connection with the negligent acts or omissions of the grantee under this agreement.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.



Superintendent of Schools/Head of Grantee Agency



Date