

*Local ESSA Consolidated Strategic Plan*

# 2019





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**2019 Master Plan Annual Update**

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

**Master Plan Annual Update**

**Due: November 15, 2019**

**Local Education Agency Submitting this Report:**

Anne Arundel County Public Schools

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Annapolis, MD 21401

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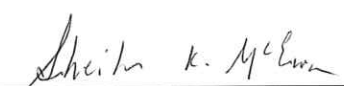
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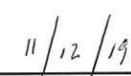
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**WE HEREBY CERTIFY** that, to the best of our knowledge, the information provided in the 2018 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence. We further certify that this Annual Update has been developed in consultation with members of the local education agency's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

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

  
\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Signature of Local Point of Contact**

  
\_\_\_\_\_  
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# Executive Summary

# Maryland's Reform Plan

## Local ESSA Consolidated Strategic Plan in Public Schools

### 2019 Annual Update

### Executive Summary

#### **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 among the 46 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, 12 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, and two public contract schools. At the heart of everything we do, our goal is to ensure that all students meet or exceed standards and that achievement gaps are eliminated. In our school system, that work is summarized in one three-word belief: All Means All.

This Local ESSA Consolidated Strategic Plan report contains information regarding how we are using our resources to work toward attaining our vision, information to show where we are succeeding and where we still face challenges, and our plans to build on our successes and address those challenges.

#### **II. Budget Narrative**

AACPS seeks to be prudent financial stewards of the funds entrusted to us. Simultaneously, we believe we must advocate for the needs of a growing school system that has added approximately 10,000 students over the last decade. We requested a 7.83 percent increase in funding for Fiscal Year 2020 that balanced employee and student programming needs. The approved operating budget for Fiscal Year 2020 is \$1.27 billion.

County funds approved to support the operating budget total \$733.3 million, an increase of \$46.2 million. This increase in county funds exceeds the minimum level mandated by state law, also known as Maintenance of Effort (MOE), by \$41.8 million. This is the fifth consecutive year that our school system has been funded over MOE after many years of flat-level MOE funding, and we are grateful for the efforts of the County Executive and County Council to recognize the ongoing needs of our school system.

With rightful attention given to our talented and committed workforce that is at the forefront of fulfilling our goals, the operating budget will fully fund salary increases for eligible employees as negotiated by all employee bargaining units.

The FY2020 budget also contains funding for 223 additional teachers and 35 positions to further address social and emotional needs of students. Of the 223 teaching positions, 109.5 are targeted for class-size reduction and 35 more are intended to address enrollment growth.

The budget also funds the expansion of the Enhancing Elementary Excellence (Triple E) program to all elementary schools in the Broadneck and Glen Burnie clusters except for Oakwood and Richard Henry Lee elementary schools, which cannot accommodate the program this year for space reasons. Those schools are proposed to receive Triple E in the 2020-2021 school year. AACPS now has Triple E in place in seven of our 12 clusters.

To further address the needs of English Language Learners and their families, the budget includes more than \$2.7 million for 25 English Language Acquisition teachers, 10 bilingual teaching assistants, three bilingual facilitators, and a three-person bilingual special education assessment team.

Also included in the budget is funding for six assistant principal positions.

AACPS remains concerned about the uncertain revenue picture for FY2021 and beyond. Adding to the revenue uncertainty will be the funding formula recommendations from the Blueprint for Maryland's Future Funding Formula Workgroup. Ultimately, these recommendations will determine the phase-in plan and revenue sources (State/Local/LEA reallocation) for the policy recommendations the Commission on Innovation and Excellence in Education (Kirwan Commission) adopted in January 2019.

While AACPS continues to experience enrollment growth, county wealth is increasing and that may adversely impact relative available state funding in the future. The wealth increase has not translated to significant increases in County funding due to the property tax revenue cap in the County. Still, there is no question that economic constraints must not deter us from our goals for all students.

On the capital side of the budget, we have set forth a clear and consistent approach to upgrading our educational facilities. In partnership with Anne Arundel County government, we commissioned and updated our Strategic Facilities Utilization Master Plan, delivered to the Board of Education in August 2015. The plan replaced one created in 2006 and is designed to have a lifespan of 10 years. It provides our school system and our county with a clear and transparent plan. While addressing the renovation and replacement needs for existing schools, the plan also recommends options for new schools to address rising enrollments.

In doing so, the FY2020 \$101.6 million capital budget contains study, design, and/or construction funding for nine major projects, in priority order: George Cromwell Elementary School renovation (construction), \$4.7 million; Edgewater Elementary School renovation (construction), \$24.0 million; Tyler Heights Elementary School renovation (construction), \$19.3 million; Richard Henry Lee Elementary School renovation (construction), \$16.3 million; Crofton Area High School construction, \$24.4 million; Quarterfield Elementary School (feasibility study), \$947,000; Hillsmere Elementary School (feasibility study), \$784,000; Rippling Woods Elementary School (feasibility study), \$1.2 million; and Old Mill West High School (design), \$10.0 million.

In addition, the request includes \$11 million for prekindergarten and kindergarten additions at Millersville and Linthicum elementary schools and \$6 million for classroom additions at Solley and Crofton Woods elementary schools. It also includes \$4.3 million for athletic stadium improvements and \$430,000 for playground equipment improvements.

### **III. Goal Progress**

It is our vision that every student will graduate from high school able to read critically, write coherently, think creatively, and solve complex mathematical problems. Students will be equipped to become contributing, compassionate citizens of the United States and larger global community.

With an emphasis on access and equity, we provide an array of opportunities for public school choice through programs of rigor and relevance that we believe will allow students to reach their full potential and become outstanding global citizens and difference makers.

The top priority across our system continues to be eliminating the opportunity, expectation, and achievement gaps.

#### **Focus 1: School Quality**

The first driving value of the AACPS Strategic Plan, "All Means All," sets the tone for our commitment that ALL students, families, employees, and community members must feel welcome in and consider



themselves valued members of all schools. Historically, academics have received the bulk of the attention in schools seeking to improve and to increase student performance in attempts to eliminate gaps. However, meaningful progress can be made, and goals met or surpassed with greater ease when all stakeholders feel a sense of belonging. Without such, attempts at improvement rarely reap benefits.

As a part of this driving value, AACPS has focused on increasing the percentage of students, families, staff, and partners who report feeling like a valuable member of the school or school system community and increasing the percentage of students who report that AACPS staff care for and support them. Our goal is to instill feelings of belonging and being valued so that all students are able to devote their energy to personal achievement. The majority of strategies to support the emotional wellbeing of our students are locally funded. However, grants such as Title IV and the Heroin and Opioid Grant provide funds to support students with unique needs.

Prior to the availability of the climate survey MSDE created to be used by all LEAs, AACPS administered the MDS3 Climate Survey. The district results for elementary schools for the MDS3 Climate Survey show responses from students related to the extent to which they feel their schools care for them. This data shows the focus on relationships and connectedness.

In 2016-17, 95.1% of students surveyed agreed or strongly agreed that their teachers care about them. In 2017-18, data revealed that 95% of elementary students and 77% of secondary students shared the same feeling. While our efforts will extend beyond the 2019-20 school year, survey data from spring 2019 and 2020 will demonstrate the effectiveness of our focus and will allow us to drill down to more specific data regarding student groups.

## Focus 2: Elementary Literacy

AACPS is committed to providing students with the knowledge and skills to become productive members of society that make positive contributions to their communities. AACPS values the role that literacy plays in the goal. Years of research confirms that students who are not reading by the end of third grade are likely to drop out of high school. Hence, our intentional focus (goal) is to increase the percentage of students reading on grade level by the end of second grade.

According to the spring 2018 Fountas and Pinnell Benchmark Assessment System data, 23% of students in kindergarten through second grade finished the year reading below grade level. According to spring 2019 Fountas and Pinnell Benchmark Assessment System data, 29% of students in kindergarten through second grade finished the school year reading below grade level.

However, the measure of a school system's impact on students in this area can best be seen in the percentage of students who move from reading below grade level to reading at or above grade level by the end of their second-grade year. In 2017-2018, 79 percent of second graders accomplished that feat.

Individual schools will target their identified student groups, including FARMS or Economically Disadvantaged, English Learners (ELs), and students with disabilities for interventions and supports. Local funding as well as grant funds (Striving Readers and Kirwan) will provide resources for professional development and interventions to support these young readers. Fountas and Pinnell benchmark data and other local assessment data will track the success of our work this year.

## Focus 3: Middle School Mathematics

Our intentional focus at the middle school level 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. Our intentional focus (goal) is on students in grades 6-8, especially those student groups who are less likely to have scored proficient on MCAP, including

FARMS or Economically Disadvantaged, African American, ELs and Students with Disabilities. Local funding will support professional development and appropriately aligned interventions.

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 2015-2018, they experienced a 1.6% decrease in 2019. Therefore, middle school mathematics remains an intentional focus in AACPS. MCAP data from the spring 2020 assessments will demonstrate the effectiveness of the strategies implemented this year.

#### Focus 4: Ninth-Grade Success

Focusing on ninth-grade students – especially students who fail to earn sufficient credits to matriculate to tenth grade within one year – we promote access to rigorous and engaging coursework that aligns with student interests while ensuring academic success in their first year of high school. Additionally, through our advisory programs, community circles, and restorative justice response to harm, we teach coping skills and build student capacity to navigate challenging social and emotional situations that occur throughout high school, but more commonly during ninth grade, a year of transition for these youth, particularly Economically Disadvantaged, African American, ELs, and students with disabilities. Through locally funded intentional, strategic, and structured support systems that encapsulate the academic, social, and emotional needs of our students, we are creating an environment in which first-time ninth-graders can experience success in high school and matriculate to tenth grade the next year.

Our master schedules are built to support common collaborative planning meetings in which core area teachers meet during the school day for lesson alignment and student data analysis. A major contributor to the increased success of our ninth-grade students was stronger alignment and consistent expectations among core area teachers in Math, English, Social Studies, Science, and World Classical Language.

As we look forward to the 2019-20 school year, there is a concerted effort to continue to support our students academically through collaborative planning for teachers, while building in problem solving skills and emotional resiliency via advisory, community building circles, and response to harm circles. Additionally, by intentionally celebrating our ninth-graders who are meeting the challenges of high school with success and celebrating those who were promoted with a recognition event, we are building a culture of academic excellence. An increase in the promotion rate of our ninth-graders this year will demonstrate the effectiveness of our approach.

We are continuing to invest in professional development to assist educators to effectively utilize technology-enhanced resources, use data to drive instructional decision-making, and implement the College and Career Readiness State Standards.

With a laser-like focus on every student, in every class, in every school in our county, we are intent to be the best school system in the state of Maryland and one of the best in the nation. We are – and must remain – committed not just to reducing achievement and opportunity gaps, but to eliminating them.





# Finance Section

## Revenue and Expenditure Analysis:

- 1. Did actual FY 2019 revenue meet expectations as anticipated in the Local ESSA Consolidated Strategic Plan for 2019? If not, identify the changes and the impact any changes had on the FY 2019 budget and on the system's progress towards achieving Local ESSA Consolidated Strategic Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

Final budget revenue increased \$22,271,900 over the approved budget for FY19.

The \$7.6 million increase in federal funding includes a \$2.6 million increase for Title I, \$1.2 million in special education grants, \$0.6 million in Medicaid, \$0.6 million in STEM DoDEA, \$0.4 million in Title IV, \$0.8 million in Striving Readers, \$1 million in unrestricted federal revenue for impact fees, and \$0.4 million in miscellaneous grants.

The overall revenue from the state was up by approximately \$2.8 million. This increase was due to unanticipated unrestricted revenue in the amount of \$0.8 million and \$2.0 million in restricted miscellaneous grants.

The County local appropriation increased by \$0.7 million from a Second Quarter Transfer.

The remaining \$11.2 million increase is in local funding and includes \$5 million in Erate rebates, \$4 million in additional fund balance designation, \$2.5 million in additional investment interest, \$1.4 million in unrestricted miscellaneous revenue, \$0.5 million in restricted local revenue, and an offset of \$2.2 million in unrealized employee/retiree health care contributions.

- 2. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Local ESSA Consolidated Strategic Plan goals.**

Section B/Reform Area 1 expenses were in line with planned expenditures.

Section C/Reform Area 2 expenses were under budget by about \$180K due to less than anticipated software expenses.

Section D/Reform Area 3 expenses were under budget by about \$209,000. There were both increases and decreases that contributed to this total. The Title IIA grant – Improving Teacher Quality had expenditures above what was originally budgeted in the amount of \$455,000. The Instructional Technology area had additional expenses in the amount of \$289,000 due to software costs that were higher than budgeted. The areas of Professional Growth and Development, Right Start Advisors, and Tuition Allowances had savings of \$944,000 due to less than expected tuition reimbursement and turnover/vacancy savings.

Section E/Reform Area 4 expenses were over budget by about \$385,000. This is due to the unanticipated grant for Striving Readers in the amount of \$374,000.

Mandatory Cost of Doing Business expenses were over original budget by \$22.8 million. There were both increases and decreases that contributed to this total.

Increases include grants by a net of \$4.2 million and IDEA passthrough by \$1.2 million. The Advanced Studies & Programs was over budget by \$2.9 million as a result of new teacher positions, particularly the Enhancing Elementary Excellence (EEE) Program that were originally coded to School Management. The Facilities, Planning & Construction area was over budget by \$2.5 million due to the utilization of fund balance to support school security needs. The Maintenance and Operations budgets exceeded planned expenditures by \$4.4 and \$4.7 million due to one-time purchases such as security upgrades, vehicle replacements and backlog projects. The Special Education budget was over budget by \$3.6 million due to an increase in Non-Public tuition. The Technology budget expensed an additional \$10.6 million for large one-time expenditures relating to servers, phone systems, computer tablets, and equipment. Transportation budgets exceeded budget by \$0.7 million due to route expansions and enrollment growth.

Savings of \$1.1 million in basic classroom materials and textbooks is due to lower than projected textbook adoptions. Savings of \$0.9 million in Business Operations is the result of turnover/vacancy and less than expected Contracted Services and Unemployment Insurance. Charter/Contract schools realized a savings of \$0.4 million due to exact per pupil and enrollment calculations. Savings in English Language Acquisition of \$.5 million are the result of turnover/vacancy savings. Savings of \$5.6 million in Fixed Charges related to Social Security contributions and lower than anticipated pension contributions. Guidance had a savings of \$1.0 million due to turnover/vacancies. Savings of \$13.5 million in general school management is due to turnover savings/vacancies. Student Services had a savings of \$0.8 million due to lower than budgeted stipends for Home & Hospital teaching and a reclassification of summer school from Student Services to Alternative Programs. The Internal Service Fund was under budget by \$2.0 million due to less than budgeted employee/retiree contributions.

The \$13.8 million general transfer relates to the use of Fund Balance on the revenue side to ensure that revenues and expenditures equal.

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)						
Local School System:	Anne Arundel					
			FY 2019 Original Budget	FY 2019 Final Budget		
Revenue			<u>7/1/2018</u>	<u>6/30/2019</u>	<u>Change</u>	<u>% Change</u>
Local Appropriation			687,140,500	687,809,300	668,800	0%
Other Local Revenue			54,926,200	66,127,000	11,200,800	20%
State Revenue			363,922,700	366,705,000	2,782,300	1%
Federal Revenue	84.010	Title I - Improving Basic Programs	11,654,400	14,299,560	2,645,160	23%
Federal Revenue	84.027	IDEA, Part B - Grants to States- Passthrough	16,380,800	17,543,100	1,162,300	7%
Federal Revenue	84.173	IDEA, Part B - Preschool Grants	407,400	443,300	35,900	9%
Federal Revenue	84.181	IDEA, Part C - Infants and Families	1,107,700	1,120,540	12,840	1%
Other Federal Funds			12,542,200	16,306,000	3,763,800	30%
<b>Total</b>			<b>1,148,081,900</b>	<b>1,170,353,800</b>	<b>22,271,900</b>	<b>2%</b>

Change in Expenditures - Instructions: Itemize FY 2019 actual expenditures and FTE by source (CFDA for regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE
Standards and Assessments	Unrestricted	Curriculum - Assessment Development	375,905	523,753	-	
Standards and Assessments	Unrestricted	Educational Research	535,923	511,282	6.0	5.0
			<b>911,828</b>	<b>1,035,035</b>	<b>6.0</b>	<b>5.0</b>
Data Systems to Support Instruction	Unrestricted	Instructional Data	264,005	258,420	2.0	2.0
Data Systems to Support Instruction	Unrestricted	Office of Student Data	1,985,795	2,015,155	10.0	11.0
Data Systems to Support Instruction	Unrestricted	Special Education Technology	374,724	388,359	3.0	3.0
Data Systems to Support Instruction	Unrestricted	Technology - Programming Services	230,000	155,285	-	-
Data Systems to Support Instruction	Unrestricted	Testing & Evaluation	2,282,074	2,157,510	9.0	10.0
			<b>5,136,598</b>	<b>4,974,729</b>	<b>24.0</b>	<b>26.0</b>
Great Teachers and Leaders	Restricted	Improving Teacher Quality - Title IIA 84.367	882,900	1,338,119	-	5.5
Great Teachers and Leaders	Restricted	Special Education - Medicaid	25,000	28,982	-	-
Great Teachers and Leaders	Unrestricted	Human Resources	814,725	801,822	6.0	6.0
Great Teachers and Leaders	Unrestricted	Instructional Technology & Online Learning	1,450,370	1,739,336	7.0	7.0
Great Teachers and Leaders	Unrestricted	Professional Growth & Development	1,782,995	1,643,963	14.4	12.5
Great Teachers and Leaders	Unrestricted	Right Start Advisors	3,598,430	3,480,088	47.0	47.0
Great Teachers and Leaders	Unrestricted	Tuition Allowances & NBC Stipends	3,150,000	2,463,242	-	-
			<b>11,704,420</b>	<b>11,495,552</b>	<b>74.4</b>	<b>78.0</b>

Turning Around Lowest Performing Schools	Restricted	Grants, State-Miscellaneous	322,000	328,090	3.0	3.0
Turning Around Lowest Performing Schools	Restricted	Judy Center	132,800	165,846	1.0	2.0
Turning Around Lowest Performing Schools	Restricted	Striving Readers	-	373,865	-	1.0
Turning Around Lowest Performing Schools	84.010	Title I	11,654,400	13,482,345	113.0	116.3
Turning Around Lowest Performing Schools	Unrestricted	Academic Achievement for All	5,539,330	3,809,898	73.5	42.3
Turning Around Lowest Performing Schools	Unrestricted	AYP Performance & Assignment Stipends	270,000	190,980	-	-
Turning Around Lowest Performing Schools	Unrestricted	Behavior Supports & Interventions	364,817	434,893	2.0	3.0
Turning Around Lowest Performing Schools	Unrestricted	Elevating All Students	331,200	290,323	-	-
Turning Around Lowest Performing Schools	Unrestricted	Equity & Accelerated Student Achievement	611,605	584,291	5.0	5.0
Turning Around Lowest Performing Schools	Unrestricted	Summer Bridge Programs	114,396	65,064	-	-
			<b>19,340,548</b>	<b>19,725,595</b>	<b>197.5</b>	<b>172.5</b>

Mandatory Costs of Doing Business	84.027	Special Education IDEA Part B Passthrough	16,380,800	17,566,055	236.3	239.7
Mandatory Costs of Doing Business	84.173	Special Education IDEA Part B Preschool	407,400	460,265	5.0	5.5
Mandatory Costs of Doing Business	84.181	Special Education Infants & Toddlers Part C	1,107,700	698,044	7.7	5.3
Mandatory Costs of Doing Business	84.367	Improving Teacher Quality -	791,400	273,134	8.0	-
Mandatory Costs of Doing Business	84.365	Title III	644,500	514,870	3.0	4.0
Mandatory Costs of Doing Business	84.424	Title IV	-	339,674	-	-
Mandatory Costs of Doing Business	Restricted	STEM DoDEA	-	554,642	-	1.8
Mandatory Costs of Doing Business	Restricted	Judy Center	32,200	48,990	-	-
Mandatory Costs of Doing Business	Restricted	Perkins Technology	543,000	696,587	-	-
Mandatory Costs of Doing Business	Restricted	Special Education Infants & Toddlers State	1,127,600	1,161,580	10.6	10.9
Mandatory Costs of Doing Business	Restricted	Special Education Medicaid	5,652,000	5,750,998	27.0	45.5
Mandatory Costs of Doing Business	Restricted	Striving Readers	-	352,506	-	-
Mandatory Costs of Doing Business	Restricted	Other Grants	-	2,482,021	-	13.4
Mandatory Costs of Doing Business	Unrestricted	Advanced Studies & Programs	19,108,209	21,992,162	130.8	180.0
Mandatory Costs of Doing Business	Unrestricted	Alternative Education	397,344	418,820	3.6	2.6
Mandatory Costs of Doing Business	Unrestricted	Alternative Programs	9,285,365	9,510,278	116.0	116.1
Mandatory Costs of Doing Business	Unrestricted	Basic Classroom Instructional Materials & Textbooks	18,325,387	17,179,335	-	-
Mandatory Costs of Doing Business	Unrestricted	Business Operations	10,139,176	9,245,459	82.0	79.0
Mandatory Costs of Doing Business	Unrestricted	Charter Schools	14,908,700	14,853,224	-	-
Mandatory Costs of Doing Business	Unrestricted	Contract Schools	19,603,001	19,278,530	-	-
Mandatory Costs of Doing Business	Unrestricted	Curriculum & Instruction	13,735,644	13,547,006	89.7	97.0
Mandatory Costs of Doing Business	Unrestricted	English Language Acquisition	9,063,706	8,575,065	123.2	125.5
Mandatory Costs of Doing Business	Unrestricted	Facilities, Planning & Construction	3,515,700	6,046,419	38.0	40.0
Mandatory Costs of Doing Business	Unrestricted	Fixed Charges	221,475,669	215,865,212	-	-
Mandatory Costs of Doing Business	Unrestricted	Guidance	20,396,105	19,434,758	265.7	261.3

Mandatory Costs of Doing Business	Unrestricted	Human Resources	6,400,046	6,322,329	55.0	54.0
Mandatory Costs of Doing Business	Unrestricted	Maintenance	18,149,363	22,620,703	143.0	139.0
Mandatory Costs of Doing Business	Unrestricted	Operations	67,889,900	72,563,481	794.5	777.0
Mandatory Costs of Doing Business	Unrestricted	Professional Growth & Development	330,500	319,697	-	-
Mandatory Costs of Doing Business	Unrestricted	School & Family Partnerships	423,298	409,710	4.1	3.1
Mandatory Costs of Doing Business	Unrestricted	School Management	443,891,817	430,371,747	6,785.7	6,660.3
Mandatory Costs of Doing Business	Unrestricted	School System Oversight	2,511,253	2,460,183	17.0	17.0
Mandatory Costs of Doing Business	Unrestricted	Special Education	50,025,725	53,608,635	177.2	176.0
Mandatory Costs of Doing Business	Unrestricted	Student Services	17,307,672	16,479,484	132.2	131.2
Mandatory Costs of Doing Business	Unrestricted	Systemic Initiatives	667,774	664,927	6.0	7.0
Mandatory Costs of Doing Business	Unrestricted	Technology	25,788,570	36,390,561	139.0	137.0
Mandatory Costs of Doing Business	Unrestricted	Transportation	53,036,982	53,789,823	139.0	141.4
Mandatory Cost of Doing Business	84.010	Title I - Transfer	-	817,215	-	-
Mandatory Cost of Doing Business	84.027	IDEA Grants to States - Passthrough - Transfer	-	(22,955)	-	-
Mandatory Cost of Doing Business	84.173	IDEA Part B - Preschool - Transfer	-	(16,965)	-	-
Mandatory Cost of Doing Business	84.181	IDEA Part C - Infants & Families - Transfer	-	422,496	-	-
Mandatory Cost of Doing Business		General Transfer	-	13,824,732	-	-
Mandatory Costs of Doing Business	Internal Service Fund <sup>1</sup>	Fixed Charges - Employee/Retiree Contributions to Health Care Fund	39,025,000	36,991,082	-	-
			<b>1,112,088,506</b>	<b>1,134,862,519</b>	<b>9,539.3</b>	<b>9,470.7</b>
Other items deemed necessary by the Local Board of Education	Unrestricted	Administrative Fees from Grants	(1,100,000)	(1,739,630)	-	-
			<b>(1,100,000)</b>	<b>(1,739,630)</b>	<b>-</b>	<b>-</b>
Total			1,148,081,900	1,170,353,800	9,841.2	9,752.2

<sup>1</sup> - Change in Budgeting Methodology per Maryland State Board of Education Opinion 14-16, which requires the Internal Service Fund (for Health Care) to budget within the Current Expense Fund all revenue and related expenses. However, it should be noted that there will never be any actual revenue and expense recorded in the Current Expense Fund against this source.



**1.1A: Current Year Variance Table****Local School System: Anne Arundel**

Revenue Category								FY 20 Budget	
Local Appropriation								\$733,315,800	
Other Local Revenue								58,955,000	
State Revenue								395,851,700	
Federal Revenue		84.388: Title I - School Improvement						13,932,000	
		84.027: IDEA, Part B						16,821,300	
		84.173: IDEA, Part B - Preschool Grants						421,500	
		84.181: IDEA, Part C - Infants and Families						1,153,400	
								-	
Other Federal Funds								14,316,000	
Other Resources/Transfers								-	
Total								\$1,234,766,700	

Instructions: Itemize expenditures by source (CFDA for regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

**Section B - Standards and Assessments**

**Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.**

Expenditures:	Source	Amount	FTE
Curriculum - Assessment Development	Unrestricted	445,820	-
Educational Research	Unrestricted	577,485	6.00
		\$ 1,023,305	6.00

**Section C - Data Systems to support instruction**

**Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.**

Expenditures:	Source	Amount	FTE
Instructional Data	Unrestricted	285,846	2.00
Office of Student Data	Unrestricted	2,092,992	11.00
Special Education Technology	Unrestricted	390,252	3.00
Technology - Programming Services	Unrestricted	295,000	-
Testing & Evaluation	Unrestricted	2,377,730	9.00
		\$ 5,441,820	25.00

**Section D: Great Teachers and Leaders**

**Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.**

Expenditures:	Source	Amount	FTE
Improving Teacher Quality -Title IIA 84.367	Restricted	1,683,900	5.50
Special Education - Medicaid	Restricted	20,000	-
Human Resources	Unrestricted	901,661	6.00
Instructional Technology & Online Learning	Unrestricted	1,925,825	9.00
Professional Growth & Development	Unrestricted	1,883,177	14.50
Right Start Advisors	Unrestricted	3,782,069	47.00
Tuition Allowances & NBC Stipends	Unrestricted	2,897,520	-
		\$ 13,094,152	82.00

**Section E: Turning Around the Lowest Achieving Schools****Reform Area 4: Turning around our lowest-achieving schools**

<b>Expenditures:</b>	<b>Source</b>	<b>Amount</b>	<b>FTE</b>
Grants, State- Miscellaneous	Restricted	444,300	2.00
Judy Center	Restricted	458,900	5.50
Striving Readers 84.371	Restricted	449,700	1.00
Title I	CFDA: 84.010	13,932,000	125.25
Academic Achievement for All	Unrestricted	4,501,232	42.75
AYP Performance & Assignment Stipends	Unrestricted	270,000	-
Behavior Supports & Interventions	Unrestricted	468,174	3.00
Elevating All Students	Unrestricted	446,476	-
Equity & Accelerated Student Achievement	Unrestricted	703,628	6.00
Summer Bridge Programs	Unrestricted	129,650	-
		\$ 21,804,060	185.50

<b>Mandatory Cost of Doing Business:</b> Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.							
<b>Expenditures:</b>		<b>Source</b>			<b>Amount</b>		<b>FTE</b>
Improving Teacher Quality -Title IIA 84.367		Restricted			253,300		-
Judy Center		Restricted			46,100		-
Perkins Technology		Restricted			682,800		-
Special Education - IDEA Part B Passthrough		CFDA: 84.027			16,821,300		240.08
Special Education - IDEA Part B Preschool		CFDA: 84.173			421,500		5.50
Special Education - Infants & Toddlers Part C		CFDA: 84.181			1,153,400		7.43
Special Education - Infants & Toddlers State		Restricted			1,161,700		10.89
Special Education - Medicaid		Restricted			5,790,000		46.54
Title III		Restricted			613,900		4.00
Title IV		Restricted			843,500		-
Concentration of Poverty		Restricted			53,300		-
Striving Readers 84.371		Restricted			50,300		-
Other Federal Grants 93.600		Restricted			384,000		9.00
Advanced Studies & Programs		Unrestricted			25,343,867		203.25
Alternative Education		Unrestricted			1,022,817		3.57
Alternative Programs		Unrestricted			10,597,140		118.10
Basic Classroom Instructional Materials &		Unrestricted			16,638,803		-
Business Operations		Unrestricted			10,550,615		81.00
Charter Schools		Unrestricted			15,235,900		-
Contract Schools		Unrestricted			20,612,100		-
Curriculum & Instruction		Unrestricted			14,828,488		93.87
English Language Acquisition		Unrestricted			11,517,628		163.83
Facilities, Planning & Construction		Unrestricted			3,916,833		40.00
Fixed Charges		Unrestricted			229,962,249		-
Food Services		Unrestricted			483,200		-
Guidance		Unrestricted			22,921,977		282.70
Human Resources		Unrestricted			6,634,893		57.00
Maintenance		Unrestricted			19,000,200		143.00
Operations		Unrestricted			71,278,008		801.50
Professional Growth & Development		Unrestricted			383,739		-
School & Family Partnerships		Unrestricted			373,279		3.10
School Management		Unrestricted			477,248,186		6,954.76
School System Oversight		Unrestricted			2,898,502		17.00
Special Education		Unrestricted			56,670,345		188.59
Student Services		Unrestricted			19,137,512		149.20
Systemic Initiatives		Unrestricted			767,219		7.00
Technology		Unrestricted			27,959,181		144.00
Transportation		Unrestricted			58,690,982		141.00
Fixed Charges - Employee/Retiree		Internal Service Fund			41,554,600		-
						\$ 1,194,503,363	9,915.91
<b>Other:</b> Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.							
<b>Expenditures:</b>		<b>Source</b>			<b>Amount</b>		<b>FTE</b>
Administrative Fees from Grants		Unrestricted			(1,100,000)		-
						\$ (1,100,000)	-
<b>Total</b>						<b>\$ 1,234,766,700</b>	
Tables are not intended to be completed in accordance with GAAP. Add lines if necessary.							



# AREAS OF FOCUS

## Local ESSA Consolidated Strategic Plan Reporting Requirements

### Area of Focus #1: School Quality and Student Success

The first Driving Value of the AACPS Strategic\* Plan, *All Means All*” sets the tone for our commitment that ALL students, families, employees, and community members must feel welcome in and valued members of all schools\*\*. Historically, academics have received the bulk of the attention in schools seeking to improve and to increase student performance in attempts to eliminate gaps.. However, meaningful progress can be made and goals met or surpassed with greater ease when all stakeholders feel a sense of belonging; without such, attempts at improvement rarely reap benefits. As a part of this driving value, AACPS has focused on increasing the percentage of students, families, staff, and partners who report feeling like a valuable member of the school or school system community and increasing the percentage of students who report that AACPS staff care for and support them. Especially as greater numbers of families experience poverty or trauma, the urgency has come to the forefront. Hence, the AACPS Strategic Plan also includes indicators that seek to increase the use of restorative practices in schools and offices as well as increasing the number of stories staff and students are able to share about one another’s life experiences.

See Appendix A: AACPS’s Strategic Plans Values & Indicators

See Appendix B: AACPS’s Educational Equity Statement

### Analysis:

Prior to the availability of the climate survey MSDE created to be used by all LEAs, AACPS administered the MDS3 Climate Survey. The district results for elementary schools for the MDS3 Climate Survey show responses from students related to how cared for they feel. This data shows the focus on relationships and connectedness. In 2016-17, 95.1% of students surveyed agreed or strongly agreed that their teachers care about them. In 2017-18 data revealed that 95% of elementary students and 77% of secondary students shared the same feeling. In 2017-18, 86% of elementary students and 68% of secondary students felt like they belonged at their schools. In addition, 86% of elementary and 67% of secondary students expressed that there was someone at school they could talk to about personal problems, and 92% of elementary and 73% of secondary students said that teachers listen when students have something to say.

The district results for secondary schools for the MDS3 Climate Survey show responses from students and staff related to feeling as though they belong at the school. This data also shows the focus on relationships and connectedness. Data available from 2016-17 showed 67.9% of Spanish- speaking students surveyed agreed or strongly agreed that they felt like they are part of the school, as compared to 80.8% of English-speaking students for the 2016-17 school year. (Data was not captured in 2018 from Spanish-speaking students.)

See Appendix D: Data Ranges for Areas of Focus

**Root Causes:**

Feeling comfort and connected to school is the foundation of achieving school success. In order for students to feel connected, AACPS must continue to create welcoming school environments and will continue to do through professional development and training.

One of the root causes that impacts school quality and student success is a skill deficit in social-emotional learning for some students. Increasing numbers of students experience challenges at home or in the community which may contribute to behaviors preventing them from being able to engage fully in learning. From students living in poverty, with a friend or relative suffering from substance addiction, or who have experienced stressful situations in the community, many youngsters come to school unprepared to participate. Whether we consider Maslow's Hierarchy of Needs or Dimensions of Learning, traditional studies and philosophies emphasize that students must trust and feel comfortable before they are able to learn. Students need support in developing the social and emotional skills to deal with difficult situations that may arise inside and outside of the school building. For that reason, AACPS has focused on social-emotional learning initiatives to support the mental well-being of students. A system-wide initiative engages every staff member at every school to strengthen their skills in building relationships with ALL students. As a part of the Office of Equity and Accelerated Student Achievement's annual professional development series (4 annual professional development days), staff in every school learned about the signs and behaviors of students living in trauma and the strategies to support those students.

## Local ESSA Consolidated Strategic Plan Reporting Requirements

### Area of Focus # 1: School Quality and Student Success

Goals	Objectives	Identify priority strategies and/or evidence-based interventions	Timeline	Funding Source (s)	How will you <b>evaluate the effectiveness</b> of intervention(s) & strategies. How will you use an equity ( <b>EQ</b> ) lens in the evaluation?  The following means of evaluation will be used to determine the success for all of the strategies.
To increase the social, emotional, and mental well-being of AACPS students.	To increase the percentage of students...who report feeling like a valuable member of the school or school system community (Indicator #1) and to increase the percentage of students who report that AACPS staff care for and support them (Indicator #2).	Implementation of Tier I Social Skills Development Initiative, including Second Step curriculum in 40 elementary schools, CSEFL (Center of Social Emotional Foundations for Early Learning), and Calming Kits for all Kindergarten Classrooms  Social-emotional learning focus in the middle school advisory curriculum.	On-going	Title IV Pt. A	Decrease in discipline referrals for ALL students with special attention to students groups who receive more referrals. (EQ)  Increase in attendance and academic achievement for ALL students with special attention to student



		<p>Introduction of the required Global Citizenship Course for 9th graders to learn about our similarities and differences and to build skills in civil discourse.</p> <p>Pilot of social-emotional learning advisory period at Arundel High School.</p> <p>Implementation of the core counseling curriculum at all levels.</p> <p>Group counseling provided as a Tier II intervention by school counselors, school psychologists, and school social workers.</p> <p>Increased training for and implementation of Restorative Practices, including Community and Restoration Circles in schools.</p>		<p>School Safety Grant</p> <p>Local Funding</p> <p>Heroin and Opioid Grant</p>	<p>groups who underperform their peers.</p> <p>Review of 2019-20 Climate Survey data will show increase in The percentages of students who feel like valuable members of the school and that AACPS staff care for and support them (Indicators 1 &amp; 2).</p>
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		<p>Calming kits and training provided to all Kindergarten teachers.</p> <p>Family Involvement Conference brings families, community members and educators together to share ideas and address issues that are vital to the academic success and overall well-being of children twice annually.</p> <p>Four Unity Days to emphasize inclusion and kindness. All AACPS staff and students wear orange as our sign of unity.</p> <p>Four professional Development days through the Office of Equity and Advanced Student Achievement train staff members to recognize signs of trauma in students, eliminate inherent bias, and increase equitable practices.</p>			
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		<p>Increased fidelity and implementation of Collaborative Decision Making (CDM) Teams in elementary and middle schools. CDM provides structures and resources for teams to track success for tiered interventions for academic and behavioral areas in which students are not meeting their potential.</p> <p>A task force will examine ways to continue to address the social and emotional needs of children..</p> <p>Increase the use of restorative practices in schools and offices (Indicator #3).</p> <p>Increase the percentage of students involved annually in clubs, organizations, competitions, or other</p>			
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		<p>co-curricular offerings.</p> <p>To enhance the school system's ability to address social and emotional health needs of students, the budget includes 18 additional school counselors, eight additional school psychologists, six additional social workers, and three additional pupil personnel workers.</p>			
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## Area of Focus #2: Elementary Literacy

### Description:

AACPS is committed to providing students with the knowledge and skills to become productive members of society that make positive contributions to their communities. AACPS values the role that literacy plays in the goal. Years of research confirms that students who are not reading by the end of third grade are likely to drop out of high school. Systemic and national data confirms that race, socio-economic status and more continue to account for achievement gaps in the area of literacy. The first two Values of the AACPS Strategic Plan\*\* are, “*All Means All*” and “*All Students are Prepared for College, Career, and Community*.” Therefore, two indicators on the Strategic Plan focus on literacy: #5. Increase the percentage of students who read on or above grade level by the end of second grade and #6. Increase the percentage of students who meet or exceed expectations on standardized reading, language arts, and mathematics assessments. Both Indicators support AACPS’s Driving Values.

\*\* See Appendix A: AACPS’s Strategic Plan’s Values & Indicators

\*See Appendix B: AACPS’s Educational Equity Statement

### Analysis:

AACPS uses the Fountas and Pinnell Benchmark Assessment System to determine students’ reading proficiency in grades K-5. This data is used to measure success on the indicator that reads, “Increase the percentage of students who read on or above grade level by the end of second grade”. According to the spring 2018 Fountas and Pinnell Benchmark Assessment System data, 23% of students in grades K-2 finished the year reading below grade level. According to spring 2019 Fountas and Pinnell Benchmark Assessment System data, 29% of students in grades K- 2 finished the school year reading below grade level. Further analysis shows 47% of FARMS, 62% of English Learners (ELs) and 63% of Students with IEPs (SPED) students ended the year reading below grade level. Furthermore, 26% of kindergarteners, 32% of first graders and 26% of second graders ended the 2018-2019 school year reading below grade level. Analysis of historical data shows that first grade consistently has the highest percent of students reading below grade level at the end of the year.

Since all students in grades 3-5 take the ELA PARCC assessment, annual PARCC data is used to measure success on the indicator that reads, “Increase the percentage of students who meet or exceed expectations on standardized reading, language arts, and mathematics assessments”. According to the 2018 PARCC data, 52% of third through fifth graders in AACPS did not meet expectations (PLD 1/2/3). Based on the 2018 PARCC data, 21% of third graders, 25% of fourth graders and 37% of fifth graders scored proficient in language conventions. According to the 2019 PARCC data, 52% of third through fifth graders in AACPS did not meet expectations (PLD 1/2/3). Only 11% of Students with IEPs and ELs scored proficient.

See Appendix D: Data Ranges for Areas of Focus

## Root Causes:

**Root Cause for K-2:** AACPS had continued to use a curriculum that was developed prior to the release of the College and Career Readiness Standards to teach the Foundational Literacy Skills (FLS) Standards. In August 2018, AACPS adopted a new curriculum to address the FLS Standards. K-2 teachers began to implement the program this past school year. Additionally, students in grades K-2 are limited in time to read books of choice. Curriculum modifications and the implementation of classroom libraries in schools with a FARMs population exceeding the county average, now affords students opportunities to read more books of interest.

**Root Cause for 3-5:** Although a writing curriculum was purchased and implemented systemically in grades 3-5 over time, limited professional development was allotted to the program as well as to understanding the Language and Writing College and Career Readiness Standards. Through a gap analysis, missing standards were identified within the curriculum, and lessons were written to supplement, specifically in the area of language conventions. Genre, task, and grade-specific rubrics were also developed. Teachers will continue to receive professional development on how best to utilize these rubrics throughout the 2019-2020 school year.

**Root Cause for K-5:** Schools continue to demonstrate the need for support in analyzing data and placing students in tier 2 and tier 3 interventions tailored to their specific deficits in the area of reading. AACPS created an Intervention Placement Tool to support schools with placing students in interventions that address their needs as readers, more effectively prescribing intervention for the diagnosed need.

## Area of Focus # 2: Elementary Literacy

Goals:	Objectives:	Identify priority strategies and/or evidence-based interventions:	Timeline:	Funding Source:  LF = Local Funding	How will you evaluate the effectiveness of the intervention(s) / strategies? How will you use an equity (EQ) lens in your evaluation?
Indicator # 5 from the AACPS Strategic Plan: Increase the percentage of students who read on or above grade level by the end of second grade.	Build a strong foundation in the areas of phonemic awareness and phonics.	Implement a new Foundational Literacy Skills program in grades K-2.	8/2019-6/2020	Local funding	Analyze Fountas & Pinnell Benchmark Assessment Data for ALL students, twice yearly to monitor progress with focus on student groups in the gap (EQ).
	Close the achievement gap in reading for all students who have not met grade level expectations.	Hire 10 Early Intervention Teachers to deliver evidence-based interventions to below-level readers in grades K-2 at the 10 schools with the highest percent of below-leveled readers.	8/2019-6/2020	Kirwan	Analyze Fountas & Pinnell Benchmark Assessment Data for ALL students, twice yearly to monitor progress with focus on student groups in the gap (EQ).
	Increase student engagement in reading.	Purchase and implement first grade classroom libraries in all elementary schools that exceed the county FARMs average.	9/2018-6/2020	Striving Readers Grant	Analyze Fountas & Pinnell Benchmark Assessment Data for ALL students, twice yearly to monitor progress (EQ).  Classroom library monitoring implementation tool
	Ensure students are placed in interventions that address their specific deficits in identified area of reading.	Implement a systemic intervention placement tool to guide schools in ensuring the selected intervention program addresses the student's identified deficits in reading.	1/2019-6/2020	N/A	Progress monitor growth of students enrolled in interventions using the intervention-specific progress monitoring tool in the recommended timeframe with focus on student groups in the gap (EQ).

Indicator # 6 from 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	Increase student proficiency in the area of writing.	Implement standard-based, grade and genre-specific writing rubrics.  Develop convention mini lessons to supplement the core writing curriculum.	8/2019-6/2019	N/A	Analyze writing data from locally developed quarterly assessments (three times per year) and MCAP V with focus on student groups in the gap (EQ).
	Ensure students are placed in interventions that address their specific deficits in the area of reading.	Implement a systemic intervention placement tool to guide schools in ensuring the selected intervention program addresses the student's deficits in reading.	1/2019-6/2020	N/A	Progress monitor growth of students enrolled in interventions using the intervention-specific progress monitoring tool in the recommended timeframe with focus on student groups in the gap (EQ).



## Area of Focus #3: Middle School Mathematics

### Description:

The first 2 Driving Values of AACPS's 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. 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 ...mathematic assessments." AACPS's 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 only 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.

\*\* See Appendix A: AACPS's Strategic Plan's Values & Indicators

\*See Appendix B: AACPS's Educational Equity Statement

### 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.

See Appendix D: Data Ranges for Areas of Focus

**Root Causes:**

Root causes include misplacement of students into math courses from elementary articulation, misalignment of rigorous formative through summative assessments, and inequities in instruction around the teaching and delivery of mathematics, especially when the instructors are provisional, first-year or long-term substitute teachers.

AACPS is addressing appropriate scheduling by strictly adhering to the criteria for placement, vertical teaming between elementary and middle 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 support all stakeholder’s understand the vital importance of appropriate placement and access for all.

The AACPS Mathematics Office has created 36 common assessments for each course in grades 6 - 8 that are aligned in rigor to the district assessment aligned to MCAP. All teachers will now be able to focus on instructional strategies with all students that universally prepare them for the rigor on the aligned assessments. Department chairs provide strategies to help teachers scaffold instruction so that all students can meet the standards.

A collaborative planning resource binder has been created that includes 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 as well as during the summer. To ensure equitable teaching for all students in all schools, these professional development sessions (especially for provisional, first-year or long-term substitute teachers) go in depth in mathematical content, pedagogy and student engagement, as well as content teaching strategies that promote conceptual understanding. Mentoring and Coaching to support collaborative planning and implementation will be provided and leadership will observe for skill acquisition and implementation. Teacher survey responses regarding increased mastery of content and pedagogy, along with improvement in student performance, will demonstrate effectiveness of professional learning.

### Area of Focus # 3: Middle School Mathematics

Goal(s):	Objectives:	Identify priority strategies and/or evidence-based interventions:	Timeline:	Funding Source (s):	How will you evaluate the effectiveness of the intervention(s) / strategies? How will you use an equity (EQ) lens 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 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.	Implement new math intervention [Math 180] with fidelity for grades 6 – 8.	8/26/19 – 6/17/20	Local Funding	Analyze math inventory growth data compared to end of year data from MCAP with particular attention to student subgroups. [Of the 443 students in math intervention, 12.87% are ELL, 13.77% are Special Education, 19.86% are Hispanic, 4.29% are Multi-racial, 18.51% are African American, and 35.67% are economically disadvantaged.] (EQ)
	To increase teacher capacity around content knowledge to ensure rigor for all students.	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.	8/26/16 – 6/17/20	Local Funding	Analyze the department chairs' SMART goals that target students in the gap by conducting walk throughs to ensure fidelity of curriculum implementation and equitable rigor. (EQ)
	To decrease inequities in instruction around the teaching and delivery of mathematics.	Create a collaborative planning resource binder for department chairs and facilitate professional learning around the provided resources to all content area coordinators.	8/26/19 – 6/17/20	Local Funding	Analyze survey data from teachers around the impact of the learning that occurred during their collaborative planning sessions and professional learning opportunities. Teacher survey responses regarding increased mastery of content and pedagogy, along with improvement in student performance will demonstrate effectiveness of professional learning.
		Provide professional learning opportunities for grades 5 – 6 teachers during school, after school, and on Saturdays	8/26/19 – 6/17/20	Title 2	

		Provide a Number Talks Cohort for teachers to learn strategies around teaching number sense.	8/26/19 – 6/17/20	Local Funding	
		Provide professional learning opportunities for teachers during school and after school.	8/26/19 – 6/17/20	Local Funding	
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 close the achievement gap among student groups [African American, multi- racial, Hispanic, special education, and economically disadvantaged students] in mathematics.	Create 36 common assessments for each course in grades 6 – 8 that are aligned in rigor to the district assessment that is aligned in rigor to MCAP.	8/26/19 – 6/17/20	Local Funding	Analyze student performance of groups that fall in the gap on Mathematics MCAP in the Spring of 2019. (EQ)
	To provide access and opportunity for all students to access content they are ready for and will be successful with.	Implement a systemic equitable articulation process for mathematics students. Students are placed into math classes where they can be most successful and provided the most support.	8/26/19 – 6/17/20	Local Funding	Analyze placement audits to ensure students are correctly placed and if not correctly placed, request that they be rescheduled. (EQ)
	Ensure students are placed in an intervention that addresses their specific deficits in the area of mathematics.	Implement a systemic equitable intervention screening tool. Purchased a mathematics screening tool that identifies gaps in students content knowledge to better provide targeted support. Rather than determined by teachers where “implicit biases” impact identified students for math interventions.	8/26/19 – 6/17/20	Local Funding	Progress monitor growth of students enrolled in the intervention using the math inventory tool specific to progress monitor mathematics. (EQ)
	Increase positive relationships with the community by	Create, distribute, and post on our website unit newsletters for parents both	8/26/19 – 6/17/20	Local Funding	Monitor the number of clicks on the website of parents accessing the newsletters (both in English and

	supporting parents' understanding around mathematics instruction. (EQ)	in English and Spanish for each mathematics course in grades 6 – 8. (EQ)			Spanish) and the number of events where the newsletters are being distributed. (EQ)
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#### **Area of Focus #4:** Readiness for Post-Secondary (9<sup>th</sup> grade success)

The first 2 Values of Anne Arundel County Public Schools' Strategic Plan - *All Means All and Ready Set Launch* anchor the 17 Indicators (goals) to eliminate all gaps and elevate all students\*. With these values guiding our work we are aware that research states that 10% of 9th grade students who are not promoted to 10th grade in one year are likely to drop out of school and/or not graduate along with other students in their cohort. In addition, 9th graders who fail to achieve the required credits in order to advance are also at risk of not achieving Post-Secondary Success. Hence, Indicator #9 of the AACPS Strategic Plan seeks to "Increase the percentage of 9th graders who matriculate to 10th grade status after one year." \*\*

The leaders within 12 comprehensive high schools and 2 alternative schools, as well as leadership within Central Office, have identified Indicator #9, have aligned School Improvement Plans (SIPs), revised master Schedules and teaching assignments, and have intentionally dedicated multiple additional initiatives to support the promotion of 9th graders. The diverse populations and data for each high school drive the specific work schools are implementing to increase the success of 9th graders within their buildings.

Focusing on 9th grade students, we promote access to rigorous and engaging coursework that aligns with student interests while ensuring academic success in their first year of high school. Additionally, through our advisory programs, community circles, and restorative justice response to harm, we teach coping skills and build student capacity to navigate challenging social and emotional situations that occur throughout high school, but more commonly during 9th grade, a year of transition for these youth. Through intentional, strategic, and structured support systems that encapsulate the academic, social, and emotional needs of our students, we are creating an environment in which 9th graders - can experience success in high school. In fact, the 4 Indicators within the first Value of the Strategic Plan each address establishing relationships and creating a sense of belonging and feeling like a valued member of the school community. The AACPS Strategic Plan puts relationships first in order to open doors to the academic work to be accomplished. Without one, the other may never occur.

\*\* See Appendix A: AACPS's Strategic Plan's Values & Indicators

\*See Appendix B: AACPS's Educational Equity Statement

## Analysis:

Research indicates that 10% of students at the 9th grade level who do not promote in one year are more likely to drop out or not graduate with their peers. This is critical information as we look at school data- retention rates, attendance, discipline, early warning indicators- in order to provide students with individual yet multi-tiered support in and outside of the schoolhouse. Administration and staff are responsible for the development of the whole child inclusive of academic achievement, social development and self-regulation strategies.

In addition to the early warning indicators, AACPS noted the discrepancies in the ESSA House matriculation rate for ninth graders. Although AACPS earned 4.2 out of 5 possible points overall; the following student groups scored below the county average: African American (4.1), Economically disadvantaged (3.5), Hispanic/Latino (3.5), Special Education (3.2) and English Learners (1.6). In the school year 2018-2019, the definition used to track 9th grade promotion was all 1st time 9th graders enrolled in AACPS by September 30 and completed the school year in AACPS. Promotion was defined by earning 6 or more credits by the end of 9th grade. Similar gap discrepancies were also noted in student groups using this definition. The following student groups fall below the county average of 96.05% promotion rate: African American (94.76), Hispanic/Latino (94.17), EL (94.57), Farms (91.57), Special Education (91.80). While AACPS is committed to increasing the success rate for all 9th graders, the data reflects an urgency to increase focus on students who make up the groups noted. Indeed, all indicators within Value I (*All Means All*) as well as Indicator #9 within Value II (Ready Set Launch) of the Strategic Plan, remind us of the imperative.

Our master schedules are built to support common collaborative planning meetings in which core area teachers meet during the school day for lesson alignment and student data analysis. A major contributor to the increased success of our 9th grade students was stronger alignment and consistent expectations among core area teachers in Math, English, Social Studies, Science, and World Classical Language.

As we look forward to the 2019-20 school year, there is a concerted effort to continue to support our students academically through collaborative planning for teachers, while building in problem solving skills and emotional resiliency via advisory, community building circles, and response to harm circles. Additionally, by intentionally celebrating our 9th graders who are meeting the challenges of high school with success and celebrating those who were promoted with a recognition event, we are building a culture of academic excellence.

See Appendix D: Data Ranges for Areas of Focus

## Root Causes:

The 9th grade year, with youngsters experiencing personal changes, brings a larger school setting in which students move between classrooms and teachers; they are generally no longer a member of a “team” with common practices and monitoring. The teens must learn to adjust and cope and muster more independence and responsibility while experiencing greater freedom than they have ever had before. These students must learn to navigate a new system of procedures as well as the many social pressures that exist today. Furthermore, students within these groups may face personal family challenges, may face language barriers or interrupted instruction, or may be struggling to achieve despite accommodations to meet their learning needs.

As a school system, we work collaboratively to ensure that every 9th grade student is connected (co- and extra-curricular) and develop relationships in order to support the sense of belonging. (In fact, Indicator #14 of the Strategic Plan seeks to “Increase the percentage of students involved in clubs and organizations.”) The power behind knowing every students’ story is a major indicator/factor for ensuring academic success, social and self-regulation development. Generally, the number of 9th grade discipline referrals is disproportionately higher than the number for upperclassmen. This is a direct reflection of the increased sense of accountability imposed upon them as they adjust to high school along with their inconsistent ability to manage conflict. Multiple programs in schools provide opportunities for students to learn coping skills for behavior and for independence; and a new required course for 9th graders - Global Community Citizenship - is designed to learn about similarities and differences and build skills for civil discourse.

Ninth grade students often have very little flexibility in their schedules due to the demands of high school graduation requirements. School leaders believe that it is paramount that we work with individual students to find at least one class or activity that supports and develops the passion of the student.



#### Area of Focus 4: 9th Grade Promotion

Goals	Objectives	Priority <b>Strategies</b> and or evidence-based <b>Interventions</b>  (12) = all high schools (+) =Alternative centers (J. Albert Adams and Phoenix Center	Timeline	Funding Source (s)  LF = Local Funding	How will you <b>evaluate the effectiveness</b> of intervention(s) & strategies? How will you use an <b>equity (EQ) lens</b> in the evaluation?
Indicator #9 of the AACPS Strategic Plan for the 2019-2020 school year, AACPS will increase the percentage of 9th graders who matriculate to 10th grade status after one year.  Ninth grade success remains the first step in increasing readiness for post-secondary success.	Identify and provide school resources, professional development and tiered interventions to support targeted 9th graders matriculating to 10th grade, with special attention to students in the gap (African American, Latino, ELs, students with IEPs, and those who are economically disadvantaged or FARMS).	(12 +) Review of early warning indicators (data of rising 9 <sup>th</sup> graders: attendance, discipline, grades)  (12+) Regular School Team (RST) /Attendance meetings  (12+) High & Middle School Counselors' collaborate during Summer Articulation to share student needs.	Summer   On-going   Summer	Local Funding   LF   LF	Counselors and administrators evaluate grades, attendance, discipline data of all incoming 9th graders to assign appropriate supports and interventions for targeted students. (EQ)  Multiple school support staff and agencies participate in RST meeting to recommend and provide resources for support. (EQ)  Counselors will monitor targeted students for credits earned each semester. (EQ)

		<p>(7 of 12) High schools support 9th grade matriculation on School Improvement Plans (SIPs).</p>	On-going	LF	School Improvement Team monitors progress of targeted students for credits earned each semester. (EQ)
		<p>(6 of 12) High schools selected Indicator # 9 (from Indicators) to focus on successful matriculation to 10th grade.</p>	On-going	LF	School and LEA leadership will monitor progress of targeted students for credits earned each semester. (EQ)
		<p>(3 of 12) Through the Equitable Opportunities for Children (EOC) process, the Office of Equity and Accelerated Student Achievement (OEASA) is supporting the progress of 3 high schools monitoring the academic success of individualized targeted student groups of 9th graders in the gap (students with IEPs, Hispanic, African American, and FARMS).</p>	9/2019 - 6/2020	LF	OEASA and LEA leadership will monitor the progress of targeted students for credits earned. (EQ)
		<p>Alternative settings support students unable to meet success in comprehensive high schools. (J. Albert Adams enrolls by parent</p>	On-going	LF	Counselors and Administrators will monitor complete student success quarterly and may create transition plans for students to return to

		request or places students due to extended suspension and Phoenix enrolls students with unique special needs and provide engaging curriculum and programs).		LF	comprehensive least-restrictive setting.
		(8 of 12) School needs-based Alt-1 positions (full-time position for aspiring leaders) to mentor and track at-risk 9th graders (Special Ed, African American, Hispanic) and to advocate with students' families.	On-going	LF	Monitor targeted students for complete student success and credits earned. (EQ)
		(12+) Global Community Citizenship (GCC) course. New <i>required</i> 9th grade 1 semester elective to build civil discourse, learn about community and our similarities and differences.	9/2019 - On-going	LF	School and LEA leadership will monitor fidelity of implementation as well as 9th graders' interactions and discourse for increased civility in schools.
		(6 of 12 high schools trained +) <i>Community Building Circles</i> to have regular, intentional time to connect with every student and to build connectedness and decrease "otherness" across student groups that are not always together. If students do not feel they belong to a	2019-2020 (to expand)	LF	School and LEA leadership will monitor the impact of <i>Community Building Circles</i> on the interactions of 9th graders with colleagues, staff members, and the community.

		<p>school community, they are far less likely to follow its rules or accept accountability when they break them.</p> <p>Additional ESOL teacher positions in AACPS 2019-20 budget in order to provide additional support for English Learners (High School Increases from 2018-19 to 2019-20 = 4.7 FTEs.)</p> <p>ESOL also provides for ELs to earn “original credit” in required electives (Health Ed &amp; others.) during summer school.</p> <p>English 9 Curriculum Revision to increase engagement and support literacy includes: 100% skills-based instruction, Improved alignment to the standards, Increased use of short complex texts, Integrated independent reading time, Student choice in novel selection, Explicit instruction of the writing process.</p> <p>(12 +) New environmental science project-based course enables students to apply their</p>	<p>2019 - On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>LF</p> <p>LF</p> <p>LF</p> <p>LF</p>	<p>Leadership will monitor the academic achievement of ELs for credits earned. (EQ)</p> <p>Leadership will monitor the academic achievement of ELs for credits earned. (EQ)</p> <p>Teacher and school leadership will monitor targeted student progress on coursework and quarterly assessments for successful course completion. (EQ)</p> <p>Teacher and school leadership will monitor targeted student progress on coursework and quarterly assessments for successful course completion. (EQ)</p>
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		<p>learning to real-world environmental issues and is designed to engage 9th graders with hands-on field trips to laboratories and research facilities. In addition, students experience local scientist in a speaker series connecting them to opportunities within their communities.</p>	On-going	LF	<p>School and AVID leadership will monitor the credits, grades, and enrollment in rigorous courses for targeted students to prepare 9th graders for Post-Secondary Success. (EQ)</p>
		<p>(12) AVID elective cohorts in all high schools and 3 of 12 implement school-wide AVID strategies providing best practices and habits of the mind for all students.</p>	On-going	LF	<p>School and IB/MYP leadership will monitor the progress of targeted students for credits earned and for completion of personal projects. (EQ)</p>
		<p>(3) School-wide Middle Years Program (MYP) in the 3 International Baccalaureate schools to engage students as reflective and global thinkers and to support their work through individualized personal projects to serve the needs within their communities, as well as school community experiences to build a feeling of personal connection.</p>	Summer	LF	<p>School and IB/MYP leadership will monitor the progress of targeted students for credits earned and for completion of personal projects. (EQ)</p>
			Spring	LF	<p>Counselors will monitor targeted students for credits</p>

		<p>Magnet Programs including IB/MYP, STEM, and Performing &amp; Visual Arts (PVA), provide Summer Bridge experiences to initiate incoming 9th graders and establish a feeling of community.</p> <p>(12) Twilight School - after school credit recovery opportunity for commonly failed courses for 9th graders.</p> <p>Evening High School and Summer School offer credit recovery at satellite locations.</p> <p>(12 +) Compassionate Scheduling (designing a schedule to meet personal academic or emotional needs for specific students)</p> <p>(12 +) Schools close twice a year to host Parent/Teacher Conferences.</p>	<p>Spring and Summer 2020</p> <p>Fall and Spring Scheduling</p> <p>Fall and Spring</p> <p>On-going</p> <p>Late summer</p> <p>Spring and Summer</p>	<p>LF</p> <p>LF</p> <p>LF</p> <p>LF</p> <p>LF</p> <p>LF</p>	<p>earned each semester. (EQ)</p> <p>Counselors will monitor targeted students for credits earned each semester. (EQ)</p> <p>Counselors will monitor targeted students for credits earned each semester. (EQ)</p> <p>Counselors, teachers, and parents/guardians will continue to communicate and monitor student success. (EQ)</p> <p>Individual schools will monitor student behaviors and adjust practices if warranted. (EQ)</p> <p>Counselors, teachers, and parents/guardians will continue to communicate</p>
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		(12+) Incentives for students for attendance, academic improvement, citizenship, etc. (distinct for each school population).	On-going	LF	and monitor student success. (EQ)
		(12) 9th Grade Orientation (Unique August student/parent tours and introduction to opportunities and school culture) and 1st/ opening day for 9th graders only to attend school.	On-going	LF	School leadership will monitor the complete progress of targeted students. (EQ)
		(12 +) Master Scheduling of pre-selected teachers (identified for skills in content, pedagogy and relationship building) for 9th grade courses.	2019- On-going	LF	School leadership will monitor the complete progress of targeted students. (EQ)
		Most schools provide common planning for specified 9th Grade courses (Algebra 1 & English 9).	2019 – On-going	LF	School Leadership and Student Services will monitor and collaborate on school plan's success and targeted student data and may adjust plan if warranted. (EQ)
		(12) Reduction in class size for academic 9th grade courses. (below 30 students)	On-going		Counselors will monitor targeted students for credits earned each semester. (EQ)

		<p>(10 High Schools +) PBIS = Positive Behavioral Intervention and Supports establishes expectations for positive student and staff relationships and acknowledges aligned behaviors.</p> <p>Additional school counselor positions in AACPS 2019-20 budget to provide for individual counseling and academic goal setting (High School Increases from 2018-19 to 2019-20 = 6 FTEs.) Counselors provide lessons in goal setting (Naviance) and other academic and relationship building skills.</p> <p>(5 of 12) Community ambassadors serve as conduit between school and community, mentors and/or tutor small groups of targeted students, support parents, and act as liaison among school administrators, classroom teachers, parents, pupil personnel workers, and guidance counselors.</p>	<p>On-going</p> <p>On-going</p>	<p>LF</p> <p>LF</p> <p>LF</p>	<p>School leadership will monitor targeted students for complete success and credits earned each semester. (EQ)</p> <p>School leadership will monitor targeted students for complete success and credits earned each semester. (EQ)</p> <p>Staff reflect on individual implicit bias and work to refine personal behaviors to implement equitable practices in the school community. (EQ)</p> <p>Data will vary among participating schools depending upon the goals in the SIP and the</p>
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		<p>(4 of 12) High School Student Support Program to provide opportunities for the neediest students to eliminate the achievement gaps; includes summer bridge, staff development, after school tutoring, teacher planning.</p> <p>Through OEASA, all schools dismiss 2 hours early 4 times a year so all staff may participate in required professional development around the focus of equity and implicit bias.</p> <p>Approximately half of high schools provide 30-60 minutes daily for an opportunity for students to engage in clubs or activities, see teachers for extra help, or use the time to complete assignments. This allowance within the master schedule is a unique initiative by individual schools.</p>	On-going		<p>Indicators selected for their work within the Strategic Plan. The initiative may produce data for Indicator 9 or for Indicators around increasing participation in clubs and activities (14) or creating an environment in which all feel welcome, cared for, and supported (Indicators 1, 2, 3, &amp; 4)</p>
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## **Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) Schools, and SIG IV Schools**

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

#### **a. Support for CSI schools identified for low achievement**

Anne Arundel County Public Schools does not currently have any CSI schools identified as low achievement.

#### **b. Support for CSI schools identified for low graduation rate**

Currently, both CSI schools, Phoenix Academy and Evening High School, are alternative schools identified due to their low graduation rates. A root cause analysis conducted by the University of MD revealed a need to address low attendance rates in both schools. Once the final root cause analysis is provided, we will take an even deeper look at additional ways to support both schools. However, we have completed a pre-implementation plan and budget and have identified the need for resources to address attendance rates. We continue our work with MSDE to develop an implementation plan which, when complete, will further address the attendance rates at both schools. The belief is that if we increase attendance rates, our graduation rates will increase as well (per the Root Cause Analysis).

Specifically, we have identified the following outcome-based strategies to support both CSI schools. Both schools have engaged in Professional development to staff around Trauma Informed Instruction.

Professional Development to staff around trauma informed instruction which will continue throughout the year. Both schools have hired additional staffing to support improving their attendance rates. For example, our Evening High School has hired two additional pupil personnel workers to assist students and families who are currently experiencing chronic attendance issues. One of our alternative schools has hired a transition coordinator to support students at the time they transition to the alternative school, as well as when they return to their comprehensive school. 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, including social emotional support, multi-tiered systems of support, trauma informed instruction and continuous leadership development.

## **2. Targeted Support and Improvement (TSI) Schools.**

### **a. Targeted Support and Improvement (TSI) schools and area(s) of identification**

Annapolis Elementary Black/AA, Econ Disad, Sp

Ed Annapolis High ELL, Sp Ed

Annapolis Middle Sp Ed

Belle Grove Elementary Black/AA, White, Econ Disad, Sp Ed

Belvedere Elementary Sp Ed

Broadneck Elementary Econ Disad

Brock Bridge Elementary Sp Ed

Brooklyn Park Elementary Black/AA, 2+ Races, White, Econ Disad, Sp Ed

Chesapeake High Sp Ed

Eastport Elementary Black/AA, Econ Disad, Sp Ed

Freetown Elementary Black/AA, 2+ Races, White, Econ Disad, Sp

Ed George T. Cromwell Elementary Econ Disad, ELL

Germantown Elementary Black, Econ Disad

Glen Burnie High ELL, Sp Ed

Glen Burnie Park Elementary Econ Disad, ELL, Sp

Ed Hebron-Harman Elementary Econ Disad, Sp Ed

High Point Elementary Econ Disad

Hillsmere Elementary Sp Ed

Hilltop Elementary Black/ AA, Econ Disad, Sp

Ed Jacobsville Elementary Econ Disad, Sp Ed

Jessup Elementary Sp Ed

Marley Elementary Sp Ed

Meade Heights Elementary Econ Disad

Meade High ELL

Monarch Academy Econ Disad, Sp Ed

Monarch Academy Annapolis Black/AA, Hispanic/Latino, Econ Disad, Sp Ed

Nantucket Elementary Econ Disad

Odenton Elementary Balc/ AA, Econ Disad

Old Mill High ELL

Old Mill Middle South ELL

Park Elementary White, Econ Disad

Pershing Hill Elementary Sp Ed

Point Pleasant Elementary Econ Disad

Richard Henry Lee Elementary Econ  
 Disad Ridgeway Elementary Sp Ed  
 Rippling Woods Elementary Econ Disad, Sp Ed  
 Seven Oaks Elementary Sp Ed  
 Shady Side Elementary Sp Ed  
 Southern High Sp Ed  
 Southgate Elementary Sp Ed  
 Tyler Heights Elementary Econ Disad, Sp Ed  
 Van Bokkelen Elementary Black/AA, Econ Disad, Sp Ed  
 Walter S. Mills-Parole Elementary Black/AA, Econ Disad,  
 ELL Waugh Chapel Elementary Econ Disad

- b. Action plan to support all TSI schools based on the Root Cause Analysis and Process to support TSI schools

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.

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, Instructional Data, Human Resources, Budget and Finance, and Student Services will meet monthly to review school plans and progress and discuss needed supports and resources.

c. Support for TSI schools by area of identification

Curriculum content coordinators are aware of TSI designations and are working with TSI school improvement teams to 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.

**3. SIG IV Schools (*Baltimore City Public Schools*)**

N/A

**b. Please summarize the local school system's action plan to support these schools (up to 1,000 characters).**

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

**COMAR 13A.04.07 Gifted and Talented Education**

*COMAR 13A.04.07.06* specifies that local school systems (LSSs) shall report the following in their Local ESSA Consolidated Strategic Plan. Use the chart below to provide your responses for 1, 4, 5, and 6 for the 2019-2020 school year.

**1) The process for identifying gifted and talented students**

Second Grade

- All students take the Cognitive Abilities Test (CogAT) as a universal screening data point. This provides information about a student's potential.
- Teachers submit Primary Talent Development (PTD) portfolio data for all students. This is cumulative data point that begins in PreK or Kindergarten, and continues through the end of the first semester, second grade. This provides valuable input about a student's creativity, leadership, communication skills, and perseverance – important skills that are otherwise difficult to measure and document.
- Students who score in at least the 8<sup>th</sup> stanine on at least one of the data points below will receive additional testing in math and reading using Performance Series, an adaptive test that is administered on computer. Performance Series provides helpful information about a student's current level of achievement. Data points considered for Performance Series participation:
  - CogAT Verbal subscore
  - CogAT Quantitative subscore
  - CogAT Nonverbal subscore
  - PTD Portfolio cumulative score
- When all data have been compiled and analyzed, students performing two standard deviations above the mean are identified as Gifted and Talented (GT) in math, reading, or both.

Fifth Grade

- Students in fifth grade who were not previously identified as GT in both reading and math will sit for the CogAT. This provides information about a student's potential.
- Teachers complete the teacher version of the Renzulli scale ("Scales for Rating the Behavioral Characteristics of Superior Students"). This provides information about a student's characteristics and skills that are not easily measured in a standard assessment.

- Fourth grade PARCC data for math and English/Language Arts (ELA) is included as an achievement score.

#### Additional GT ID Opportunity (6-9)

- Our proposal for a third GT identification opportunity (between grades 6 and 9) involves the following three data points:
  - CogAT (Cognitive Abilities Test)
  - Renzulli scales (“Scales for Rating the Behavioral Characteristics of Superior Students”)
  - M-CAP scores from the previous school year
- We propose conducting this additional screening in either grade 7 or 8.

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

\*The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections provided to the MSDE Office of Accountability.

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

\*The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections provided to the MSDE Office of Accountability.

#### **4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale**

n/a

#### **5) The continuum of programs and services**

- Differentiated Instruction opportunities for Advanced and GT students are embedded in district mathematics and reading/language arts curricula
- Additional programs and services in mathematics:
  - Hands-On Equations verbal problems
  - Mentoring Mathematical Minds (M<sup>3</sup>)
  - 10 + 1
- Additional programs and services in reading/language arts
  - Crosswalks
  - William & Mary Literature Units
  - Jacob’s Ladder



- Concept-Based Literature Webs

**6) Data-informed goals, targets, strategies, and timelines. Additional spaces can be added.**

<b>Target:</b> Increase the number of students from Title I schools who are identified as Advanced or GT.	<b>Strategies:</b> <ul style="list-style-type: none"> <li>• Focused and purposeful visits to schools by ALPs resource staff</li> <li>• Targeted invitations to principals and faculty to attend ALPs professional learning opportunities</li> <li>• Investigations of alternate assessment tools and data points to identify potential giftedness or high ability in students from underserved populations, including ELL and Special Education</li> </ul>	<b>Timeline:</b> This will be an ongoing initiative throughout the 2019-20 school year.
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<b>Target:</b> _____ _____	<b>Strategies:</b> _____ _____	<b>Timeline:</b> _____ _____
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## **COMAR 13A.07.01 Comprehensive Teacher Induction and Mentoring**

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

#### **Comprehensive Teacher Induction Program**

##### **A. Description of AACPS Comprehensive Teacher Induction Program**

The AACPS Right Start New Teacher Support program supports and guides teachers in their transition into the education profession. The general and distinctive needs of elementary, middle, and high school teachers are addressed through a differentiated series of orientation sessions, institutes, academies, symposia, observations of master teachers, co-teaching opportunities, professional development sessions, and individualized job-embedded professional development sessions from Right Start Advisors (mentor teachers). There are 47 full release Right Start Advisors (RSAs) supervised by a program manager. A teacher specialist provides professional support.

#### **Orientation**

The AACPS Right Start New Teacher Support program offers a three-day orientation for new teachers. The first day includes a Getting Started session designed to introduce new teachers to the AACPS goals, Teaching & Learning Cycle, and professional responsibilities. The Teaching & Learning Cycle is the district's framework for planning, implementation and assessment of instruction.

Days 2 and 3 allow new teachers to receive professional development in their content areas. The three-day orientation also includes time for teachers to work in their assigned schools. Each school designates a Beginning Teacher Liaison (BTL) to provide a school orientation and collegial support to new teachers in understanding of their respective school.

The program also provides a New Teacher Orientation- Reboot for those teachers who were hired after the initial orientation. Thirty-eight (38) teachers attended the 2019 Reboot.

#### **Ongoing Professional Learning**

Teaching-Learning Institutes I and II are offered for new teacher professional development. These are full days of professional learning. One hundred twenty-six (126) teachers attended.

Beginning Teacher Seminars are offered monthly after school and are differentiated for first, second, and third year teachers and experienced teachers who are new to AACPS. Seminars are offered online as well as face-to-face. Seminar topics examples include Formal Observation and Lesson Planning, Positive Communication, Getting Students to Listen, Classroom Management Refresher, Formative Assessment, Relevance, Rigor, Clear Directions, Keeping Students Engaged, Cooperative Discipline, and Becoming a Teacher Leader.

Three Saturday Symposia are offered: fall, mid-year, and spring. Two hundred and thirteen (213) new teachers attended the Saturday Symposiums in 2018.

First year teachers are offered the opportunity to participate in the Quality Learning Environment Professional Learning Community course. This MSDE credit course is offered after school in the fall and spring semesters. Participants focus on topics such as building relationships, routines and procedures, clarity of directions, and student engagement. Thirty-eight (38) teachers participated.

First year conditionally certified teachers are invited to participate in TLC: Teaching & Learning for Conditional Educators. Substitutes are provided so that teachers could participate in this full day of professional development. Teachers attend sessions on topics such as parent communication, lesson planning, positive communication, and classroom management. Representatives from Human Resources offer a session on navigating the certification process. Forty-eight (48) teachers participated.

The Mursion Project is an opportunity provided for first year teachers. Participants can practice classroom management techniques in a virtual classroom. Sixteen (16) teachers participated.

Second- and third-year teachers can participate in the Skillful Teacher Professional Learning Community offered after school in the Fall and Spring. This course uses the AACPS Teaching & Learning Cycle, Skillful Teacher tenets, and culturally relevant instructional practices. Thirty-two teachers (32) participated.

Teach Like a Champion Online is also an offering to second and third year teachers. The course is based on strategies from TEACH LIKE A CHAMPION by Doug Lemov. Twenty-three (23) teachers participated.

#### **New to AACPS**

In the summer of 2019, the first 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 incorporated information from THE FIRST DAYS OF SCHOOL by Harry Wong. Sixty-five (65) teachers participated.

### **B. Description of AACPS District Mentoring Program.**

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.

Mentors are supervised by the Manager of New Teacher Support, who conducts periodic observations to RSAs in their assigned schools. The Manager also conducts a formal program review once per year. RSAs are evaluated by the Manager of New Teacher Support and by school principals.

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. There were 488 teachers who completed the 2018-2019 survey. Below is one data point from the survey:

<b>Survey Prompt</b>	<b>Yes</b>	<b>No</b>
----------------------	------------	-----------

Participation in the induction program improved my instructional practice	96%	4%	
Participation in the induction program helped impact student learning	95%	5%	
Participation in the induction program is important in my decision to continue teaching	90%	10%	

C. Data regarding the scope of our mentoring program. The number of probationary teachers.

School year 2018-2019:	
1 <sup>st</sup> Year Teachers	321
2 <sup>nd</sup> Year Teachers	233
3 <sup>rd</sup> Year Teachers	2285
Experienced New Hires	290
Total	1,129

The number of mentors who have been assigned.

The program consists of 47 full release Right Start Advisors: 10 assigned to high schools, 1 assigned to middle schools, and 26 assigned to elementary schools.
---

#### (1) FULL-TIME MENTORS:

<p>Right Start Advisors provide individualized support through modeling, demonstration lessons, team teaching, and regularly scheduled Cognitive Coaching sessions with new teachers to reflect on teaching strategies and reflect on short and long-term goals to improve instructional practice. Mentors are referred to as Right Start Advisors (RSA) in order to set them apart from other mentors offering support. The program design is informed by research from the New Teacher Center.</p> <p>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 based upon <i>Cognitive Coaching For A Foundation For Renaissance Schools</i> by Costa and Garmston, <i>The Mentor's Handbook: Practical Suggestions For Collaborative Reflection And Analysis</i> by Correia and McHenry, <i>Instructional Coaching With The End In Mind</i> by Stephen G. Barkley, <i>The Art Of Coaching</i> by Elena Aguilar, <i>Mentoring Matters</i> by Wellman and Lipton, <i>The Beginning Teachers Field Guide</i> by T. Boogren. The purpose/focus of the observations depends upon the needs, abilities, and readiness of the new teachers.</p>
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#### (2) PART-TIME MENTORS: Mentoring is their part-time job.

N/A
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#### (3) RETIREES: Mentoring is done by retirees hired to mentor.

N/A
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(4) FULL-TIME TEACHERS: Teaching is their full-time job and they mentor.

N/A

**Other appropriate data.**

N/A.

- C. Provide a description of how your mentoring program is being evaluated. Include evaluation data and data on new teacher retention.

Retention data for 2018-2019:

	% of Teachers Remaining in AACPS for 2019-2020
1 <sup>st</sup> Year Teachers	89%
2 <sup>nd</sup> Year Teachers	94%
3 <sup>rd</sup> Year Teachers	90%
Experienced New Hires	80%

# APPENDICES

# Driving Values

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As we continue to strive in Anne Arundel County Public Schools to *elevate all students and eliminate all gaps*, community stakeholders came together during the 2015-2016 and 2016-2017 school years to articulate what they felt was most important for us to embrace as guiding values for our next five years. Their thoughts are grounded in the need for us as a school district to become a place where all feel welcome, valued, and supported as we learn and work together toward achieving student success. The values below will drive our planning and actions during the 2018-23 school years.

### I. All Means All

#### A. All Students, Families, Employees & Community Members Feel Welcome

From our youngest students, to parents or guardians reaching out to support their children, to the most seasoned educator or staff member, to our community members generously volunteering their time and talents – each and every individual is capable of learning more and contributing more when they feel they are an appreciated, connected and contributing member of the Anne Arundel County Public Schools family. Progress can be made and goals met or surpassed with greater ease when all stakeholders feel a sense of belonging in our schools and offices across the district.

#### B. Diversity is Invited, Nurtured, and Celebrated

We are committed to providing all AACPS students and employees with access to safe, equitable, and engaging environments to learn and work. As Anne Arundel County's citizenry grows more diverse, we increase our attention and dedication to making our schools and offices places where all may thrive. Students and staff bring a wide range of traditions and cultures from their homes into our schools and workplaces. We respect and honor this diversity and work purposefully to make all feel they are able to grow to great heights where their successes will ultimately be celebrated and rewarded. As we grow, we strive to recruit and retain a high quality, diverse workforce who will work to raise student engagement and achievement, regardless of race, ethnicity, gender, national origin, religion, age, disability, or sexual orientation.



#### C. Everyone in the AACPS Family Fosters Student Growth

We accept and embrace the challenge and responsibility to meet every student uniquely based on individual needs. Every member of the AACPS family must make a meaningful contribution to student growth, if we are to support our students to develop into caring, competent, and contributing citizens. All employees have an important role to play to address the social emotional, physical, and cognitive needs of our students. We take pride in our work to build relationships with students, families, and partners – all who provide engaging and supportive fertile ground in which our students grow to reach their potential.

### II. Ready, Set, Launch!

#### All Students are Prepared for College, Career, and Community



## **A. Inside the Classroom**

We are committed to readying our students to become literate, independent, caring, and contributing adults who are able to successfully navigate and positively impact the 21st century global society. Before exiting high school, students will have uncovered and explored their many talents and passions, interacted with professionals from career fields in which they have interest, understood how to put their talents and skills to use in multiple career areas, participated in professional internships with a community or industry mentors, planned with college or career counselors, and met all Maryland high school graduation requirements. In preK-12 formal and informal learning settings, we will offer all students important and relevant content, tools, skills, and experiences so every student is able to confidently build and cross their own unique bridge from school to civic engagement, workforce participation, and college enrollment.



## **B. Beyond the Classroom Walls**

Valuable student learning occurs inside and outside our classroom walls. Students should have opportunities to explore or enrich their personal interests, engage in unique learning experiences, and interact with others who share their passions in clubs, organizations, and competitions that take place outside of classroom settings. We are working to increase the number of quality co-curricular offerings available for students, schedule them at flexible times, thus allowing for maximum student participation, provide experts from all community sectors to facilitate these relevant offerings, and reduce barriers to student participation affected by transportation challenges in Anne Arundel County.

## **III. Sound Stewardship**

### **A. AACPS Business Practices are Designed for Quality,**

### **Effectiveness, and Efficiency**

We take pride in the establishment and implementation of quality business practices which lead to the effective management of all school system resources. We are committed to continuing the prudent development, deployment, and evaluation of streamlined business processes and procedures to maintain resource stewardship excellence while striving to increase our efficiency, productivity, and service delivery levels.



# Metrics

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## Indicators of Success

Our chosen Indicators of Success articulated below are progressive (growth) indicators by design, instead of the goal oriented indicators we used in our last Strategic Plan. Ultimately, the default goals for these indicators are set at 100%. Moreover, based on our growth mindset philosophy, these indicators are purposefully written such that all targeted groups are expected to grow annually relative to their unique baseline, including groups who are already performing above the average on any one indicator.

**AACPS is committed to elevating all students and eliminating all gaps  
WE WILL COLLECT AND ANALYZE ALL DATA BY STUDENT GROUP.**

---

### INDICATORS FOCUSED ON RELATIONSHIP BUILDING (RELATIONSHIPS & READINESS)

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.
3. Increase the use of restorative practices in schools and offices.
4. Increase the number of stories staff and students are able to share about one another's life experiences.

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### INDICATORS FOCUSED ON ACADEMIC ACHIEVEMENT (RIGOR & READINESS)

5. Increase the percentage of students who read on or above grade level by the end of second grade.
  6. Increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized reading, language arts, and mathematics assessments.
  7. Increase the percentage of students in grades 9-12 who meet or exceed expectations on standardized English and mathematics assessments.
  8. Increase the percentage of diploma-bound high school seniors who score a 3 or better on an AP examination, 4 or better on an IB examination, or earn a Maryland industry certification.
  9. Increase the percentage of 9<sup>th</sup> graders who matriculate to 10<sup>th</sup> grade status after one year.
-

**INDICATORS FOCUSED ON BLENDED AREAS WHERE RELATIONSHIP BUILDING AND ACADEMIC ACHIEVEMENT INTERSECT OR OVERLAP (RELATIONSHIPS, RIGOR & READINESS)**



10. Increase the percentage of students attending school on a daily basis.
11. Increase instructional opportunities to explore multiple cultural and ethnic perspectives.
12. Increase the diversity within and across all workforce units in Anne Arundel County Public Schools System.
13. Increase the percentage of students completing career-based professional internships.
14. Increase the percentage of students (total and unique) involved annually in clubs, organizations, competitions, or other co-curricular offerings.
15. Increase the number of comprehensive classrooms which are enrolled at or below AACPS recommended student to teacher ratios.
16. Increase number of community-based opportunities for service learning for all students and families.
17. External organizations will validate AACPS' effective business practices and fiscal prudence.

## **Appendix B: AACPS Educational Equity Statement**

MSDE has requested our Educational Equity Policy. We do not yet have one as we have been awaiting MSDE's policy which is not yet final. So, I will be adding the following statement to our Rationale pages -

“While we await MSDE's Educational Equity Policy in order to finalize our own, AACPS continues to operate to ensure equity for every student, including to provide equitable access to educational rigor, resources, and supports designed to maximize student academic success and social/emotional wellbeing, to ensure there are no obstacles to accessing educational opportunities, and to eliminate achievement gaps. AACPS will continue to apply an Equity Lens for any program practice decision, or action with strategic focus on marginalized student groups.

Furthermore, our Office of Equity and Accelerated Student Achievement (OEASA) works to create more equitable environments and educational experiences for our students, families, and community members and to promote our “All Means All” Driving Value.”

## Appendix C: MSDE Draft Educational Equity Policy

### 13A.01.06 Educational Equity

#### **.01 Purpose.**

*The purpose of this chapter is to establish as a matter of policy and priority that:*

- A. Each Maryland public school 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/emotional well-being;*
- B. Each local school system's procedures and practices provide for educational equity and ensure that there are no obstacles to accessing educational opportunities for any student; and*
- C. Achievement will improve for all Maryland students and achievement gaps will be eliminated.*

#### **.02 Scope.**

*This chapter applies to all local school systems, the Maryland State Department of Education, and [public agencies] entities that provide educational services to [all] children birth—[12th grade] age 21, including licensed childcare facilities and programs.*

#### **.03 Definitions.**

*A. In this chapter, the following terms have the meanings indicated.*

*B. Terms Defined.*

- (1) "Accountability measures" mean those Maryland accountability framework indicators in place to guarantee oversight of opportunities, resources, and educational rigor that will lead to achievement for all students.*
- (2) "Educational equity" means that every student has access to the opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being and to view each student's individual characteristics as valuable.*
- (3) "Educational opportunities" mean all students have access to rigorous, well-rounded academic programs and experiences that enrich their educational career and prepare them for academic and career success.*
- (4) "Equity lens" means that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.*
- (5) "Individual characteristics" means the characteristics of each individual student which include but are not limited to:*
  - (a) Ability (cognitive, social/emotional, and physical);*
  - (b) Ethnicity;*
  - (c) Family structure;*
  - (d) Gender identity and expression;*
  - (e) Language;*
  - (f) National origin*
  - (g) Nationality*
  - (h) Race;*
  - (i) Religion;*
  - (j) Sexual orientation; and*
  - (k) Socio-economic[s] status.*

#### **.04 Requirements—Educational Equity in Maryland.**

*A. The Maryland State Department of Education shall establish systems of structure and support for school systems, students, teachers, and other stakeholders that ensure educational equity and excellence.*

*B. Each local school system shall develop an educational equity policy and regulations, to be reviewed every 3 years, with the goal of providing educational equity to all students.*

*C. The policy and regulations shall:*

- (1) Be designed to create and maintain environments that are equitable, fair, safe, diverse, and inclusive;*
- (2) Be based on the goal of providing educational equity for all students;*
- (3) Direct the identification and utilization of resources to provide equitable access to educational opportunities and services, by among other steps, the use of disaggregated student data to analyze trends and identify gaps and equitable solutions;*
- (4) Identify partnerships with the Maryland State Department of Education, local government agencies, and stakeholders to support educational equity;*
- (5) Provide tailored and differentiated professional learning to build capacity for cultural responsiveness to address areas of inequity identified by the school system;*
- (6) Ensure equitable access to effective teachers for all students;*
- (7) Require that an equity lens be used in all staff recruiting, hiring, retention, and promotion decisions;*
- (8) Require that an equity lens be used in reviews of all staff, [including administrators, teacher and instructional leader candidates, curriculum, pedagogy, professional learning, instructional materials, and assessment design];*
- (9) Provide the access and opportunity for all students to successfully read on level by the end of grade 2;*

- (10) Direct that equity be addressed in the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan; 2*
- (11) Identify 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;*
- (12) Identify the method of evaluation to measure the effect of equitable practices in the school system and schools; and*
- (13) Designate an individual responsible for the facilitation, monitoring, and implementation of the system equity initiatives within the Local ESSA Consolidated Strategic Plan.*

***.05 Monitoring and Reporting.***

***A. Each local school system shall:***

- (1) Address implementation of the equity policy through its Local ESSA Consolidated Strategic Plan;*
- (2) Beginning September 1, 2019, include its equity initiatives as an integrated component of its Local ESSA Consolidated Strategic Plan; and*
- (3) Beginning September 1, 2020, and every 3 years thereafter, in its Local ESSA Consolidated Strategic Plan, submit to the State Superintendent an analysis of the results of the accountability measures related to data collected on achieving equity goals and objectives, that will be published and made accessible to the public.*

***B. The Maryland State Department of Education shall:***

- (1) Conduct needs assessments for the Department and local school systems;*
- (2) Convene the Network for Equity and Excellence in Education with representation from each local school system and other stakeholders to review Statewide progress and to develop implementation and peer review guidelines for this chapter;*
- (3) Develop a guide for implementation of equity initiatives at the local level which includes sample components of high quality equity policies, guidance around how to apply an equity lens within priority birth – age 21 focus areas as defined by the Department, and strategies on how to measure and evaluate the application of an equity lens; and*
- (4) Review and assess progress of the Department and local school systems on implementing the requirements of this chapter.*

*C. Beginning December 1, 2020, and every 3 years thereafter, the State Superintendent shall report progress on the implementation of this chapter to the State Board, publish the data, and make it easily accessible for public viewing; and*

*D. Beginning in 2020 and annually thereafter, the State Board of Education and the Superintendent will recognize schools, school staff, and local school systems, which demonstrate the most significant advances in promoting equity and excellence.*

KAREN B. SALMON, Ph.D.  
State Superintendent of Schools

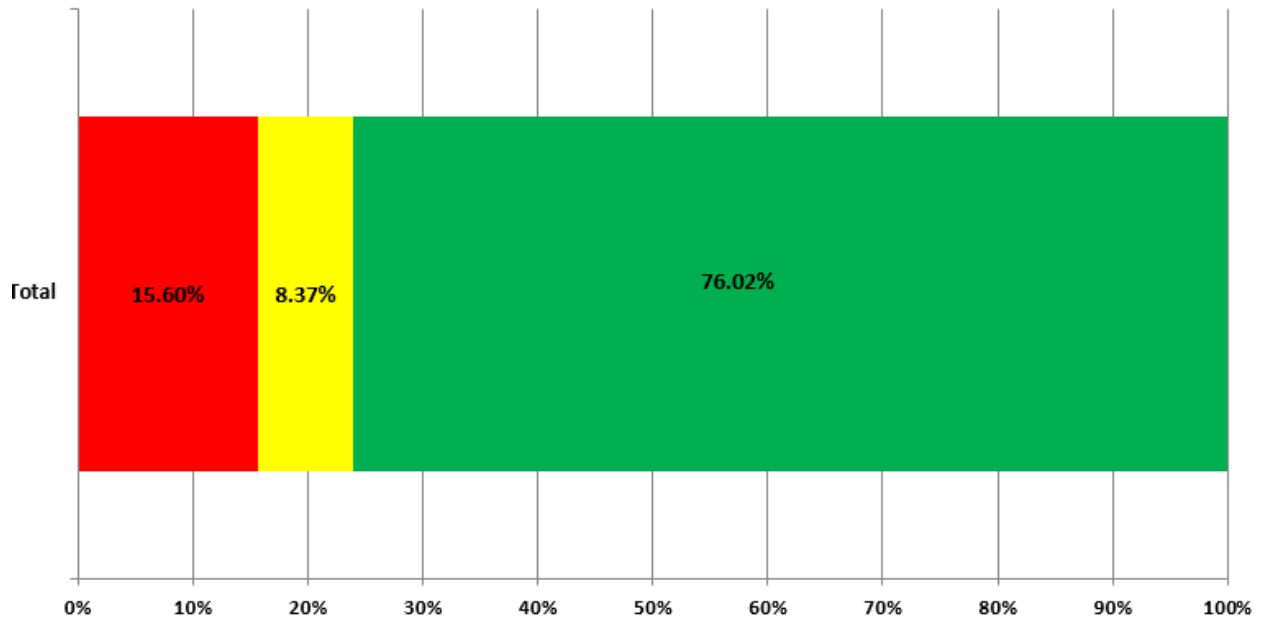
Appendix D: Data Ranges for Areas of Focus

MDS3 School Climate Survey Results 2017-2018

Student Survey Responses



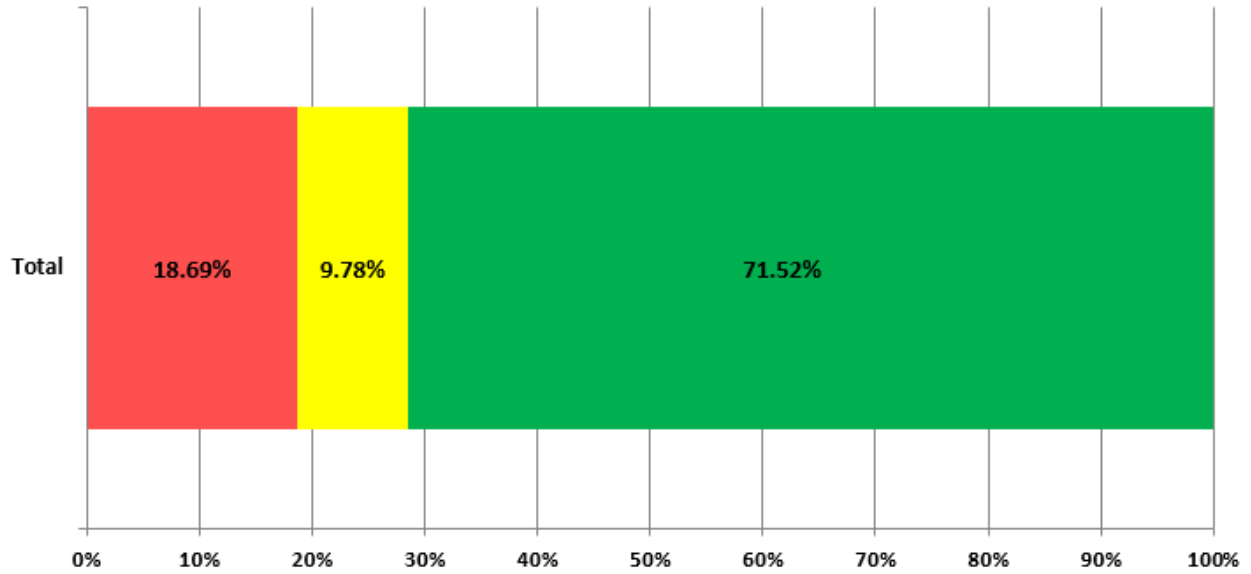
## AACPS K-2 Spring F&P Data 2017-2018



Student Group	Does Not Meet (%)	Approaching (%)	Meets (%)	Exceeds (%)
All Students	15.60	8.37	13.18	62.84
All Kindergarten Students	10.03	12.48	17.39	60.11
All Grade 1 Students	22.59	7.14	12.73	57.54
All Grade 2 Students	14.08	5.61	9.56	70.75
American Indian/Alaska Native	19.57	4.35	19.57	56.52
Asian	12.78	6.75	11.75	68.72
Black/African American	19.66	9.88	14.30	56.15
Hispanic	29.52	12.16	14.22	44.10
Multi-racial	12.79	7.55	13.50	66.16
Native Hawaiian/Pacific Islander	13.89	8.33	11.11	66.67
White	10.49	6.91	12.50	70.10
Special Ed	49.10	12.52	12.52	25.86
ELL	43.08	15.07	15.87	25.97
FARMS	28.16	12.30	15.32	44.23
Gifted	NA	NA	NA	NA

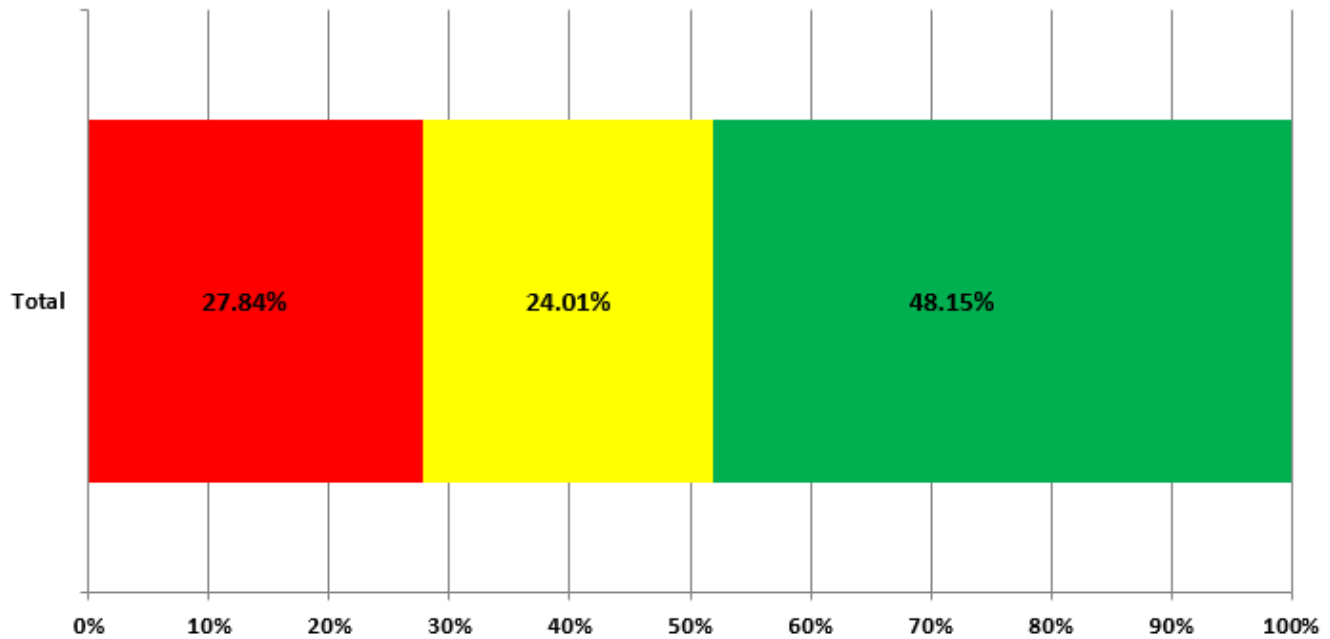


## AACPS K-2 Spring F&P Data 2018-2019



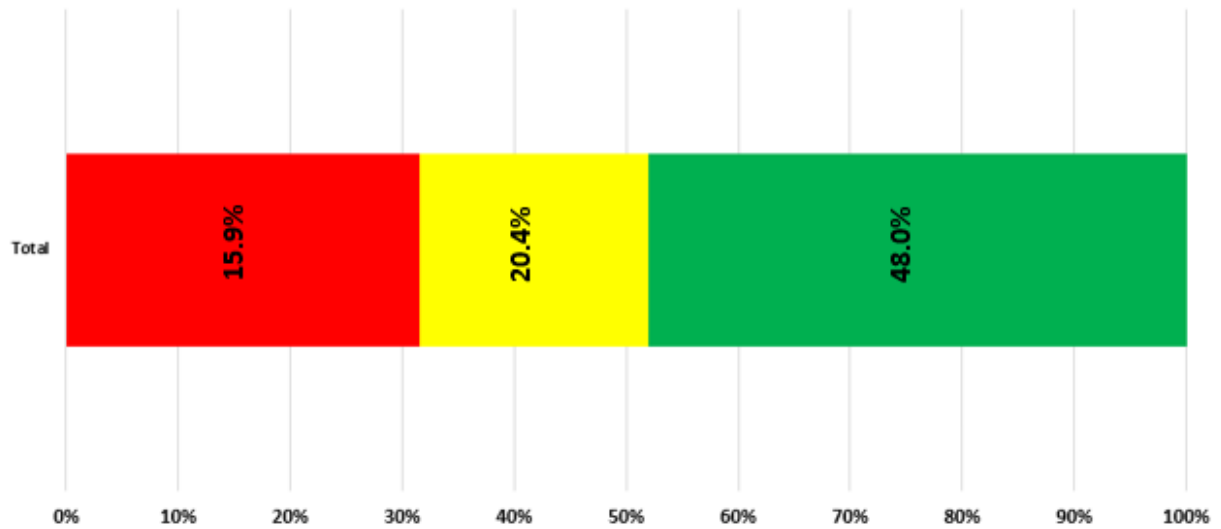
Student Group	Does Not Meet (%)	Approaching (%)	Meets (%)	Exceeds (%)
All Students	18.69	9.78	14.05	57.47
All Kindergarten Students	13.88	12.17	17.24	56.71
All Grade 1 Students	24.55	7.93	12.93	54.59
All Grade 2 Students	17.59	9.31	12.08	61.03
American Indian/Alaska Native	14.00	8.00	12.00	66.00
Asian	15.86	7.79	11.47	64.87
Black/African American	24.52	12.11	15.61	47.76
Hispanic	33.19	13.07	14.92	38.81
Multi-racial	15.13	7.99	14.90	61.99
Native Hawaiian/Pacific Islander	12.82	7.69	7.69	71.79
White	12.32	8.19	13.27	66.22
Special Ed	50.95	12.23	13.93	22.89
ELL	47.31	14.78	14.41	23.49
FARMS	33.17	13.81	15.64	37.38
Gifted	NA	NA	NA	NA

### AACPS MCAP 3<sup>rd</sup> – 5<sup>th</sup> Grade ELA Results 2017-2018



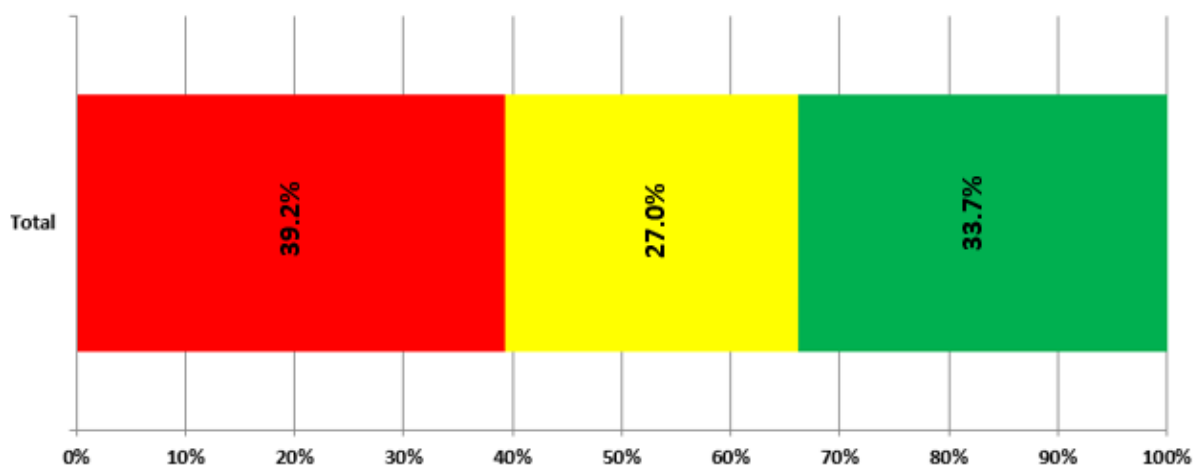
### AACPS MCAP 3<sup>rd</sup> Grade ELA Results 2018-2019

Student Group	Not Met Yet (%)	Partially Met (%)	Approached (%)	Met (%)	Exceeded (%)	District Level 4/5 (%)
All Students	12.06	15.78	24.01	39.77	8.38	48.15
American Indian/Alaska Native	15.87	14.29	30.16	34.92	4.76	39.68
Asian	6.61	9.84	22.76	46.26	14.54	60.80
Black/African American	19.68	22.84	26.02	28.35	3.11	31.46
Hispanic/Latino of any race	21.21	20.51	26.28	28.48	3.52	32.00
Native Hawaiian/Pacific Islander	11.63	25.58	32.56	23.26	6.98	30.24
White	6.97	12.21	22.34	47.02	11.45	58.47
Two or more races	9.82	13.75	25.77	41.87	8.80	50.67
Free/Reduced Meals	22.73	24.14	26.92	23.83	2.37	26.20
Limited English Proficient	38.50	29.21	23.38	8.84	0.06	8.90
Special Education	47.23	28.77	16.02	7.33	0.66	7.99
Gifted	0.04	0.26	2.81	54.36	42.53	96.89
Grade 3	17.80	15.26	22.72	39.04	5.18	44.22
Grade 4	9.60	15.99	24.58	36.31	13.51	49.82
Grade 5	8.85	16.08	24.71	43.96	6.40	50.36



Student Group	Not Met Yet (%)	Partially Met (%)	Approached (%)	Met (%)	Exceeded (%)	District Level 4/5 (%)
All Students	15.9	15.7	20.4	42.4	5.6	48.0
American Indian/Alaska Native	30.8	23.1	15.4	30.8	0.0	30.8
Asian	8.7	8.3	17.0	52.6	13.0	65.6
Black/African American	25.6	22.7	23.0	26.7	2.1	28.8
Hispanic/Latino of any race	28.6	19.1	20.2	30.4	1.8	32.2
Native Hawaiian/Pacific Islander	12.5	12.5	0.0	75.0	0.0	75.0
White	9.0	12.2	19.6	51.4	7.9	59.3
Two or more races	12.0	17.1	22.9	43.4	4.6	48.0
Free/Reduced Meals	29.7	22.8	22.3	24.3	0.9	25.2
Limited English Proficient	43.1	25.4	20.4	11.1	0.0	11.1
Special Education	56.3	19.1	12.9	10.7	0.8	11.5
Gifted	0.0	0.07	1.85	52.68	45.40	98.08
Grade 3	15.85	15.68	20.45	42.40	5.61	48.01
Grade 4	11.46	15.76	23.18	35.53	14.08	49.61
Grade 5	9.91	15.90	22.41	44.29	7.49	51.78

## AACPS Middle School Math MCAP Results 2017-2018

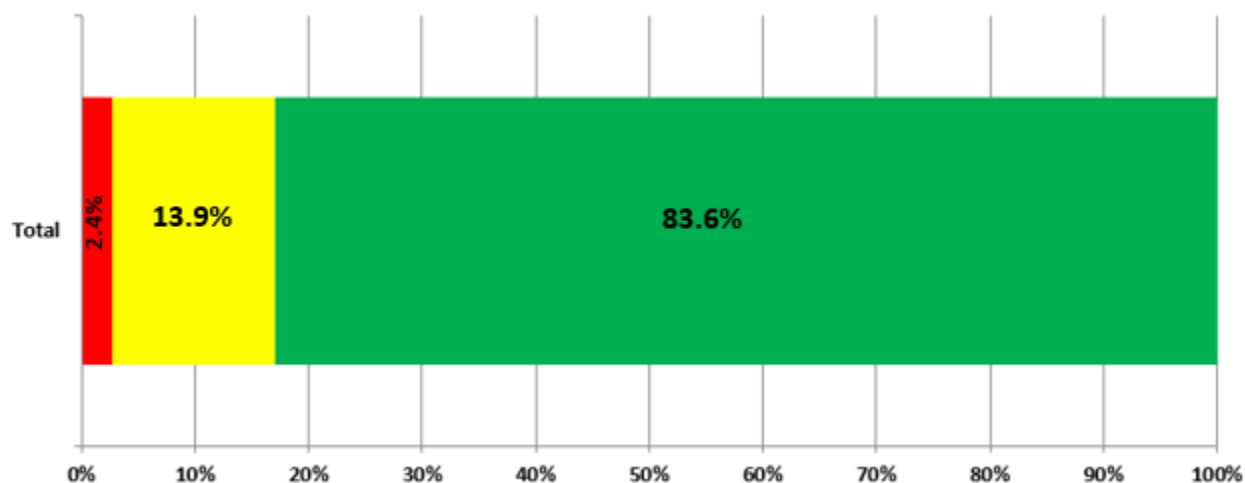


### Middle School – Math\*

Student Group	Count	Not Met Yet (%)	Partially Met (%)	Approached (%)	Met (%)	Exceeded (%)	District Level 4/5 (%)
All Students	15280	15.3	23.9	27.0	29.6	4.1	33.7
American Indian/Alaska Native	40	25.0	30.0	30.0	15.0	0.0	15.0
Asian	537	6.0	14.7	26.4	45.6	7.3	52.9
Black/African American	3555	26.1	33.7	26.2	13.4	0.6	14.0
Hispanic/Latino of any race	2350	23.6	31.0	26.6	17.4	1.5	18.9
Native Hawaiian/Pacific Islander	33	9.1	18.2	21.2	48.5	3.0	51.5
White	7826	8.8	18.1	27.5	39.3	6.3	45.6
Two or more races	939	13.3	23.4	27.1	31.3	4.9	36.2
Free/Reduced Meals	5383	27.1	33.7	25.4	13.3	0.6	13.9
Limited English Proficient	646	52.6	36.5	7.7	3.1	0.0	3.1
LEP Exited	1298	13.4	29.2	31.6	24.3	1.5	25.8
Special Education	1558	46.9	36.2	12.3	4.1	0.5	4.6
SPED Exited	585	8.7	22.2	29.9	34.5	4.6	39.1
504	939	17.7	25.6	31.1	23.3	2.3	25.6
Female	7462	13.2	22.7	28.7	31.4	4.0	35.4
Male	7818	17.3	25.1	25.4	27.9	4.3	32.2
Gifted	722	0.0	0.3	5.7	60.9	33.1	94.0

\*Does not include Algebra 1

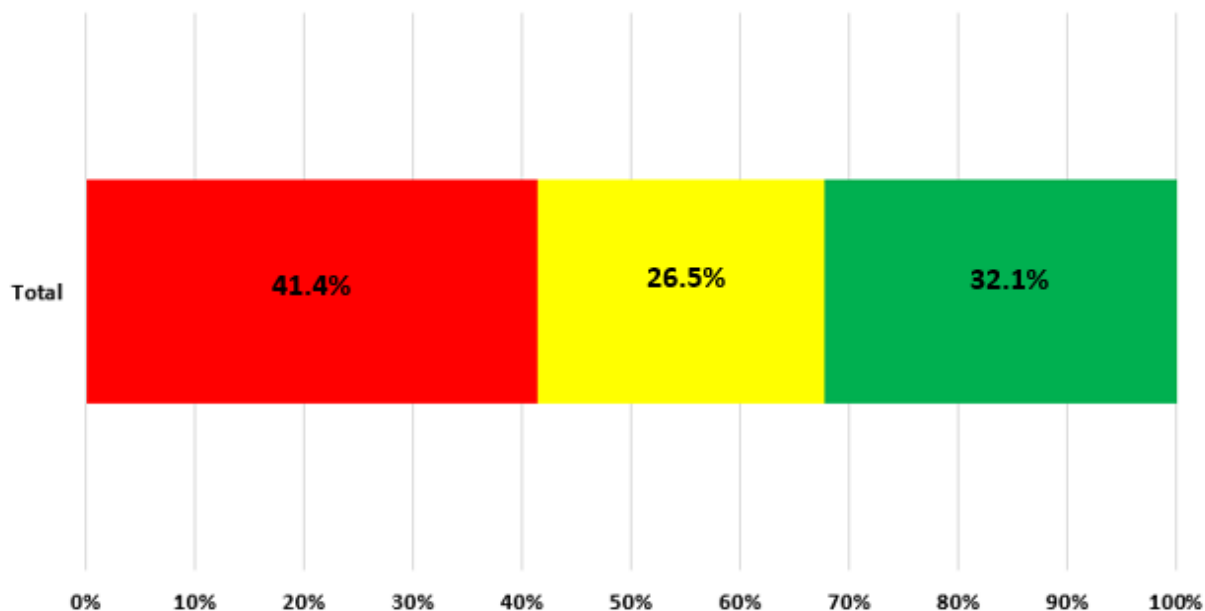
## AACPS Middle School Math MCAP Results 2017-2018



### Middle School - Algebra I

Student Group	Count	Not Met Yet (%)	Partially Met (%)	Approached (%)	Met (%)	Exceeded (%)	District Level 4/5 (%)
All Students	2591	0.3	2.1	13.9	69.3	14.3	83.6
American Indian/Alaska Native	3	0.0	0.0	0.0	100.0	0.0	100.0
Asian	138	0.0	1.4	6.5	71.7	20.3	92.0
Black/African American	295	1.0	4.4	31.2	60.0	3.4	63.4
Hispanic/Latino of any race	200	0.5	5.5	15.0	71.0	8.0	79.0
Native Hawaiian/Pacific Islander	6	0.0	0.0	16.7	83.3	0.0	83.3
White	1806	0.3	1.4	12.0	70.1	16.3	86.4
Two or more races	143	0.0	2.8	9.1	72.7	15.4	88.1
Free/Reduced Meals	351	1.7	4.6	23.1	64.7	6.0	70.7
Limited English Proficient	7	28.6	28.6	28.6	14.3	0.0	14.3
LEP Exited	135	0.0	2.2	12.6	78.5	6.7	85.2
Special Education	17	0.0	0.0	35.3	41.2	23.5	1.5
SPED Exited	3	0.9	3.5	15.9	67.3	12.4	10.4
504	295	1.6	1.6	22.0	64.6	10.2	47.5
Female	1370	0.3	2.1	14.0	72.1	11.5	83.6
Male	1221	0.4	2.1	13.8	66.2	17.4	83.6
Gifted	2	0.0	0.0	0.0	0.0	100.0	100.0

## AACPS Middle School Math MCAP Results 2018-2019



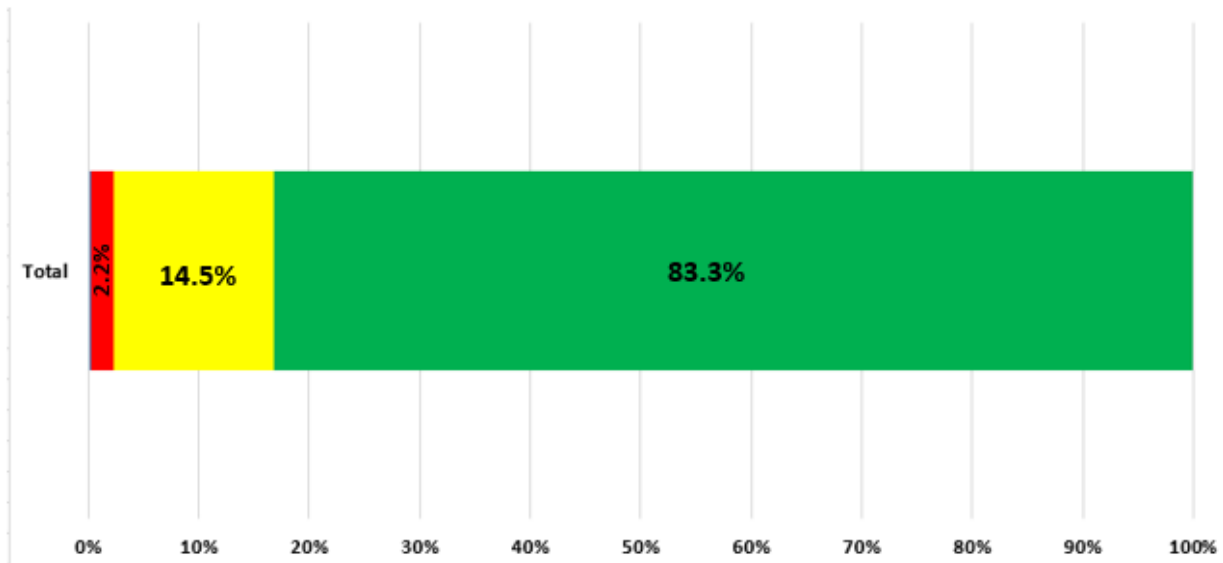
### Middle School – Math<sup>#</sup>

Student Group	Count	Not Met Yet (%)	Partially Met (%)	Approached (%)	Met (%)	Exceeded (%)	District Level 4/5 (%)
All Students	15897	16.5	24.9	26.5	27.6	4.5	32.1
American Indian/Alaska Native	52	17.3	23.1	28.8	21.2	9.6	30.8
Asian	564	7.1	17.9	23.4	39.7	11.9	51.6
Black/African American	3710	26.6	35.4	24.1	13.3	0.5	13.9
Hispanic/Latino of any race	2770	25.1	31.7	24.5	16.6	2.1	18.6
Native Hawaiian/Pacific Islander	34	2.9	29.4	32.4	32.4	2.9	35.3
White	7841	9.6	18.2	28.3	37.3	6.6	43.9
Two or more races	926	14.9	23.1	28.3	28.0	5.7	33.7
Free/Reduced Meals	2940	25.7	32.8	25.1	15.0	1.3	16.3
Econ Disadvantaged	2874	31.8	35.6	22.1	10.1	0.3	10.4
Limited English Proficient	728	50.5	37.2	10.0	1.9	0.3	2.2
LEP Exited*	1323	14.3	31.1	30.5	20.9	3.2	24.1
Special Education	1658	43.8	39.5	12.0	4.5	0.1	4.6
504	1262	16.0	28.0	29.1	24.1	2.9	26.9
Female	7689	14.3	24.8	28.1	28.2	4.7	32.8
Male	8208	18.6	25.0	25.0	27.0	4.4	31.4
Gifted	1231	0.1	0.4	4.3	56.1	39.0	95.1

<sup>#</sup>Does not include Algebra 1 or Geometry

\*Includes all exited LEP students

## AACPS Middle School Algebra 1 MCAP Results 2018-2019



### Middle School - Algebra I

Student Group	Count	Not Met Yet (%)	Partially Met (%)	Approached (%)	Met (%)	Exceeded (%)	District Level 4/5 (%)
All Students	2512	0.2	2.0	14.5	71.8	11.5	83.3
American Indian/Alaska Native	1	0.0	0.0	0.0	100.0	0.0	100.0
Asian	138	0.0	0.0	7.2	71.7	21.0	92.8
Black/African American	293	1.0	4.8	24.9	66.2	3.1	69.3
Hispanic/Latino of any race	204	0.0	5.4	22.1	67.6	4.9	72.5
Native Hawaiian/Pacific Islander	3	0.0	0.0	33.3	66.7	0.0	66.7
White	1703	0.2	1.4	11.8	73.6	13.0	86.6
Two or more races	170	0.0	1.2	19.4	68.8	10.6	79.4
Free/Reduced Meals	186	1.1	4.3	25.3	67.7	1.6	69.4
Econ Disadvantaged	131	0.8	3.8	30.5	61.1	3.8	64.9
Limited English Proficient	4	0.0	0.0	100.0	0.0	0.0	0.0
LEP Exited*	164	0.0	3.7	20.1	70.7	5.5	76.2
Special Education	11	0.0	0.0	0.0	90.9	9.1	100.0
504	127	0.8	0.8	18.1	67.7	12.6	80.3
Female	1346	0.1	2.5	15.5	72.4	9.4	81.8
Male	1166	0.3	1.5	13.2	71.1	13.9	85.0
Gifted	16	0.0	0.0	0.0	43.8	56.2	100.0

\*Includes all exited LEP students

### AACPS 9<sup>th</sup> Grade On-Track: Per ESSA Definition 2017-2018

School Name	Student Group	On-Track Student Count	On-Track Measure Possible Points	On-Track Measure Earned Points	On-Track Measure Result
AACPS	All Students	5876	5	4.221221	0.844244
AACPS	American Indian or Alaska Native	*	5	3.928571	0.785714
AACPS	Asian	220	5	4.559471	0.911894
AACPS	Black or African American	1169	5	4.118143	0.823629
AACPS	Economically Disadvantaged	921	5	3.50587	0.701174
AACPS	English Learner	138	5	1.6	0.32
AACPS	Hispanic/Latino of any race	820	5	3.518072	0.703614
AACPS	Native Hawaiian or Other Pacific Islander	*	5	4.583333	0.916667
AACPS	Special Education	505	5	3.202358	0.640472
AACPS	Two or more races	330	5	4.116766	0.823353
AACPS	White	3260	5	4.423018	0.884604

**\*Raw data unavailable from state file since n<10 at each school. Data source: MSDE Accountability files**



### AACPS 9<sup>th</sup> grade On Track per AACPS criteria 18-19

Student Group						
	16-17	Equity Gap	17-18	Equity Gap	18-19	Equity Gap
<b>All Students</b>	95.19%		96.27%		96.05%	
<b>African American</b>	92.92%	-2.84%	95.66%	-0.75%	94.76%	-1.76%
<b>Hispanic</b>	94.68%	-0.57%	93.77%	-2.89%	94.17%	-1.77%
<b>Multi-Racial</b>	93.00%	-2.31%	95.02%	-1.33%	96.02%	0.04%
<b>White</b>	96.04%	2.04%	96.96%	1.59%	96.82%	1.62%
<b>ELL</b>	91.77%	-3.56%	93.42%	-2.96%	94.71%	-1.39%
<b>FARMS</b>	89.36%	-8.32%	92.25%	-5.68%	91.57%	-6.24%
<b>Special Ed</b>	89.13%	-6.62%	90.00%	-6.81%	91.80%	-4.65%

\* Data includes all 1st time 9th graders enrolled in AACPS by Sept 30th and completing the school year in AACPS. Promoted is defined by earning 6 or more credits by the end of 9th grade.

Note: This data does not include summer school promotion numbers.



Appendix E: Anne Arundel Non-Title I TSI Schools

Row Labels	American Indian or Alaska Native	Black or African American	Economically Disadvantaged	English Learner	Hispanic/Latino of any race	Special Education	Two or more races	White	Grand Total
<b>Anne Arundel</b>		<b>2</b>	<b>9</b>	<b>5</b>	<b>1</b>	<b>16</b>			<b>33</b>
Annapolis High				1		1			2
Annapolis Middle						1			1
Belvedere Elementary						1			1
Broadneck Elementary			1						1
Chesapeake High						1			1
Glen Burnie High				1		1			2
Hebron - Harman Elementary			1			1			2
High Point Elementary			1						1
Hillsmere Elementary						1			1
Jacobsville Elementary			1			1			2
Jessup Elementary						1			1
Meade High				1					1
Monarch Academy			1			1			2
Monarch Academy Annapolis ES		1	1		1	1			4
Nantucket Elementary			1						1
Odenton Elementary		1	1						2
Old Mill High				1					1
Old Mill Middle South				1					1
Pershing Hill Elementary						1			1
Ridgeway Elementary						1			1
Seven Oaks Elementary						1			1
Shady Side Elementary						1			1
Southern High						1			1
Waugh Chapel Elementary			1						1

Anne Arundel Title I TSI Schools

Row Labels	American Indian or Alaska Native	Black or African American	Economically Disadvantaged	English Learner	Hispanic/Latino of any race	Special Education	Two or more races	White	Grand Total
Anne Arundel		9	17	3		13	2	4	48
Annapolis Elementary		1	1			1			3
Belle Grove Elementary		1	1			1		1	4
Brock Bridge Elementary						1			1
Brooklyn Park Elementary		1	1			1	1	1	5
Eastport Elementary		1	1			1			3
Freetown Elementary		1	1			1	1	1	5
George T. Cromwell Elementary			1	1					2
Germantown Elementary		1	1						2
Glen Burnie Park Elementary			1	1		1			3
Hilltop Elementary		1	1			1			3
Marley Elementary						1			1
Meade Heights Elementary			1						1
Park Elementary			1					1	2
Point Pleasant Elementary			1						1
Richard Henry Lee Elementary			1						1
Rippling Woods Elementary			1			1			2
Southgate Elementary						1			1
Tyler Heights Elementary			1			1			2
Van Bokkelen Elementary		1	1			1			3
Walter S. Mills - Parole Elementary		1	1	1					3

# TITLE I



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**Maryland State Department of Education  
Title I, Part A: Improving Basic Programs  
2019-2020 Title I, Part A Application and Tools**

**Title I, Part A Application and Tools Release Date:  
JULY 9, 2019**

**Federal Grant Application Submission Timeline**

<b>1<sup>st</sup> Submission to the Title I Specialists for Review:</b>	<b>Submission for Conditional Approval</b>	<b>First Submission through Local ESSA Consolidated Strategic Plan</b>	<b>FINAL Submission through Local ESSA Consolidated Strategic Plan</b>
<b>August 1- August 30, 2019</b>	<b>September 30, 2019</b>	<b>October 15, 2019</b>	<b>November 15, 2019</b>

**Local School System: Anne Arundel County Public School System**

<b>Title I Coordinator: Sheri Anderson</b>	
<b>Telephone: 410-222-5444</b>	<b>Email Address: slanderson4@aacps.org</b>

## 2019-2020 Title I, Part A Application

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

### Explanation of Terms

SECTION NAME	The Title I Component
<b>REQUIRED ATTACHMENTS</b>	Documents that are required with submission of the application.
<b>NOTE TO LSS</b>	If documentation is needed prior to the program review, a note will be indicated in the identified section.

<b>STAFF RESPONSIBLE</b>	All staff involved with the implementation and oversight of each Title I Component
<b>ASSURANCE(S)</b>	By receiving funds under the Title I Part A grant, as a grantee, the LSS agrees to comply with the terms and conditions under each component. Each component includes specific requirements that the LSS has responsibility for oversight and implementation.
<b>CITATIONS</b>	References to the law
<b>SAMPLE EVIDENCE OF IMPLEMENTATION</b>	Suggested documentation for evidence of implementation for each requirement
<b>TABLES AND WORKSHEET</b>	See Excel template for Instructions.

### **2019-2020 Title I, Part A Application**

#### **ATTESTATION**

The Local School System (LSS) 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:

- ☐ Staff Credentials and Certifications
- ☐ Schoolwide Programs
- ☐ Targeted Assistance Schools
- ☐ Parent and Family Engagement
- ☐ Participation of Children Enrolled in Private Schools

- ☐ Education for Homeless Children and Youth
- ☐ Support for Foster Care Students
- ☐ English Learners
- ☐ Fiscal Requirements

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

Sheri Anderson Anne Arundel County  
School System

Title I Coordinator Name  
(Please Print or Type)

Title I Coordinator Signature

Local School System

Date

Application Submission Date: \_\_\_\_\_

### ATTESTATION-Section 1112

The LSS attests 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), other appropriate school personnel, and with the parents of children in schools served under this part.

Sheri Anderson \_\_\_\_\_ AACPS \_\_\_\_\_

Title I Coordinator Name (Please Print or Type)	Title I Coordinator Signature	Local School System	Date
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Application Submission Date: \_\_\_\_\_

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- L.** [Title I, Part A Final Regulations](#)
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## **A. STAFF CREDENTIALS AND CERTIFICATIONS**

### **MSDE Staff Credentials and Certification Guidance**

#### **Staff Credentials: Glossary of Terms**

#### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

#### **REQUIRED ATTACHMENTS:**

1. A written process to ensure the LSS:
  - 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) and addresses disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
  - has a timeline to notify parents.
2. Summary of data used to determine disparities (2018-2019 SY).

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

#### **Title I Central Office Staff**

Sheri Anderson, Senior Program Manager; Theresa Gregory, Program Manager; Sarah Bell, Program Manager

### Department of Human Resources

Christine Brown, Senior Manager; Kathleen Orndorff, Senior Manager; Charlene Durant, Recruiter

### Title I Principals

Mark McCalpin, Principal Belle Grove Elem; Susan Gallagher, Principal Eastport Elem; Amanda Edmonds, Principal Freetown Elem; Andre Dillard, Principal Georgetown East Elem; Karen Soneira, Principal Germantown Elem; Kelly Thomas, Principal Hilltop Elem; Laura Cook, Principal Maryland City; Tiffany Foster, Principal Meade Heights Elem; Selecia Hardy, Principal Mills-Parole Elem; Sandy Blondell, Principal Park Elem; Julia Walsh, Principal Tyler Heights Elem; Stacy Gray, Principal Van Bokkelen; Kristie Battista, Principal Woodside Elem; Bobbie Kesecker, Principal Annapolis Elem; Amy Shandowsky, Principal Brock Bridge; E. Rodney Walker, Principal Brooklyn Park Elem; Colleen McFarland, Principal Glen Burnie Park Elem; Kristy Snyder, Principal Glendale Elem; Rebecca Blasingame-White, Principal Hebron Harman Elem; Mary Beth Gormley, Principal Lothian Elem; Tamara Kelly-Mollock, Principal Marley Elem; Rachel Amstutz, Principal Monarch Annapolis; Richard Rogers, North Glen Elem; Angela Ricciutti, Principal Overlook Elem; Lisa Koennel, Principal Richard Henry Lee Elem; Tammy Scott, Principal Rippling Woods Elem; Bonnie Myers, Principal Southgate Elem.

### STAFF CREDENTIALS AND CERTIFICATIONS

Check one	Assurances	Citation	Sample of Evidence of Implementation
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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. The LSS ensures that it has a written process that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.  <i>(Required Attachment)</i></p>	<p>1111(g)(2)(J)  1112(c)(6)</p>	<input type="checkbox"/> List of teachers and their certification status for each Title I school including: <ul style="list-style-type: none"> <li>Number and percentage of teachers who have certification and licensure in Title I schools for the 2019-2020 school year.</li> </ul> <input type="checkbox"/> Copies of 2019-2020 Principal Attestations with dates and signatures for each Title I school. <i>(Optional)</i>	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration.  <i>(Required Attachment)</i></p>	<p>1111(g)(2)(J)  1112(c)(6)</p>	<input type="checkbox"/> Documentation supporting the implementation of the written process which may include: <ul style="list-style-type: none"> <li>SAN from meetings between Human Resources, the Title I Office, and school administration.</li> </ul>	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	<p>3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements.</p>	<p>1112(c)(6)  1112(g)(2)(J)</p>	<input type="checkbox"/> List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS <input type="checkbox"/> Documentation demonstrating	

<p>If no, please explain. (explain using the template <a href="#">found here</a>)</p>	<p>Mark N/A if</p> <ul style="list-style-type: none"> <li>• there are no paraprofessionals in the schoolwide schools;</li> <li>• the LSS has no schoolwide schools;</li> <li>• paraprofessionals are not assigned instructional duties</li> </ul>		<p>paraprofessional's assigned duties in Title I schools for the SY 2018-2019 may include:</p> <ul style="list-style-type: none"> <li>o Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers</li> </ul>
<p>✓ Yes <input type="checkbox"/> No <input type="checkbox"/> N/A</p> <p>If no, please explain. (explain using the template <a href="#">found here</a>)</p>	<p>4. The LSS ensures that all paraprofessionals paid with Title I, Part A funds (in Targeted Assistance Schools) meet applicable state certification and licensure requirements.</p> <p>Not Applicable means:</p> <ul style="list-style-type: none"> <li>• There are no paraprofessionals paid with Title I funds in targeted assistance schools; or</li> <li>• The LSS has no targeted assistance schools.</li> </ul>	<p>1112(c)(6) 1112(g)(2)(J)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS</li> <li><input type="checkbox"/> Documentation demonstrating paraprofessional's assigned duties in TAS for the SY 2018-2019 may include: <ul style="list-style-type: none"> <li>o Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers</li> </ul> </li> </ul>



<p>✓ Yes</p> <p><input type="checkbox"/> N/A</p>	<p>5. The LSS ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. <i>(Required Attachment)</i></p>	<p>1111(g)(1)(B) 1112(b)(2)</p>	<p><input type="checkbox"/> Documentation supporting the implementation of the procedures (from 2018-2019 SY) for identifying and, if applicable, addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced); out-of-field teachers)</p> <p><input type="checkbox"/> SAN documenting processes for identifying and addressing disparities are implemented.</p> <p><input type="checkbox"/> Documentation from human capital, certification, or other LSS offices showing disparity data, teacher placement, etc.</p>
<p>✓ Yes</p> <p><input type="checkbox"/> N/A</p>	<p>6. The LSS 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</p>	<p>1112(e)(1)(A)(i)(I-III)</p> <p>1112(e)(1)(B)(ii)</p>	<p><input type="checkbox"/> Documentation supporting the implementation of the written process.</p> <p><input type="checkbox"/> Multiple dated communications at the beginning of the school year which may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information</li> <li><input type="checkbox"/> Communication/notification to parents (newsletter, memo, letter, school calendars, etc.)</li> </ul> <p><input type="checkbox"/> Copies of requests for information from parents on teacher and /or paraprofessional qualifications, if applicable.</p> <p><input type="checkbox"/> Evidence that parents have been provided information on the level of achievement</p>

	<p>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. <i>(Required Attachment)</i></p>	<p>1112(e)(1)(B)(i)</p>	<p>and academic growth of their students.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Copies of the timely responses provided to parents, if applicable.</p>
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## **B. SCHOOLWIDE PROGRAMS**

Schoolwide Program Non-Regulatory Guidance

MSDE Schoolwide Guidance

MSDE Schoolwide Checklist

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

### **REQUIRED ATTACHMENT:**

1. The LSS must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(a)) –
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.
4. Written Process for how the LSS supports efforts to reduce to overuse of discipline practices that remove students from the classroom.
5. Written process for how the LSS supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.

### **NOTE TO LSS:**

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

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

**Title I Staff:** Sheri Anderson, Sr. Program Manager; Theresa Gregory, Program Manager; Stacey Witte, Parent & Family Engagement Specialist; Cathi Mellos, Schoolwide Budget Technician.

**Principals:** Mark McCalpin, Principal Belle Grove ES; Susan Gallagher, Principal Eastport ES; Amanda Edmonds, Principal Freetown ES; Andre Dillard, Principal Georgetown East ES; Karen Soneira, Principal Germantown ES; Kelly Thomas, Principal Hilltop ES; Laura Cooke, Principal Maryland City ES; Tiffany Foster, Principal Meade Heights ES; Selecia Hardy, Principal Walter S. Mills-Parole ES; Sandra Blondell, Principal Park ES; Julia Walsh, Principal Tyler Heights ES; Stacy Gray, Principal Van Bokkelen ES; Kristie Battista, Principal Woodside ES

**Regional Associate Superintendents:** Dr. Anthony Alston, Janine Robinson, Jolyn Davis, Dr. Monique Davis, Lisa Leitholf. **Directors:** Vickie Plitt, Bill Goodman, Ginger Henley, Julie Cares, Karen Donovan

Consolidating Funds in a schoolwide program

**Is the LSS consolidating funds?**      Yes    X No

If Yes, continue below.

(Check one):

☐ Federal funds

☐ Federal, State, local funds.

## SCHOOLWIDE PROGRAMS

Check one	Assurances	Citation	Sample Evidence of Implementation
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A	<p>1. The LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.</p>		

	<p>i. Describe how the LSS will assist schools in consolidating funds for schoolwide programs.</p> <p>ii. If the LSS is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.</p>		
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS ensures the implementation of a schoolwide program includes the following four components:</p> <p><input checked="" type="checkbox"/> <b>Comprehensive Needs Assessment</b></p> <p><input checked="" type="checkbox"/> <b>Schoolwide Reform Strategies*</b></p> <p><input checked="" type="checkbox"/> <b>Parent, Family and Stakeholder Engagement</b></p> <p><input checked="" type="checkbox"/> <b>If applicable Coordination and Integration of Federal, State, and Local services and programs.</b></p>	<p>1114(b)(6)</p> <p>1114(b)(2)(7)(i-ii) i)(I-V)</p> <p>1114(b)(2)</p> <p>1114(b)(5)</p>	<p> <input type="checkbox"/> Sample copies of Schoolwide Plans  <input type="checkbox"/> A written process for the annual review of schoolwide plans for the 4 components.  <input type="checkbox"/> Documentation demonstrating how findings for the LSS annual review process are addressed at the school level. (samples)  <b>Comprehensive Needs Assessment may include:</b>  <input type="checkbox"/> Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.  <input type="checkbox"/> As needed, evidence of interviews, focus groups, or surveys.  <input type="checkbox"/> Tools or processes to identify the strengths and needs of students, teachers, school and community.  <input type="checkbox"/> Examples of how the data is being used by the administration, teachers and parents to guide decisions and instruction.         </p>

	<p>*MSDE's Title I Office strongly encourages LSSs 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 <b>"Demonstrate a Rationale"</b> 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, LSSs, or research organization is studying the</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Examples of how data is being reviewed in a disaggregated format to look at progress and needs of all student groups.</li> <li><input type="checkbox"/> Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.</li> </ul> <p><b>Schoolwide Reform Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examples of how schoolwide reforms increase the quality and quantity of instruction.</li> <li><input type="checkbox"/> Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.</li> <li><input type="checkbox"/> Evidence to demonstrate the effectiveness of reforms.</li> <li><input type="checkbox"/> Applicable adjustments that were made or plan to be made to address students not making progress.</li> </ul> <p><b>Parent, Family and Stakeholder Engagement:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of the involvement of teachers, principals, and other school staff in the development of the Schoolwide plan may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> SAN from School Improvement meetings</li> <li><input type="checkbox"/> Written communication, including email, letters, newsletters, website</li> <li><input type="checkbox"/> Surveys and survey data</li> </ul> </li> <li><input type="checkbox"/> <i>NOTE: these items may be available in component D -- Parent and Family Engagement.</i></li> </ul>
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	<p>intervention elsewhere), to inform stakeholders about the success of that intervention. (<i><b>Non-Regulatory Guidance:</b></i> <u>NRG: Using Evidence to Strengthen Education Investments</u> (September 16, 2016) <u>Schoolwide Program Non-Regulatory Guidance</u> <u>MSDE Schoolwide Guidance</u> <u>MSDE Schoolwide Checklist</u> <u>Early Learning in ESSA Non-Regulatory Guidance</u></p>		<p><b>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SAN from meeting involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.)</li> <li><input type="checkbox"/> If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the Schoolwide plan</li> </ul>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>3. The LSS ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs.</p>	<p>1114(b)(3)</p>	<p>Evidence of implementation of the LSS Monitoring Plan may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SAN from program monitoring</li> <li><input type="checkbox"/> LSS monitoring schedule</li> <li><input type="checkbox"/> Program monitoring reports</li> <li><input type="checkbox"/> Email communication</li> </ul>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>4. The LSS ensures it has a process for making the Schoolwide plan available to the LSS, parents, and the public.</p>	<p>1114(b)(4)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schoolwide Plan on school website; handbooks, etc.</li> <li><input type="checkbox"/> Samples of plans available for public</li> </ul>



<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	5. The LSS ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.	1114 (b)(7)(A)(iii)(V)	<input type="checkbox"/> SAN from collaboration meetings regarding transitions <input type="checkbox"/> Timelines with evidence of implementation <input type="checkbox"/> Documentation of articulation meetings if applicable.
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### C. TARGETED ASSISTANCE SCHOOLS \*

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

MSDE Targeted Assistance School Program Guidance

MSDE Targeted Assistance School Program Checklist

### DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

### REQUIRED ATTACHMENTS:

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

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

transitioning to Schoolwide Program.
<p><b>STAFF RESPONSIBLE:</b> In addition to Title I Coordinator, identify by name, title, and department of the person(s) responsible for ensuring compliance with Section 1115.</p> <p><b>Title I Staff:</b></p> <p>Sheri Anderson, Senior Program Manager; Sarah Bell, Program Manager; Amy Willmarth, Budget Technician</p> <p><b>Principals:</b></p> <p>Bobbie Kesecker, Principal Annapolis ES; Amy Shandrowsky, Principal Brock Bridge ES; Rodney Walker, Principal Brooklyn Park ES; Colleen McFarland, Principal Glen Burnie Park ES; Kristy Snyder, Principal Glendale ES; Rebecca Blastingame-White, Principal Hebron-Harman ES; Mary Beth Gormley, Principal Lothian ES; Tamara Kelly-Molock, Principal Marley ES; Rachel Amstutz, Principal Monarch Annapolis Contract School; Richard Rogers, Principal North Glen ES; Angela Ricciutti, Principal Overlook ES; Lisa Koennel, Principal Richard Henry Lee ES; Tammy Scott, Principal Rippling Woods ES; Bonnie Myers, Principal Southgate ES</p> <p><b>Regional Associate Superintendents:</b></p> <p>Dr. Anthony Alston, Janine Robinson, Jolyn Davis, Dr. Monique Davis, Lisa Leitholf</p> <p><b>Directors:</b></p> <p>Vickie Plitt, Bill Goodman, Ginger Henley, Julie Cares, Karen Donovan</p>

## TARGETED ASSISTANCE SCHOOLS

Check one	Assurances	Citation	Sample Evidence of Implementation								
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA	<p>1a. The LSS has a school that is transitioning from a Title I targeted assistance in 2018–2019 to a schoolwide program in 2019-2020.</p> <p>1b. The LSS submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty.</p> <p>List Title I school(s) and School ID number below <b>OR attach a list on REQUIRED ATTACHMENT template:</b></p> <table border="1"> <thead> <tr> <th>Title I School(s)</th> <th>School ID Number</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Title I School(s)	School ID Number							1114(a)(1)(B)	<input type="checkbox"/> SAN documents for the following evidence of planning and technical assistance: <ul style="list-style-type: none"> <li>Initial planning meeting agenda and list of participants;</li> <li>Whole-school orientation including agenda and signed roster of participants.</li> <li>Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents.)</li> <li>Meeting dates</li> <li>Plan approval process.</li> </ul> <input type="checkbox"/> A Letter of Intent to transition from TAS to SW, if applicable. <input type="checkbox"/> A letter approving transition from TAS to SW, if applicable.
Title I School(s)	School ID Number										

<p>✓ Yes</p> <p><input type="checkbox"/> No</p>	<p>2. The LSS ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria. (Required Attachment #1)</p>	<p>1115(c)(1)(B) )</p>	<p><b>Developing/Implementing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Weighted selection criteria <ul style="list-style-type: none"> <li>○ Data sources for multiple selection criteria (by school)</li> </ul> </li> <li><input type="checkbox"/> Master ranking (all students ranked showing most needy students served by grade and subject area)</li> <li><input type="checkbox"/> Targeted Assistance teachers and para schedules with matching student roster <ul style="list-style-type: none"> <li>○ Service delivery model</li> </ul> </li> <li><input type="checkbox"/> Description of how services will be delivered to targeted assistance students at each school. (push-in/pull-out)</li> <li><input type="checkbox"/> Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a <b>small group setting</b></li> <li><input type="checkbox"/> School master schedules</li> <li><input type="checkbox"/> Exit criteria by school</li> </ul> <p><b>LSS School Monitoring:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of implementation of the LSS Monitoring Plan may include: <ul style="list-style-type: none"> <li>○ SAN from program monitoring</li> <li>○ Program monitoring reports</li> <li>○ Email communication</li> </ul> </li> <li><input type="checkbox"/> LSS Schedules with dates for regular review for each Title I Targeted Assistance school.</li> </ul>
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<p>✓ Yes</p> <p><input type="checkbox"/> N/A</p>	<p>3. The LSS ensures the implementation of a Targeted Assistance program includes the following seven components:</p> <p><u>Targeted Assistance School Checklist</u></p> <p>A. Use program's resources to help eligible children meet the state's challenging academic standards;</p> <p>B. Use methods and instructional strategies to strengthen the academic program of the school;</p> <p>C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;</p> <p>D. Provide Professional Development;</p> <p>E. Strategies to increase the involvement of parents of eligible children;</p> <p>F. If appropriate and applicable, coordinate with Federal, State, and local programs;</p> <p>G. Each Title I Targeted Assistance School will provide the LSS assurances that it will:</p> <p>(i) help provide an accelerated, high quality curriculum;</p> <p>(ii) minimize the removal of children from the regular classroom during regular school</p>	<p>1115(b)(2)(A-G)</p>	<p><b>Program's resources to help eligible children meet the state's challenging academic standards may include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Programs, activities, and academic courses necessary to provide a well-rounded education.</li> </ul> <p><b>Methods and instructional strategies to strengthen the academic program of the school may include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> expanded learning time, before- and after-school, and summer programs and opportunities</li> <li><input type="checkbox"/> a schoolwide 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.).</li> </ul> <p><b>Coordination with the regular education program may include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SAN from collaboration meetings <ul style="list-style-type: none"> <li><input type="checkbox"/> Timelines with evidence of implementation</li> </ul> </li> <li><input type="checkbox"/> Documentation of articulation between regular education program and Title I</li> </ul> <p><b>Professional Development:</b></p>
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	<p>hours for instruction provided under this part; and</p> <p>(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Data sources demonstrating the need for identified professional development</li> <li><input type="checkbox"/> SANE documents from professional development</li> <li><input type="checkbox"/> Professional development schedules, plans, and/or calendars</li> <li><input type="checkbox"/> See Parent and Family Engagement Section</li> </ul> <p><b>Strategies to increase the involvement of parents of eligible children:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></li> </ul> <p><b>Coordinate with Federal, State, and local programs; if applicable:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of coordination with Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.)</li> </ul>
<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> N/A</p>	<p>4. The LSS 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>1115 (b)(2)(G)(iii)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> LSS schedules with dates for regular review for each Title I Targeted Assistance school.</li> <li><input type="checkbox"/> SAN documentation of data review meetings</li> <li><input type="checkbox"/> Documentation of program adjustments based on data review and progress monitoring</li> <li><input type="checkbox"/> Student progress monitoring (evidence of progress/lack of progress)</li> </ul>

**D. PARENT AND FAMILY ENGAGEMENT**

**MSDE Parent and Family Engagement Guidance**

**MSDE District Parent and Family Engagement Plan Checklist Update Link**

**MSDE School-level Parent and Family Engagement Plan and Compact Checklist**

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

**REQUIRED ATTACHMENTS:**

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

1. A written process to ensure that the LSS monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.
2. LSS's 2019-2020 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Tool used for annual evaluation of the content and effectiveness of the LSS's Parent and Family Engagement Policy/Plan.
4. A list of all Title I school's individual parent and family engagement allocations.

**NOTE TO LSS:** Prior to the LSS Annual Program Review, MSDE specialists will review randomly selected Title I school Parent and Family Engagement Plans and School-Parent Compacts which should be submitted prior to the Program Review.

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

**Sheri Anderson, Senior Title I Program Manager; Stacey Witte, Parent & Family Engagement Specialist, Office of Equity and Accelerated Student Achievement; Bobbie Kesecker, Principal Annapolis Elem; Amy Shandrowsky, Principal Brock Bridge Elem; Rodney Walker, Principal Brooklyn Park Elem; Colleen McFarland, Principal Glen Burnie Park Elem; Kristy Snyder,**

Principal Glendale Elem; Rebecca Blasingame-White, Principal Hebron-Harman Elem; Mary Beth Gormley, Principal Lothian Elem; Tamara Kelly-Molock, Principal Marley Elem; Rachel Amstutz, Principal Monarch Academy Annapolis; Richard Rogers, Principal North Glen Elem; Angela Ricciuti, Principal Overlook Elem; Lisa Koennel, Principal Richard Henry Lee Elem; Tammy Scott, Principal Rippling Woods Elem; Bonnie Myers, Principal Southgate Elem; Anthony Alston, Regional Asst Superintendent; JoLynn Davis, Regional Asst Superintendent; Monique Davis, Regional Asst Superintendent; Lisa Leithof, Regional Asst Superintendent; Janine Robinson, Regional Asst Superintendent.

#### PARENT AND FAMILY ENGAGEMENT

Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>1: Parent and Family Engagement Policy/Plan (LSS and School-level) &amp; School –Parent Compact</b> The LSS ensures it has a <b>written</b> process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written: <input type="checkbox"/> LSS Title I Parent and Family Engagement Policy/Plan ( <i>Required Attachment</i> ) <input type="checkbox"/> School-Level Title I Parent and Family Engagement policy/plan; <input type="checkbox"/> School-Parent compact	1116(a)(2) 1116b) 1116(c) 1116(d)	LSS and School's Parent and Family Engagement Plans and School-Parent Compact: <input type="checkbox"/> Evidence of input from parents/families <ul style="list-style-type: none"> <li>○ SANE from parent meetings</li> <li>○ Announcements/Fliers</li> <li>○—Parents feedback</li> <li>○ Translated documents</li> <li>○ Receipts for accommodations/interpreters</li> </ul> <input type="checkbox"/> LSS and School's Parent and Family Engagement Plan and School-Parent Compact is distributed and are available for parents and community:



	that meets statutory requirements.		<ul style="list-style-type: none"> <li><input type="radio"/> District/school website</li> <li><input type="radio"/> Student handbook</li> <li><input type="radio"/> School newsletters</li> <li><input type="radio"/> Plans and compact sent home via back pack/ orientation packet</li> </ul> <p><input type="checkbox"/> Evidence that the LSS provides coordination, technical assistance, and other support to school.</p>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>2: The LSS must plan and implement outreach (programs and activities) with meaningful consultation with parents of participating children.</b>	<b>1116(a)(1)</b>	<p><input type="checkbox"/> Evidence of parent and family input in the decisions regarding the LSS plan and implementation of outreach to TI families:</p> <ul style="list-style-type: none"> <li><input type="radio"/> SANE</li> <li><input type="radio"/> Parents Feedback</li> </ul> <p><input type="checkbox"/> Evidence of LSS outreach/activities</p> <ul style="list-style-type: none"> <li><input type="radio"/> Announcements/Fliers</li> <li><input type="radio"/> Translated documents</li> <li><input type="radio"/> Receipts for accommodations/ interpreters</li> </ul>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>3. Parent &amp; Family Engagement Annual Evaluation</b> The LSS ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LSS's parent and family engagement policy/plan	<b>1116(a)(2)(D-E)</b>	<p><input type="checkbox"/> Communication/outreach regarding evaluation/survey of LSS Parent and Family Engagement Plan</p> <p><input type="checkbox"/> Results of data/feedback</p> <p><input type="checkbox"/> Revisions to policy/plan are made, as needed, based on evaluation</p> <p><input type="checkbox"/> SAN with meeting notes, if applicable</p> <p><input type="checkbox"/> Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys.</p>

	and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions. <i>(Required Attachment)</i> MSDE Parent and Family Engagement Guidance: <u>Barriers</u>			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>4. Parent and Family Engagement Reservation (Funds):</b> <ul style="list-style-type: none"> <li>The LSS and schools ensure that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities.</li> </ul>	<b>1116(a)(3)(A)</b> <b>1116(a)(3)(B)</b>	<input type="checkbox"/> Evidence of parent and family input in the decisions regarding parent and family engagement reservation: <ul style="list-style-type: none"> <li><input type="checkbox"/> SANE</li> <li><input type="checkbox"/> Announcements/Fliers</li> <li><input type="checkbox"/> Parents Feedback</li> <li><input type="checkbox"/> Translated documents</li> <li><input type="checkbox"/> Receipts for accommodations/interpreters</li> </ul>	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>5. Building Capacity for Involvement</b> The LSS 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.	<b>1116(e)(1-6)</b>	LSS and School Level Documentation may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> SANE from LSS technical assistance to schools</li> <li><input type="checkbox"/> SANE from building capacity <b>for district and school-level</b> (See Parent and Family Engagement Checklist <b>under Building Capacity requirements</b>)</li> </ul>	

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>6. The LSS ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.</p>	<p><b>1116(f)</b></p>	<input type="checkbox"/> Translated documents/ announcements/ fliers <input type="checkbox"/> Receipts for accommodations/ interpreters (Same documentations are applicable to meet requirements under EL Assurance #2)	
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>7. The LSS ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.  <i>(Required Attachment)</i></p>	<p><b>1116(a)(2)(B)</b>  <b>1116(e)(1-14)</b></p>	<input type="checkbox"/> Evidence of LSS monitoring processes of Parent and Family Engagement requirements: o SANE from technical assistance and training	

## **E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS**

**Equitable Services Requirements under ESSA: Non-Regulatory Guidance-New Guidance Pending**

**MSDE Equitable Service Guidance**

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

### **REQUIRED ATTACHMENTS:**

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

1. A written process for:
  - a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
  - b) ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
  - c) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program

**STAFF RESPONSIBLE:** In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance section 1117. **Sheri Anderson, Senior Title I Program Manager; Sarah Bell, Title I Program Manager Equitable Services; Amy Willmarth, Title I Budget Technician, Office of Equity and Accelerated Student Achievement; Lisa Schittone, Teacher Equitable Services; Joan Brooks, Assistant Principal St. Philip Neri; Kristin Jacobs, Director of Curriculum and Instruction School of the Incarnation; Diane Kestler, Assistant Principal St. John the Evangelist.**

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

	<ul style="list-style-type: none"> <li>Provide the date(s) services will begin.  <div style="text-align: center;">           ___9/23/19___         </div> </li> </ul>		<input type="checkbox"/> If applicable, formal agreement (MOU) with other LSS to provide services to private school students.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>2. Invitation to Private School Officials</b> The LSS ensures it has a written process for inviting private schools to participate in the Title I, Part A program. <i>(Required Attachment #1a)</i>	1117(a)(1)(A) 1117(b)(1)(b)(5)	<input type="checkbox"/> Approved list of private schools and approved church exempt schools <input type="checkbox"/> Letters to private school officials <ul style="list-style-type: none"> <li>If applicable, other forms of outreach may include: emails, phone logs, certified mail receipts, etc.)</li> </ul> <input type="checkbox"/> List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data)
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>3. Ongoing Consultation</b> The LSS 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 LSS ensures that services to private school students start at the beginning of the school year. <i>(Required Attachment #1a)</i>	1117 (b)(1-5)	<input type="checkbox"/> Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> <li>SANE documentation including topic specific agendas; emails, notes from phone calls.</li> </ul> <input type="checkbox"/> If applicable, the LSS should have a signed letter from the private school designee if the official is representing a consortium of private schools.

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>4. Equitable Services to Students</b> The LSS ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school.	1117(a)(1)(A) 8501(c)	<input type="checkbox"/> List of participating private school children <input type="checkbox"/> Multiple selection criteria used to select for services	<input type="checkbox"/> List of participating private school children <input type="checkbox"/> Multiple selection criteria used to select for services
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<b>5. Teachers and Families Participation</b> The LSS ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116.	1117 (a)(1)(B)	<input type="checkbox"/> Evidence of professional development for teachers, if applicable: <ul style="list-style-type: none"> <li>○ Agenda topic-specific SANE</li> <li>● List of professional development activities provided or scheduled to be provided to the classroom teachers</li> <li>● Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration.</li> </ul> <input type="checkbox"/> Evidence of family engagement activities: <ul style="list-style-type: none"> <li>● Agenda topic-specific SANE</li> <li>● List of family engagement activities scheduled or to be scheduled for families of participating students.</li> </ul>	<input type="checkbox"/> Evidence of professional development for teachers, if applicable: <ul style="list-style-type: none"> <li>○ Agenda topic-specific SANE</li> <li>● List of professional development activities provided or scheduled to be provided to the classroom teachers</li> <li>● Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration.</li> </ul> <input type="checkbox"/> Evidence of family engagement activities: <ul style="list-style-type: none"> <li>● Agenda topic-specific SANE</li> <li>● List of family engagement activities scheduled or to be scheduled for families of participating students.</li> </ul>

			<p><b>●</b> Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities.</p>
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A</p>	<p><b>6. Dispute Resolution</b> The LSS ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.</p>	<p>1117(b)(2-6) 1117(c)(2)</p>	<p><input type="checkbox"/> Copy of dispute resolution process <input type="checkbox"/> If applicable, copy of communication and/or SANE between LSS, MSDE, and/or private school official working toward resolution <input type="checkbox"/> If applicable, evidence of resolving disagreements</p>
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A</p>	<p><b>7. Supervision and Evaluation</b> The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. (Required Attachment #1b &amp; c)</p>	<p>1117(b)(1) 1117 (d)(1)</p>	<p><b>Evidence LSS Supervises:</b> <b>LSS Program Oversight</b></p> <p><input type="checkbox"/> Schedules of Title I staff <input type="checkbox"/> Timeline/schedules for monitoring visits <input type="checkbox"/> LSS written process and procedures for monitoring private schools <input type="checkbox"/> Monitoring feedback may include letters, emails, reports or notes to Title I staff providing services or private school officials on student progress <input type="checkbox"/> Sample lesson plans and student work <input type="checkbox"/> Consultation between LSS and third party vendor, if applicable</p> <p><b>Qualifications of staff providing services:</b></p> <p><input type="checkbox"/> Teachers providing services meet state certification and licensure requirements</p>



		<input type="checkbox"/> Paraprofessionals providing instructional support are under direct supervision of teacher that meets state certification and licensure. <i>(May not apply to LSSs that use a third party provider, unless the LSS has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i>
		<p><b>Fiscal Oversight:</b></p> <input type="checkbox"/> Title I property labels, if applicable <input type="checkbox"/> Inventory list, if applicable
		<p><b>Evidence of Evaluation may include:</b></p> <input type="checkbox"/> Progress reports/EOY reports on effectiveness of services <input type="checkbox"/> SANE documenting modification to program, if applicable.

**F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH**  
Education for Homeless Children and Youth Program: Non-Regulatory Guidance  
MSDE Homeless Guidance

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

**REQUIRED ATTACHMENTS:**

1. Written process that includes how the Title I office will coordinate with the Homeless Education.
2. If applicable, job description of homeless liaison position.
3. If applicable,
  - a. a description of how the LSS calculated the excess costs of providing transportation to homeless students;
  - b. the calculations that the LSS used to arrive at the figure on this section.
4. Per COMAR 13A.05.09.03- Provide a list of all currently active shelter sites in the county that serve homeless children and families.

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

**Title I Office:**

Sheri Anderson, Senior Program Manager; Amy Willmarth, Budget Technician

**Student Services Personnel:**

Laurietta Jones, Pupil Personnel Coordinator; Jennifer Laque, Homeless Liaison; MV Administrative Assistant

## EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>1. The LSS ensures that Title I funds provide educationally related support services in a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.  <i>(Required Attachment)</i></p>	<p>1113(c)(3)(A)(i)</p>	<input type="checkbox"/> Email or written communication regarding the needs of homeless students and families <input type="checkbox"/> Consultation Meetings with the LSS homeless education coordinator/liaison and Title I Office (SAN) <ul style="list-style-type: none"> <li><input type="checkbox"/> copy of needs assessment used</li> <li><input type="checkbox"/> copy of homeless enrollment data</li> <li><input type="checkbox"/> copy of support services data</li> </ul>
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	<p>2. The LSS ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in</p>	<p>1113(c)(3)(A)(c)(i)</p>	<input type="checkbox"/> Collaboration meetings to determine the reservation (SAN) <ul style="list-style-type: none"> <li><input type="checkbox"/> Funds used for full or part of the homeless education liaison or additional staff</li> <li><input type="checkbox"/> Funds used for excess transportation</li> <li><input type="checkbox"/> Funds used for instruction and support services</li> </ul> <input type="checkbox"/> Written/email communication with LSS homeless education coordinator/liaison) of

	that process.		agreed reservation set-aside for allowable activities.
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## **G. SUPPORT FOR FOSTER CARE STUDENTS**

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

#### **MSDE Foster Care Guidance**

#### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

#### **REQUIRED ATTACHMENTS:**

A written agreement facilitated by the local child welfare agency and the LSS Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) including transportation, school of origin and best interest decisions. 1111(g)(1)(E)

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

#### **Title I Office:**

Sheri Anderson, Senior Program Manager; Cecelia Berry, Administrative Assistant

#### **Student Support Services:**

Laurietta Jones, PPW Coordinator; Jennifer Laque, Homeless Liaison; Kellie Anderson, Social Worker Point of Contact

## **SUPPORT FOR FOSTER CARE STUDENTS**

Check one	Assurances	Citation	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LSS 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.	1111(g)(1)(E)	<input type="checkbox"/> Collaboration with the child welfare agency, inclusive of the LSS foster care point of contact and the local education agency. (SAN) <input type="checkbox"/> Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) <input type="checkbox"/> Email communication

## H. ENGLISH LEARNERS

### Non-Regulatory Guidance: English Learners and Title III

#### MSDE English Learners Guidance

#### MSDE Title I and Title III Questions and Answers

### DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

**REQUIRED ATTACHMENTS:** N/A

<p><b>STAFF RESPONSIBLE:</b> In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this section.</p> <p><b>Title I Office:</b> Sheri Anderson, Senior Program Manager; Cecelia Berry, Administrative Assistant</p> <p><b>Title III Office:</b> Shelley Hartford, Title III Coordinator</p>	
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ENGLISH LEARNERS			
Check one	Assurances	Citations	Sample Evidence of Implementation
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	1. The LSS ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.	1112(e)(3)	<input type="checkbox"/> Dated copy of completed English and/or translated version of parent notification letter with parent signature.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	2. The LSS ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.	1116(e)(4) 1116(f)	<input type="checkbox"/> Documentation that shows intentional practices have been implemented which may include: <input type="checkbox"/> Copy of communication log <input type="checkbox"/> Copy of interpreter receipt <input type="checkbox"/> Translated documents or flyers

			<input type="checkbox"/> If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A	3. The LSS has a written process for sharing the number and percentage of English learners achieving English language proficiency.	(1111(h)(2))	<input type="checkbox"/> <b>Documentation supporting the implementation of the written process.</b> <input type="checkbox"/> Sample LSS's report card



<b>H. FISCAL REQUIREMENTS</b>	
<p><b>DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:</b></p> <p>Please use the template provided at the end of the application (found here) to complete all <b>REQUIRED ATTACHMENTS</b> and provide the names of the staff responsible for each section. The LSS may also add a hyperlink as appropriate or submit documents as appendices.</p> <p><b>REQUIRED ATTACHMENTS:</b></p> <ol style="list-style-type: none"> <li>1. If applicable, Skipped School Approval Letter</li> <li>2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.</li> <li>3. N&amp;D: If applicable, include a description of how Title I funds support a coordinated effort in the LSS, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.</li> <li>4. Supplement not Supplant Methodology</li> </ol> <p><b>STAFF RESPONSIBLE:</b> In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this section.</p>	

FISCAL REQUIREMENTS		
REQUIREMENTS	Citation	Sample Evidence of Implementation

<p><b>Requirement 1- Equitable Services Table 7-8</b></p> <p>An LSS must reserve off the top of the LSS'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><b>New Guidance Pending</b></p>	<p><input type="checkbox"/> Evidence of Equitable Services Expenditures to show Proportional Share</p> <ul style="list-style-type: none"> <li><input type="radio"/> Transaction level reports</li> <li><input type="radio"/> Salary/wages information</li> <li><input type="radio"/> Materials, instructional supplies</li> <li><input type="radio"/> Invoices</li> <li><input type="radio"/> MOUs</li> </ul> <p><input type="checkbox"/> Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies</p> <ul style="list-style-type: none"> <li><input type="radio"/> Transaction level reports</li> </ul>
<p><b>Requirement 2- Parent and Family Engagement- Table 7-9.1</b></p> <p>LSS must reserve at a minimum, 1% of its allocation (after Equitable Services is deducted from the total allocation) for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan.</p>	<p>1116 (a)(3)(A) 1116(a)(3)(C)</p>	<p><input type="checkbox"/> Evidence of Parent and Family Engagement Expenditures</p> <ul style="list-style-type: none"> <li><input type="radio"/> Procedures for allocation of 90% to schools</li> <li><input type="radio"/> School/LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li><input type="radio"/> LSS Transaction Level Reports of Expenditures</li> <li><input type="radio"/> Invoices, contracts, etc.</li> </ul>
<p><b>Requirement 3 - N&amp;D Reservation Table 7-9.1</b></p>	<p>1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)</p>	<p><input type="checkbox"/> Evidence of N&amp;D Expenditures</p>

<p>LSSs are required to reserve Title I funds if N&amp;D programs exist in the LSS. Title I funds support a coordinated effort in the LSS, 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>		<ul style="list-style-type: none"> <li>o LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>o LSS Transaction Level Reports of Expenditures</li> <li>o Invoices, contracts, etc.</li> <li>o Memorandum of Understanding (MOU)</li> </ul>
<p><b>Requirement 4 - Homeless Children and Youth</b>  <b>Table 7-9.1</b>  Funds are reserved to provide support to children experiencing homelessness. The LSS has a plan for the use of the funds.</p>	<p>1113(c)(3)(A)(i)</p>	<div> <input type="checkbox"/> Evidence of Homeless Children and Youth Expenditures </div> <p><b>Reservation:</b></p> <ul style="list-style-type: none"> <li>o LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>o LSS Transaction Level Reports of Expenditures</li> <li>o Invoices, contracts, etc.</li> </ul> <p><b>Instructional/Educational Support (If Applicable) – Costs associated with:</b></p> <ul style="list-style-type: none"> <li>o Tutoring Services, especially in shelters or other locations where homeless students live.</li> <li>o Extended learning time (before and after school, Saturday classes, summer school)</li> <li>o Counseling services to address mental health issues related to homelessness that is impeding learning.</li> <li>o GED testing for school-age students</li> <li>o Parental involvement specifically oriented to reaching out to parents of homeless students.</li> </ul>

		<ul style="list-style-type: none"> <li>o Fees for AP and IB testing.</li> <li>o Items of clothing, student fees, required records, medical and dental services, outreach services.</li> </ul> <p><b>Homeless Liaison (If applicable):</b></p> <ul style="list-style-type: none"> <li>o Cost associated with Homeless Education Coordinator/ Liaison position.</li> <li>o Reservation is in the budget.</li> <li>o Job description</li> <li>o Schedules (note who monitors/oversight)</li> </ul> <p><b>Transportation (If applicable):</b></p> <ul style="list-style-type: none"> <li>o Cost associated with Homeless Education Transportation</li> <li>o Reservation is in the budget</li> <li>o LSS calculation of excess cost for providing transportation</li> <li>o Invoices/payment schedule for transportation</li> </ul>
<p><b>Requirement 5- Districtwide Title I Instructional Programs</b>  <b>Table 7-9 .2</b>  LSSs may reserve funds for Districtwide instructional programs for Title I schools.</p>	34 CFR Part 200.77	<p><b>Expenditures</b></p> <ul style="list-style-type: none"> <li>o LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>o LSS Transaction Level Reports of Expenditures</li> <li>o Invoices, contracts, etc.</li> </ul>
<p><b>Requirement 6 - Districtwide Professional Development</b>  <b>Table 7-9.2</b></p>	34 CFR Part 200.77	<p><b>Evidence of districtwide professional development Expenditures, if applicable:</b></p>

<p>LSSs 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 School System program provides for all schools.</p>		<ul style="list-style-type: none"> <li>o LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>o LSS Transaction Level Reports of Expenditures</li> <li>o Invoices, contracts, etc.</li> </ul>
<p><b>Requirement 7- Administration</b></p> <p><b>Table 7-9.3:</b></p> <p>LSS 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>34 CFR Part 200.77</p>	<p><b>Evidence of Administration Expenditures, if applicable:</b></p> <ul style="list-style-type: none"> <li>o LSS reservations are in the LSS budget and line items can be followed from the budget</li> <li>o LSS Transaction Level Reports of Expenditures</li> <li>o Invoices, contracts, etc.</li> <li>o Indirect costs at the approved yearly rate.</li> <li>o Travel, Office Supplies, and technology for Title I</li> <li>o Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget</li> </ul>
<p><b>Requirement 8 - Support for Title I TSI Schools</b></p> <p><b>Table 7-9.4</b></p>	<p><b>LAW Reference</b></p> <p><b>Link for School Improvement Resource Hub</b></p> <p><a href="https://www.marylandresources.org/cehub.com/">https://www.marylandresources.org/cehub.com/</a></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Needs Assessment</li> <li><input type="checkbox"/> Root Cause Analysis (recommended)</li> <li><input type="checkbox"/> Intervention Plan (includes action plan and use of evidence-based strategies)</li> <li><input type="checkbox"/> Evidence of Stakeholder involvement</li> <li><input type="checkbox"/> Written process for determining allocation of funds</li> <li><input type="checkbox"/> Documentation for monitoring, evaluation of academic progress for identified student groups , and timelines</li> </ul>

	<a href="https://www.marylandresourcehub.com/csi-tsi-schools">https://www.marylandresourcehub.com/csi-tsi-schools</a>	
<b>Requirement 9 - Carryover Estimate</b> <b>Table 7-9.4</b>	1127 1117(a)(4)(B)	<input type="checkbox"/> LSS Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures <input type="checkbox"/> Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools (if applicable) <input type="checkbox"/> If applicable, Waiver intent indicated in the Title I Application
<b>Requirement 10-Audits</b> The SEA ensures that the State and the LSSs are audited annually, if required, and that all corrective actions required through this process are fully implemented.	Uniform Grant Guidance (UGG) 200.501(b)	<input type="checkbox"/> Single audits are conducted annually <input type="checkbox"/> Copies of single audit reports (2 most recent) and Corrective Action (when applicable) <input type="checkbox"/> LSS response to findings <input type="checkbox"/> MSDE follow-up reviews of findings <input type="checkbox"/> All required corrective actions form the audit findings are fully implemented within the agreed timeline. <input type="checkbox"/> Independent auditor's report shows that the LSS has corrected all actions required.
<b>Requirement 11- Rank Order</b> The LSS 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	1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)	<input type="checkbox"/> Local finance budget reports match amounts reported in the approved Allocation Worksheet. <input type="checkbox"/> If applicable, Charter Schools are included in the ranking <input type="checkbox"/> If applicable, Skipped Schools have been approved by MSDE. LSS is providing and can document that skipped schools are receiving supplemental funds

families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.		from other State or local resources that is at least equal to the PPA of the school that is below them in rank order. <input type="checkbox"/> If applicable, Continuing Eligibility schools meet the statutory definition.
<b>Requirement 12 - Supplement not Supplant</b> 1. The LSS 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 and provides a written methodology to demonstrate compliance. <i>(Required Attachments)</i>	1118(b)  New Guidance just released	<input type="checkbox"/> Allocation Amount and Expenditures. <input type="checkbox"/> Semi-annual certification (district, schoolwide, and targeted assistance). <input type="checkbox"/> Time and effort for split funded staff (district, schoolwide, and targeted assistance) if applicable, to include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Job descriptions</li> <li><input type="checkbox"/> Time and effort reporting</li> <li><input type="checkbox"/> Personnel Activity Reports (PARs)</li> <li><input type="checkbox"/> Written procedures to review Time and Effort</li> </ul> <input type="checkbox"/> LSS Internal Controls and Written Procedures <input type="checkbox"/> LSS Transaction Level Reports of Expenditures <input type="checkbox"/> Most current, dated copy of the district's supplement, not supplant policy and procedures document. <input type="checkbox"/> The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. <input type="checkbox"/> List of Title I schools and non-title I schools inclusive of the distribution method used by the local school system for the applicable school year.
<b>Requirement 13 - Comparability</b>	1118(c)(1)(A) 1118(c)(1)(C)	<b>LSS provided required documentation with the Comparability report on or before December 1, 2019.</b>

<p><b>Requirement 14 - Equipment and Related Property</b></p> <p>Equipment shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. A physical inventory of the property must be taken and the results reconciled with the</p>	<p>EDGAR 34 CFR 80.32, UGG §200.314</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> LSS Inventory</li> <li><input type="checkbox"/> Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment</li> <li><input type="checkbox"/> Annual physical inventory of Title I equipment</li> <li><input type="checkbox"/> Lease agreements</li> <li><input type="checkbox"/> Expenditure Reports</li> <li><input type="checkbox"/> LSS Transaction Level Reports of Expenditures</li> </ul>
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<p>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><b>Requirement 15- Use of Technology Devices</b></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>	<p><input type="checkbox"/> Copy of acceptable use policy for staff and students stipulating constraints and practices of the user.</p> <p><input type="checkbox"/> Documentation that the LSS has implemented their procedures for monitoring and enforcement of their acceptable use policies.</p> <p><input type="checkbox"/> Staff Training (SANE)</p> <p><input type="checkbox"/> Corrective Actions, if applicable</p>

**2019-2020 Title I Application  
GUIDANCE Document  
Title I, Part A  
Improving Basic Programs**

**Introduction:** This Guidance Document was developed to assist Title I Directors as they complete the Title I Application for SY 2019-2020. This document attempts to clarify requirements for submission, but samples given should not be considered exhaustive. If you have specific questions about the Title I program in your district, please contact your MSDE point of contact for guidance.

## A. STAFF CREDENTIALS AND CERTIFICATIONS

### Return to application

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

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

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

1. The LSS ensures that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Section 1111(g)(2)(J) 1112(c)(6)
2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. Section 1111(g)(2)(J) 1112(c)(6)
3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements. Section 1112(c)(6) 1112(g)(2)(J)  
\_\_\_\_\_ Mark N/A if there are no paraprofessionals in the schoolwide schools;  
\_\_\_\_\_ the LSS has no schoolwide schools;  
\_\_\_\_\_ paraprofessionals are not assigned instructional duties
4. The LSS ensures that all paraprofessionals paid with Title I, Part A funds meet applicable state certification and licensure requirements. (Section 1112(c)(6))

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

If no, please explain.

Not Applicable means:

There are no paraprofessionals paid with Title I funds in targeted assistance schools; or  
The LSS has no targeted assistance schools.

#### **Implications for Application and Program Review**

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

#### **Points of Clarification**

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

#### **Points of Clarification**

Teacher Staffing Report: See pages 2-3 for list of critical shortage areas

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

#### **Section 1112 (e) PARENTS RIGHT- TO- KNOW**

- (1) Information for Parents (QUALIFICATIONS) - At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following: (1112 (e)(1)(A)
- (i) Whether the teacher -
    - (I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - (III) is teaching in the field of discipline of the certification of the teacher.
  - (ii) whether the child is provided services by paraprofessionals and if so, their qualifications.
- (B) ADDITIONAL INFORMATION- In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—
- (i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
  - (ii) timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

6. The LSS ensures it has a written process and timeline for parents being notified:
- a. annually that they may request information regarding professional qualifications of their child's teacher, and of paraprofessionals who provide instructional services to their children. Section 1112(e)(1)(A)(i)(I-III)

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

#### **Implications for Application and Program Review**

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

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

**B. SCHOOLWIDE PROGRAMS- Schoolwide Non-Regulatory Guidance**

**Return to application**

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

**Section 1114 SCHOOLWIDE PROGRAMS**

**(a) In General-**

**(1) Use of funds for Schoolwide Programs**

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

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

**Points of Clarification**

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

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

(1) is developed during a 1-year period, unless— (A) the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or (B) the school is operating a schoolwide program on the

day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;



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

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

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

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

#### **COMPONENT 1: A COMPREHENSIVE NEEDS ASSESSMENT**

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

(7) includes a description of—

#### **COMPONENT 2 – A SCHOOLWIDE REFORM STRATEGIES**

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

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

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

### Points of Clarification

State definition of well-rounded education: definition in the Maryland Report Card:

There are three components based on grade span:

**Elementary schools:** The percentage of 5th graders enrolled in science, social studies, fine arts, physical education, and health

**Middle schools:** The percentage of 8th grade students enrolled in fine arts, physical education, health, and computational learning

**High schools:** The percentage of graduating students or students exiting high school with a certificate of program completion who met at least one of the following criteria during high school (grades 9-12):

- enrolled in an Advanced Placement or International Baccalaureate course,
- participated in dual enrollment, or
- enrolled in state-approved career and technical education (CTE) program at the CTE concentrator level or higher

For students pursuing a certificate of program completion, enrollment in a general education course meets the requirement for access to a well-rounded education

The access to a well-rounded education measure will account for 10% of the total accountability score for all schools.

**Federal Definition Section 8101(52)**

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

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

### Points of Clarification

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

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

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

### Points of Clarification

#### Section 1112(c)(7)

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

Non-Regulatory Guidance: Early Learning in the Every Student Succeeds Act

Head Start Act

Head Start Act: Section 641A

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

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

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

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

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

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

(C) transportation to and from such program.

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

**COMPONENT 3A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT**

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

**COMPONENT 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT**

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

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

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

### Points of Clarification

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

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

New Early Childhood Coordination Requirements in the Every Student Succeeds Act (ESSA)

#### 1. Consolidating Funds (Check one):

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

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

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

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

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

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

4. The LSS ensures it has a process for making the Schoolwide plan available to the LSS, parents, and the public. 1114(b)(4)
5. The LSS ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs. 1114 (b)(7)(A)(iii)(V)

If the LSS does not have any Title I Targeted Assistance programs, proceed to Section D Parent and Family Engagement.

#### C. TARGETED ASSISTANCE SCHOOLS

Return to application

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

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

#### Points of Clarification

- According to Schoolwide Programs Section 1114 (a)(1)(B)
  - Exception: A school that serves an eligible school attendance area in which less than 40 percent of children are from low-income families, or a school for which less than 40 percent of the families enrolled in the school are from such families, may operate a school wide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a

schoolwide program will best serve the needs of the students in the school under this part in improving academic achievement and other factors.

- o LSSs may request a waiver with the State to operate a school wide program in any school with less than 40 percent poverty if the LSS and school deem a school wide program will best serve the needs of the students.

### **Points of Clarification**

#### **Targeted Assistance Program Checklist**

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

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

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

### **Points of Clarification**

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

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



### Points of Clarification

State definition of well-rounded education

State definition of well-rounded education: definition in the Maryland Report Card:

There are three components based on grade span:

**Elementary schools:** The percentage of 5th graders enrolled in science, social studies, fine arts, physical education, and health

**Middle schools:** The percentage of 8th grade students enrolled in fine arts, physical education, health, and computational learning

**High schools:** The percentage of graduating students or students exiting high school with a certificate of program completion who met at least one of the following criteria during high school (grades 9-12):

- enrolled in an Advanced Placement or International Baccalaureate course,
- participated in dual enrollment, or
- enrolled in state-approved career and technical education (CTE) program at the CTE concentrator level or higher

For students pursuing a certificate of program completion, enrollment in a general education course meets the requirement for access to a well-rounded education

The access to a well-rounded education measure will account for 10% of the total accountability score for all schools.

**Federal Definition Section 8101(52)(52) WELL-ROUNDED EDUCATION.**—The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

- (B) use methods and instructional strategies to strengthen the academic program of the school through activities, which may include—
- (i) expanded learning time, before- and after-school, and summer programs and opportunities; and
  - (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);

#### Points of Clarification

- ☐ Based on the identified needs of the school, schools with Targeted Assistance programs may implement a schoolwide tiered model such as:
  - PBIS
  - Restorative Practice

- Restorative Justice
- Mentor Based Support such as Big Brother Big Sister Programs
- Social Emotional training programs
- Social Skills trainings
- Proactive classroom management
- Other evidence-based strategies and/or programs

**Implication for Program Review**

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

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

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

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

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

(G) provide to local educational agency assurances that the school will-  
(i) help provide an accelerated, high quality curriculum;

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

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

(c) Eligible Children-

(1) Eligible Population-

(A) In General- the eligible population for services under this section is-  
(i) children not older than 21 age who are entitled to a free public education through grade 12, and

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

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

**Points of Clarification**

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

(2) Children included-

- (A) In General- children who are economically disadvantaged, children with disabilities, migrant, or English learners are eligible for services under this part on the same basis as other children selected to receive services under this part.
- (B) Head Start and Preschool Children- a child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start program, the literacy program under subpart 2 of part b of title II, or in preschool services under this title, is eligible for services under this part.
- (C) Migrant Children - a child who at any time in the 2 years preceding the year for which the determination is made, received services under this part.
- (D) Neglected or Delinquent Children- a child in a local institution for neglected or delinquent children and youth attending a community day program for such children is eligible for services under this part
- (E) Homeless Children- a child who is homeless and attending any school served by the local educational agency is eligible for services under this part
- (3) Special Rule- funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) but may be used to coordinate or supplement such services.
- (d) Integration of Professional Development- to promote the integration of staff supported with funds under this part into regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may-
- (1) participate in general professional development and school planning activities, and
  - (2) assume limited duties that are assigned to similar personnel who are not as so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

#### **Points of Clarification**

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

#### **Implication for Program Review**

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

(e) Special Rules-

- (1) Simultaneous Services-nothing in this section shall be construed to prohibit a school from serving students under this section simultaneously with students with similar educational needs, in the same educational settings where appropriate

(2) Comprehensive Services- If-

- (A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and
- (B) funds are not reasonably available from other public or private sources under this part may be used as last resort to provide such services including-
  - (i) the provision of basic medical equipment such as eyeglasses and hearing aids;
  - (ii) compensation of a coordinator;
  - (iii) family support and engagement services;
  - (iv) integrated student support; and
  - (v) professional development necessary to assist teachers, specialized instructional support personnel, other staff and parents in identifying and meeting the comprehensive needs of eligible children.

**Implications for Program Review**

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

determined by the school's comprehensive needs assessment.

- (f) Use of Funds for Dual or Concurrent Enrollment- a secondary school operating a Targeted Assistance program under this section may use funds received under this part to provide dual or concurrent enrollment program services described under section 1114(b) to eligible children under subsection (c) (1) (B) who are identified as having the greatest need for special assistance.
- (g) Prohibition-Nothing in this section shall be construed to authorize the Secretary or any other officer or employee of the Federal government to require a local educational agency or school to submit the results of a comprehensive needs assessment of plan under section 1114(b), or a program described in subsection (b), for review or approval by the Secretary.
- (h) Delivery of Services - the services of a targeted assistance program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or effective strategies to improve student achievement.
- If applicable,
- 1a. The LSS has a school that is transitioning from a Title I targeted assistance in 2018– 2019 to a schoolwide program in 2019-2020. *(Required Attachment #3)*

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

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

Title I School(s)	School ID Number
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1. The LSS ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria. 1115(c)(1)(B)
2. The LSS ensures the implementation of a Targeted Assistance program includes the following seven components: 1115(b)(2)(A-G)
  - A. Use program's resources to help eligible children meet the state's challenging academic standards;
  - B. Use methods and instructional strategies to strengthen the academic program of the school;
  - C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;
  - D. Provide Professional Development;
  - E. Strategies to increase the involvement of parents of eligible children;
  - F. If appropriate and applicable coordinate with Federal, State, and local programs;
  - G. Each Title I Targeted Assistance School will provide the LSS assurances that it will:
    - (i) help provide an accelerated, high quality curriculum;
    - (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and
    - (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.
3. The LSS 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.



### Implication for Program Review

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

## **D. PARENT AND FAMILY ENGAGEMENT**

### **Return to application**

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

## **Section 1116: District Level Parent and Family Engagement Policy**

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

#### **a) LOCAL EDUCATIONAL AGENCY POLICY-**

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

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

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

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions;

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

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

**Points of Clarification:** Definition of Evidence based

**Examples of Evidence-based Parent and Family Engagement Strategies:**

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

### **Points of Clarification**

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

#### **District Level Parent and Family Engagement Checklist**

## **II. School Level Parent and Family Engagement Plan Review**

### **(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-**

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

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

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

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

**Points of Clarification**

**School-Level Parent and Family Engagement Checklist**

**III. School-Parent Compact**

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

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

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

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

**Points of Clarification**

**School-Parent Compact Checklist**

#### IV. Distribution of Funds

##### 3) RESERVATION-

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

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

##### **Points of Clarification**

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

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

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

#### Points of Clarification

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

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

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

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

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

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

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

**4. Building Capacity for Involvement**

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

**Implications for Program Review**

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



## E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

Return to application

### Points of Clarification for Section 1117

#### References

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

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

### (a) GENERAL REQUIREMENT.—

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

- (A) after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other benefits under this part (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and
- (B) ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to section 1116.

### Points of Clarification

Examples of Title I services that may be provided include:

- Counseling
- One-on-one tutoring
- Educational radio and television

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

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

(3) EQUITY.—

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

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

**Points of Clarification**

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

(4) EXPENDITURES.—

(A) DETERMINATION.—

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

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

#### **Points of Clarification**

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

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

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

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

### Points of Clarification

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

#### (b) CONSULTATION.—

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

### Points of Clarification

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

Such process shall include consultation on issues such as—

- (A) how the children's needs will be identified;
- (B) what services will be offered;
- (C) how, where, and by whom the services will be provided;
- (D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;
- (E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;
- (F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of

children from low-income families in participating school attendance areas who attend private schools;

(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

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

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

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

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

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

#### Points of Clarification

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

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

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

- (2) **DISAGREEMENT.**—If a local educational agency disagrees with the views of private school officials with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.
- (3) **TIMING.**—Such consultation shall include meetings of agency and private school officials and shall occur before the local educational agency makes any decision that affects the opportunities of eligible private school children to participate in programs under this part. Such meetings shall continue throughout implementation and assessment of services provided under this section.
- (4) **DISCUSSION.**—Such consultation shall include a discussion of service delivery mechanisms a local educational agency can use to provide equitable services to eligible private school children.
- (5) **DOCUMENTATION.**—Each local educational agency shall maintain in the agency's records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.

(6) **COMPLIANCE.**—

- (A) **IN GENERAL.**—A private school official shall have the right to file a complaint with to the State educational agency asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by this section.
- (B) **PROCEDURE.**—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.
- (C) **STATE EDUCATIONAL AGENCIES.**—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have—
- (i) requested that the State educational agency provide such services directly; and
  - (ii) demonstrated that the local educational agency involved has not met the requirements of this section in

accordance with the procedures for making such a request, as prescribed by the State educational agency.

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

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

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

(d) PUBLIC CONTROL OF FUNDS—

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

(2) PROVISION OF SERVICES—

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

- (i) by employees of a public agency; or
- (ii) through contract by such public agency with an individual, association, agency, or organization.

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

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

- (1) waive the requirements of this section for such local educational agency;
- (2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements

of this section and sections 8503 and 8504; and

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

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

2. LSS 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 LSS ensures that services to private school students start at the beginning of the school year. *1117 (b)(1-5) (Required Attachment #1a)*

### **3. Equitable Services to Students**

The LSS ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school. 1117(a)(1)(A) 8501(c)

### **4. Teachers and Families Participation**

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

### **5. Dispute Resolution**

The LSS ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman. 1117(b)(2-6) 1117(c)(2)

### **6. Supervision and Evaluation**

The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. 1117(b)(1) 1117 (d)(1)  
(*Required Attachment #1b, c, & d*)

### **7. Delivery of Services**



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

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

**Please identify LSSs involved.**

\_\_\_\_\_ Baltimore County \_\_\_\_\_

**Provide the date(s) services will begin.**

\_\_\_\_\_ 9/23/19 \_\_\_\_\_

**Resources**

MSDE Equitable Services State Ombudsman – Resource Page

## F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

### Return to application

#### Education for Homeless Children and Youths Program Non-Regulatory Guidance

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

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

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

#### Points of Clarification

Examples, but not limited to –

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

- scheduling, and special services that will help them enroll, attend, and succeed in school;
- Ensuring that the needs of highly mobile students are included in the school improvement plans and not addressed as a separate issue;
- Including homeless parents in Title I parental involvement policies and creating opportunities for homeless parents to be involved.

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

Points of Clarification	
Examples, but not limited to -	
• Items of clothing necessary to meet a school's dress or uniform requirement;	
• Clothing and shoes necessary to participate in physical education classes;	
• Student fees that are necessary to participate in the general education program;	
• Personal school supplies such as backpacks and notebooks;	
• Birth Certificates, Immunizations, Food, Medical and dental services, eyeglasses and hearing aids;	
• Counseling services to address anxiety related to homelessness that is impeding learning;	
• Outreach services to students living in shelters, motels, and other temporary residences;	
• Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;	
• Tutoring services, especially in shelters or other locations where homeless students live;	
• Parental involvement specifically oriented to reaching out to parents of homeless students; and	
• Fees for AP and IB testing, college entrance exams such as SAT or ACT, and GED testing for school-age students.	

The LSS must reserve sufficient Title I funds to provide services to homeless students who attend non-Title I schools that are

comparable to those provided to students in Title I schools. (ESEA Section 1113(c)(3)(A).

Title I, Part A reserved funds may be used to fund all or part of the LSS's Homeless liaison's salary. In addition, if an LSS is using Title I to fund an additional staff as necessary, (e.g. case manager) those duties must be specifically related to the strategies, activities and requirements under the McKinney-Vento Education for Homeless Children and Youth Program.

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

#### Implications for Program Review

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

## G. SUPPORT FOR FOSTER CARE STUDENTS

### *Return to application*

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

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

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

#### **Points of Clarification**

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

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

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

### Points of Clarification

#### COLLABORATION:

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

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

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

1. The LSS ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care.

#### Implications for Program Review

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

#### Points of Clarification

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

### Implications for Program Review

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

## H. ENGLISH LEARNERS

### Return to application

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

## TITLE III – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS

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

English Learners: Eligibility, Guidance, and Laws

Parent Notification Letter with Translations

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



#### Points of Clarification

Provisions moved from TIII to TI

- o EL parental notification regarding LIEPS and related information (1112(e)(3))
- o Parental participation (regular EL parent meetings) (1116(f))
- o Reporting to the State on the number and percentage of ELs achieving ELP (1111(h)(2))

#### Implications for Program Review – Evidence

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

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

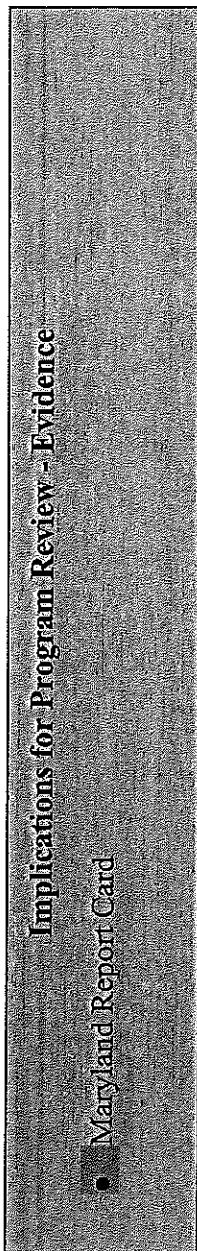
#### Parent Notification Letter with Translations

#### Implications for Program Review – Evidence

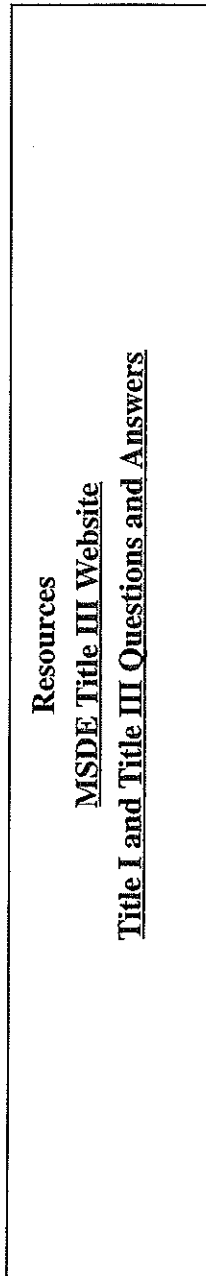
- Copy of a communication log
- Copy of interpreter receipt
- Translated documents or flyers, such as for school safety and parent, family and community engagement activities
- If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.

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

Parent Notification Letter with Translations



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



**Staff Credentials: Glossary of Terms**  
**Return to application**

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

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

## Schoolwide Program Plan Components Checklist

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

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

Return to application

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

**Things to consider:**

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

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

- a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i));
- b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well rounded education; (1114(b)(7)(A)(ii))
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii))

- ☐ Counseling, school-based mental health programs, specialized instructional support services;
- ☐ Preparation for and awareness of opportunities for postsecondary education and the workforce;
- ☐ Schoolwide tiered model to prevent and address problem behavior;
- ☐ Professional development and other activities for teachers;

**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)

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

**Things to consider:**

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

**4. Coordination and Integration of Federal, State, and local services and programs** - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs,

☐ 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?

☐ Strategies to assist preschool children in transition.

**Things to consider:**

☐ How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies?

☐ How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.?

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

such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)

**Things to consider:**

☐ Identify all federal, state, and local programs and services.

☐ How are federal, state, and local resources braided to maximize the impact of the schoolwide plan?

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

*Return to application*

**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**:

<b>Eligible Children</b>		<b>check</b>
<b>Selection for eligible students. (Section 1115 (c)(1)(B))</b>		
Eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through 2 grade shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.		
<b>Seven Components of a TAS Program (1115 (b)(2)(A-G))</b>		
(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which <u>may</u> 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 <u>may</u> 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 <u>may</u> 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;		

<p>(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;</p>	
<p>(E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116;</p>	
<p>(F) if <b>appropriate and applicable</b>, coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities under section 1111(d);</p>	
<p>(G) provide to local educational agency assurances that the school <b>will</b>-</p> <ul style="list-style-type: none"> <li>(i) help provide an accelerated, high quality curriculum;</li> <li>(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and</li> <li>(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.</li> </ul>	

Return to application

LSS: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date Reviewed: \_\_\_\_\_  
 The LEA has a current year parent and family engagement plan/policy. Yes \_\_\_\_\_ No \_\_\_\_\_ Section 11116 (a)(2)

A. Written Policy (Section 11116 (a)(1)(2))	M	NM
1. In consultation with parents of participating children, the LSS 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 11116 (a)(1)		
2. LSS's establishes expectations and objectives for meaningful parent and family involvement Section 11116 (a)(1)(2)		
3. Parent and family member input: 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 11116 (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 11116 (a)(2)(A) c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 11116 (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 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>	
	<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>	
	<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"> <li>a. barriers to greater participation by parents;</li> <li>b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;</li> <li>c. strategies to support successful school and family interactions;</li> <li>d. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement.</li> </ul>	

<p>7. The LEA's policy/plan includes at least one of the following strategies:</p> <ul style="list-style-type: none"> <li>a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies.</li> <li>b. Supporting programs that reach parents and family members at home, in the community, and at school.</li> <li>c. Disseminating information on best practices focused on parent and family engagement.</li> <li>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.</li> <li>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.</li> </ul>		
<p><b>B. *Building Capacity: Section 1116(a)(2)(B)</b></p>		
<p><b>The Plan describes how the LEA will build the schools' and parents' /families capacity for parental involvement</b></p>		
<p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)</p>		
<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>		
<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>		

4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)		
5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)		
6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e) (14)		
<b>C. Accessibility: Section 1116 (f)</b>		
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)		

Return to application

LSS: \_\_\_\_\_

School: \_\_\_\_\_

\_\_\_\_\_ Meets Requirements (M)

\_\_\_\_\_ Does not meet the requirement (NM)

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

A. General Requirements: Section 1116 (b) (d)		Yes	No
<b>1.</b> Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d) a. Parent and Family Engagement Plan _____ b. School-Parent Compact _____			
<b>2.</b> Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B)			
B. Policy Involvement: Section 1116 (c)		Yes	No
<b>1.</b> 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)			
<b>2.</b> Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)			
<b>3.</b> Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3) a. School Parent and Family Engagement Plan b. Schoolwide plan			
<b>4.</b> Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)			

<p><b>5.</b> 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>		
<p><b>C. Shared Responsibility: Section 1116 (d) - School-Parent Compact</b></p>		
<p><b>1.</b> The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d)</p>		
<p><b>2. School Responsibilities:</b> Describe how the school will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B)</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> 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)</li> </ul>		
<p><b>3. Parent Responsibilities:</b> Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, use of extracurricular time.) Section 1116 (d)(1)</p>		
<p><b>4. Student Responsibilities:</b> Describe ways students will support their own academic achievement. Section 1116 (d)</p>		
<p><b>D. Building Capacity: Section 1116 (e)</b></p>	<p>Yes No</p>	
<p>The Plan describes how the school will build the schools' and parents'/families capacity for parental involvement</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)		
2.	Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)		
3.	Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. Section 1116 (e)(3)		
4.	To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)		
5.	Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)		
6.	Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e)(14)		
<b>E. Accessibility: Section 1116 (f)</b>			
To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)			

<p><u>Return to application</u></p> <p>Equitable Services Topics of Consultation:</p> <p>Below are topics that should be discussed in consultation for each Title program. Please mark if topics have been addressed:</p>	
Section 1117(b)(1)	Consultation Topic
	A. How the children's needs will be identified.
	B. What services will be offered.
	C. How, where, and by whom the services will be provided.
	D. How the services will be academically assessed and how the results of that assessment will be used to improve those services
	E. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined
	F. The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools
	G. How and when the LSS 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

	<b>H.</b> How, if the LSS disagrees with the views of the private school officials on the provision of services through a contract, the LSS will provide in writing to such private school official an analysis of the reason why the LSS has chosen not to use a contractor
	<b>I.</b> Whether the LSS shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor
	<b>J.</b> 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 LSS'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
	<b>K.</b> When, including the approximate time of day, services will be provided
	<b>L.</b> Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs



**MSDE: ESSA Title I and Title III**

Return to application

Question	Answer
<p>1. If a Local School System (LSS) 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 LSS must <b>collaborate</b>. 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</p>

	<p>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. <b>How do we ensure that the Lau v. Nichols requirements are being met before Title I or Title III funds can be used?</b></p>	<p>Per the 1970 Memorandum and Lau v. Nichols, LSSs must take affirmative steps to provide meaningful language instruction educational programs to ELs such as ESOL and ESL. Therefore, LSSs 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.</p>

	Nichols as well as Office of Civil Rights (OCR) requirements.
4. What is the "English Language Proficiency (ELP) Indicator" for the Title I monitoring visit? What does Title I need?	<p>The ELP Indicator is Maryland's new accountability measure for ELs. The Title I and Title III offices will be working closely to provide technical assistance on requirements that were moved from Title III to Title I to LSSs as needed. In addition, Title I Coordinators will receive the updated Title I, Part A Application, Guidance document, and the monitoring tool at the Title I coordinators' meeting in May outlining how this indicator will impact the Title I, Part A monitoring visit.</p>
5. What are the academic guidelines that we should follow in order to implement supplemental academic supports for ELs?	<p>ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual Language Immersion Programs<sup>1</sup>) through locally</p>

	<p>funded English language development program services such as ESOL and ESL. If an LSS has a large number of ELs in Title I schools, the LSS may hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs.</p>
<p>6. <b>We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?</b></p>	<p>Yes, that's OK, but because the LSS has been using local funding for interpretation and translation, the LSS cannot use Title I or Title III funds to conduct such activities in the future. Title III funds still can be used to pay for such expenses, but the available funds are limited.</p>
<p>7. <b>For the ELP indicator, if ELs are in ESOL, they haven't met the state exit criteria yet, so how am I providing this data to our Title I supervisor?</b></p>	<p>The school-level ELP results will be shared with LSSs from both the Title I and Title III offices. The information can also be accessed on <a href="http://mdreportcard.org">mdreportcard.org</a> website.</p>

<p>8. <b>Can ELs receive their services through an ELD program not led by a certified ESOL teacher?</b></p>	<p><b>No.</b> In Maryland we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers. The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion Program<sup>1</sup> that serves as the ELD program for ELs.</p>
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<sup>1</sup> This decision will be determined on a case-by-case basis in consultation with MSDE's EL/Title III Office.

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

#### *Return to Guidance*

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

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

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

Title I Parents have found their voice through this partnership.

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

## Charles County Public Schools (CCPS): Home Visits initiative

### Return to Guidance

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

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

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

### **Planning the Home Visit**

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



- What student artifacts will you take to the home to share (student work, iPad recording of student explaining their thinking with parent permission, artwork, project, etc.)?
- Learn about the area in which your student's family lives and make plans to address safety issues as you would in visiting any unfamiliar area. Make sure someone else knows where you are going, or pair up with another teacher. If you have a cell phone, take it with you.

## **REQUIRED ATTACHMENTS**

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

### **DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

[Return to application](#)

<p><b>A. STAFF CREDENTIALS AND CERTIFICATIONS</b>  <u><i>Return to application</i></u></p>	<p><b>REQUIRED ATTACHMENTS:</b></p> <p>1. A written process to ensure the LSS:</p> <ul style="list-style-type: none"> <li>• has all teachers and paraprofessional in Title I schools meet applicable state certification and licensure requirements.</li> <li>• coordinates certification and licensure notification between Human Resources, the Title I Office and school administration.</li> <li>• identifies (using the previous school year data) and addresses disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers.</li> <li>• has a timeline to notify parents.</li> <li>•</li> </ul> <p>2. Summary of data used to determine disparities (2018-2019 SY).</p>
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**A. STAFF CREDENTIALS AND CERTIFICATION/Attachment 3**

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

Human Resource Specialists complete informal audits in the winter and spring of active certifications and compile a list of teachers whose certifications will expire within 2 years and a list of paraprofessionals without applicable state qualifications. Before the end of each school year, The Department of Human Resources runs a list of teachers who are still working to earn their certification. Each teacher is sent a letter informing them of their status, a copy of that same letter is sent to respective principals and the Title I office. The Human Resource Specialists make contact with the teacher at the end of the school year to gain updated teacher test scores and/or grades that are earned towards certification by the teacher. The teacher, principal and Title I Office are updated with the teacher's credentials. The teacher forwards whatever is needed to maintain an active certification to the Human Resources Specialist. Each teacher's file is kept current until all qualifications are met. Principals and the Title I Office are kept current of teachers' progress. If teachers fail 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 that teacher. Teachers who fail to remain certificated are transferred from Title I schools to non-Title I schools and replaced with a certificated teacher. Any paraprofessionals who do not meet applicable qualifications are moved to a non-Title I school.

Upon new hires, principals are sent a letter from Human Resources notifying them of the subject endorsements of the new teacher and are asked to make sure they only place a teacher within the grade levels/subjects for which they are certificated to teach. In addition, during spring planning, principals are sent 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. Principals must update their Online Roster every time they hire any new teachers and paraprofessionals to the building.

Low-income students and minority students are taught by ineffective, inexperienced, or out-of-field teachers at a higher rate than other students because the vacancies at these schools are constant and in abundance. Schools that educate other types of students often retain their staff; therefore, Department of Human Resources is forced to hire teachers who are

inexperienced or who are out-of-field teachers. The Department of Human Resources believes that hiring said teachers are better than using substitutes to deliver instruction.

AACPS recognizes that there is a disparity and attempts to address this by having separate job fairs for identified schools and encourage principals from those same schools to attend the LEA sponsored job fairs to independently promote job openings. This way, when principals find a viable candidate, they can be offered a contract immediately via Human Resources.

Anne Arundel County Public Schools publishes an annual Parent Handbook (October 7, 2019) 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 in 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. During the District and School-level Title I Fall Parent Overview Workshop, which are held in September through November, there is a discussion with 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. In addition, the District Title I Fall Newsletter (October 2019), 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. .

For any teachers or long-term substitutes who do not meet Maryland's State certification and licensure requirements as of the first day of school, an initial parent letter is sent to parents by October 7<sup>th</sup>. Within each quarter (September, November, February and April), a letter is sent to parents notifying them of any teacher or long-term substitute who does not meet the Maryland State Certification and licensure requirements. 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. For any teachers or long-term substitutes who are hired throughout the school year who do not meet Maryland's State certification and licensure requirement, notification letters are sent to parents within four weeks after they are hired by Anne Arundel County Public Schools.

In September, a "Connect Ed" phone call and email communication are sent out in English and Spanish to all parents, informing them that in the following week, PARCC and MISA scores for their students will be sent home. This communication tells parents that they may click an enclosed link to the AACPS.org website, where they can find more information on what the scores mean, as well as a link to the MD Report Card.

In December, a news release is 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 Card at [www.aacps.org/statereportcard](http://www.aacps.org/statereportcard).

# **75 PERCENT OF COUNTY SCHOOLS EARN 3 OR MORE STARS ON NEW MARYLAND REPORT CARD ACCOUNTABILITY SYSTEM**

Posted on December 4, 2018 by AACPS Communications Office

Three out of every four schools in Anne Arundel County earned three or more stars as part of the new Maryland Report Card accountability system, according to data released by the Maryland State Department of Education today.

As part of Maryland's accountability system under the Every Student Succeeds Act (ESSA), schools and school systems across the state are now measured under the new metric. The Report Card uses incorporates several indicators of school performance and calculates them into a final score to arrive at a rating of one to five stars. While the specific indicators vary between the elementary, middle, and high school levels, a school's score generally includes, attendance, access to and credit for a well-rounded curriculum, student growth on state assessments in English Language Arts and math, and the progress of English Language Learners.

Data from the 2017-2018 school year was used to calculate this year's Report Card.

"This is a significant new tool for our county and our state to use in terms of measuring the performance of schools," Superintendent George Arlotto said. "We, along with our schools, are eager to use this baseline data as another measure in the context of our Strategic Plan, which remains our guiding force to help every single student achieve his or her full potential."

Five county schools – Severna Park High School; Central, Magothy River, and Severna Park middle schools; and Chesapeake Science Point – earned five-star ratings under the new system. Twenty-three schools earned four stars, and 57 earned three stars. All comprehensive county middle and high schools earned three or more stars.

The ratings for AACPS elementary schools reflect a score of 0 (out of 15 possible points) in the "Access to a Well-Rounded Curriculum" and "Credit for a Well-Round Curriculum" indicators. This is due to the fact that while quality instruction in these

areas was provided, when the indicators were established in the middle of the 2017-2018 school year AACPS had no mechanism in place to track which specific fifth-graders experienced all of the Health standards in the different curriculums. Given the inconsistency of the data, Superintendent George Arlotto made the decision not to report any fifth-grade student as having met standards in these two categories. The situation was immediately addressed, and AACPS can now track all fifth-grade students and their access to the Health curriculum. Receiving those points on the Report Card, something that will happen at all elementary schools next year, will mean that almost every elementary school will earn an additional star. A projection of how that would have looked this year can be found [here](#).

“To be clear, this is a data tracking issue and not an instructional issue,” Dr. Arlotto said. “The conundrum we faced was how to validate a set of separate health standards when, in our curriculum, they are integrated in a variety of content areas throughout a child’s instructional experience. That has been rectified and our schools will receive those points as we move forward.”

### **Schools Not Rated**

Schools that do not meet the minimum requirements for accountability results to be reported were not rated as part of the Report Card. In Anne Arundel County, those schools are:

- Center of Applied Technology – North
- Center of Applied Technology – South
- Central Special School
- Ferndale Early Education Center
- Marley Glen School
- Mary Moss @ J. Albert Adams Academy
- Ruth Parker Eason School
- Studio 39
- West Meade Early Education Center

Complete results for county schools and more information on the Maryland Report Card can be found [online here](#).

## **A. STAFF CREDENTIALS AND CERTIFICATIONS**

### **2. Summary of data used to determine disparities (2018-2019 SY).**

Using the data from Human Resources, there is a 10 % disparity between Non-Title I schools vs. Title I schools as it relates to Title I schools being taught by inexperienced teachers and a disparity of 11% of ineffective teachers in Title I schools. Low-income students and minority students are taught by inexperienced and out-of-field teachers at a higher rate than other students because the vacancies at these schools are constant and in abundance. Schools that educate other types of students often retain their staff; therefore, Department of Human Resources is forced to hire teachers who are inexperienced or who are out-of-field teachers. The Department of Human Resources believes that hiring said teachers are better than using substitutes to deliver instruction.

AACPS recognizes that there is a disparity and attempts to address this by having separate job fairs for identified schools and encourage principals from those same schools to attend the LEA sponsored job fairs to independently promote job openings. This way, when principals find a viable candidate, they can be offered a contract immediately via Human Resources.

The disparity between non-Title I schools and Title I schools for out-of-field teachers is a total of 4%. Non-Title I schools have 9% of their teachers identified as out-of-field while Title I schools have a 12.6%. The disparity is less than 5% and does not need to be addressed.



School Year: 2019  
LEA: 02-Anne Arundel

Maryland State Department of Education  
Division of Assessment, Accountability, and Information Technology  
Teacher Effectiveness Report

Date: 11/2/2018  
Time: 4:28:52 PM

LEA	School Number	School Name	School type	Highly Effective	Effective	Ineffective	Not Evaluated	Total
	4013	Annapolis High	h	92	30	4	13	139
	2052	Arnold Elementary	e	25	1	0	0	26
	2062	Belvedere Elementary	e	28	7	0	5	40
	2072	Benfield Elementary	e	21	7	0	1	29
	2082	Bodkin Elementary	e	29	3	0	1	33
	2322	Broadneck Elementary	e	42	1	0	4	47
	2092	Cape St. Claire Elementary	e	27	8	0	1	36
	4112	Central Elementary	e	41	2	0	3	46
	3072	Crofton Elementary	e	36	3	2	1	42
	3362	Crofton Meadows Elementary	e	21	9	0	2	32
	3082	Crofton Woods Elementary	e	37	7	1	3	48
	4122	Davidsonville Elementary	e	23	11	1	2	37
	4132	Deale Elementary	e	16	2	0	2	20
	4152	Edgewater Elementary	e	29	5	0	3	37
	2102	Folger McKinsey Elementary	e	25	3	0	6	34
	2112	Fort Smallwood Elementary	e	17	8	0	1	26
	3272	Four Seasons Elementary	e	30	3	0	4	37
	3102	Hebron - Harman Elementary	e	32	14	0	3	49
	2132	High Point Elementary	e	38	1	0	0	39
	4192	Hillsmere Elementary	e	21	4	1	1	27
	2142	Jacobsville Elementary	e	19	12	4	3	38
	3112	Jessup Elementary	e	27	4	0	1	32
	2152	Jones Elementary	e	10	12	0	1	23
	2162	Lake Shore Elementary	e	11	9	0	2	22
	1152	Linthicum Elementary	e	27	3	1	0	31
	3122	Manor View Elementary	e	8	14	0	2	24
	4212	Mayo Elementary	e	19	0	0	4	23
	3162	Millersville Elementary	e	19	2	0	1	22
	6233	Monarch Academy	e	29	15	1	3	48
	6123	Monarch Academy Annapolis ES	e	26	10	0	1	37
	6113	Monarch Global Academy PCS Laurel Campus	e	21	23	3	3	50
	3282	Nantucket Elementary	e	24	19	2	3	48
	2172	Oak Hill Elementary	e	32	3	0	2	37
	1182	Oakwood Elementary	e	14	9	0	1	24
	3172	Odenton Elementary	e	21	9	0	2	32
	2182	Pasadena Elementary	e	20	8	1	1	30
	3182	Pershing Hill Elementary	e	22	13	0	2	37
	3242	Piney Orchard Elementary	e	29	6	0	0	35

**Maryland State Department of Education**

**Division of Assessment, Accountability, and Information Technology**

**Teacher Effectiveness Report**

**School Year: 2019**  
**LEA: 02-Anne Arundel**

**Date: 11/2/2018**  
**Time: 4:28:52 PM**

LEA	School Number	School Name	School type	Highly Effective	Effective	Ineffective	Not Evaluated	Total
	1232	Quarterfield Elementary	e	21	3	1	2	27
	3192	Ridgeway Elementary	e	30	4	0	2	36
	2192	Riviera Beach Elementary	e	22	0	0	1	23
	4232	Rolling Knolls Elementary	e	19	11	0	1	31
	3092	Seven Oaks Elementary	e	17	6	4	3	30
	3202	Seyern Elementary	e	23	7	1	0	31
	2202	Seyerna Park Elementary	e	22	2	0	2	26
	4242	Shady Side Elementary	e	27	2	0	3	32
	2432	Shipley's Choice Elementary	e	18	2	0	2	22
	2212	Solley Elementary	e	39	8	1	2	50
	3212	South Shore Elementary	e	21	2	0	1	24
	2222	Sunset Elementary	e	28	3	0	2	33
	4252	Traceys Elementary	e	20	7	0	1	28
	3222	Waugh Chapel Elementary	e	32	6	0	1	39
	4272	West Annapolis Elementary	e	18	0	0	1	19
	2372	Windsor Farm Elementary	e	22	11	0	3	36
<b>LEA 02 Total</b>				<b>1,387</b>	<b>374</b>	<b>28</b>	<b>115</b>	<b>1,904</b>
<b>State Total</b>				<b>3,876</b>	<b>1,233</b>	<b>140</b>	<b>349</b>	<b>5,598</b>

School Year: 2019  
LEA: 02-Anne Arundel

Maryland State Department of Education  
Division of Curriculum, Assessment, and Accountability  
Teacher Qualifications

LEA	School Number	School Name		Total	Experienced	Inexperienced
	2052	Arnold Elementary	e	26.4	24.40	2.00
	2062	Belvedere Elementary	e	36.2	32.20	4.00
	2072	Benfield Elementary	e	27.7	25.70	2.00
	2082	Bodkin Elementary	e	34.7	26.70	8.00
	2322	Broadneck Elementary	e	44.1	41.10	3.00
	2092	Cape St. Claire Elementary	e	37.1	31.10	6.00
	4112	Central Elementary	e	43.1	38.10	5.00
	3072	Crofton Elementary	e	42	30.60	11.40
	3362	Crofton Meadows Elementary	e	31.7	25.70	6.00
	3082	Crofton Woods Elementary	e	40.6	36.60	4.00
	4122	Davidsonville Elementary	e	37.1	32.10	5.00
	4132	Deale Elementary	e	19.2	17.20	2.00
	4152	Edgewater Elementary	e	35.3	28.10	7.20
	2102	Folger McKinsey Elementary	e	35.80	26.50	9.30
	2112	Fort Smallwood Elementary	e	28.40	22.40	6.00
	3272	Four Seasons Elementary	e	39.30	32.30	7.00
	3102	Hebron - Harman Elementary	e	48.40	41.60	6.80
	2132	High Point Elementary	e	41.90	32.50	9.40
	4192	Hillsmere Elementary	e	27.40	23.40	4.00
	2142	Jacobsville Elementary	e	38.00	31.80	6.20
	3112	Jessup Elementary	e	33.10	21.60	11.50
	2152	Jones Elementary	e	22.30	17.30	5.00
	2162	Lake Shore Elementary	e	22.50	16.50	6.00
	1152	Linthicum Elementary	e	29.40	25.90	3.50
	3122	Manor View Elementary	e	24.20	18.20	6.00
	4212	Mayo Elementary	e	21.90	20.90	1.00
	3162	Millersville Elementary	e	25.50	19.30	6.20
	6233	Monarch Academy	e	46.60	36.10	10.50
	6123	Monarch Academy Annapolis ES	e	44.80	29.60	15.20
	6113	Monarch Global Academy PCS Laurel Campus	e	56.40	39.80	16.60
	3282	Nantucket Elementary	e	45.60	37.00	8.60

2172	Oak Hill Elementary	e	39.30	31.10	8.20
1182	Oakwood Elementary	e	24.00	21.80	2.20
3172	Odenton Elementary	e	33.80	25.60	8.2
1192	Overlook Elementary	e	26.00	17.50	8.5
2182	Pasadena Elementary	e	29.20	23.20	6
3182	Pershing Hill Elementary	e	38.50	30.10	8.4
3242	Piney Orchard Elementary	e	35.30	32.30	3
1232	Quarterfield Elementary	e	28.80	24.80	4
3192	Ridgeway Elementary	e	38.00	32.00	6
2192	Riviera Beach Elementary	e	22.40	19.60	2.8
4232	Rolling Knolls Elementary	e	32.00	29.00	3
3092	Seven Oaks Elementary	e	38.80	20.80	18
3202	Seyern Elementary	e	32.90	26.70	6.2
2202	Severna Park Elementary	e	25.70	20.70	5
4242	Shady Side Elementary	e	30.60	28.60	2
2432	Shipley's Choice Elementary	e	21.5	19.50	2
2212	Solley Elementary	e	47.3	40.70	6.6
3212	South Shore Elementary	e	23.9	21.10	2.8
2222	Sunset Elementary	e	30.7	27.20	3.5
4252	Traceys Elementary	e	26.4	25.80	0.6
3222	Waugh Chapel Elementary	e	38.8	29.80	9
4272	West Annapolis Elementary	e	18.6	18.60	0
2372	Windsor Farm Elementary	e	32.2	30.20	2
<b>02</b>			<b>694.60</b>	<b>587.00</b>	<b>107.60</b>
<b>State Total</b>			<b>5,613.47</b>	<b>4,570.45</b>	<b>1,043.02</b>

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% Experienced	% Inexperienced	Conditional	Not Conditional	% Conditional	% Not Conditional	In-Field	Out-of-Field	% In-Field
92.4%	7.6%	0	26.4	0.0%	100.0%	26.5	0	100.0%
89.0%	11.0%	0	36.2	0.0%	100.0%	33	2.5	93.0%
92.8%	7.2%	0	27.7	0.0%	100.0%	25.67	2.33	91.7%
76.9%	23.1%	0	34.7	0.0%	100.0%	28.5	5.5	83.8%
93.2%	6.8%	0	44.1	0.0%	100.0%	45	2	95.7%
83.8%	16.2%	0	37.1	0.0%	100.0%	32	3	91.4%
88.4%	11.6%	0	43.1	0.0%	100.0%	40.02	4.38	90.1%
72.9%	27.1%	0	42	0.0%	100.0%	41	0	100.0%
81.1%	18.9%	0	31.7	0.0%	100.0%	30	1	96.8%
90.1%	9.9%	0	40.6	0.0%	100.0%	41.5	1	97.6%
86.5%	13.5%	0	37.1	0.0%	100.0%	35.4	1	97.3%
89.6%	10.4%	0	19.2	0.0%	100.0%	18.8	1	94.9%
79.6%	20.4%	0	35.3	0.0%	100.0%	34.5	0	100.0%
74.0%	26.0%	0	35.8	0.0%	100.0%	31	4	88.6%
78.9%	21.1%	0	28.4	0.0%	100.0%	26	2	92.9%
82.2%	17.8%	0	39.3	0.0%	100.0%	35.5	3	92.2%
86.0%	14.0%	0.8	47.6	1.7%	98.3%	43.4	5.8	88.2%
77.6%	22.4%	0	41.9	0.0%	100.0%	33.8	8.5	79.9%
85.4%	14.6%	0	27.4	0.0%	100.0%	26.2	1	96.3%
83.7%	16.3%	0	38	0.0%	100.0%	33.41	3.09	91.5%
65.3%	34.7%	0	33.1	0.0%	100.0%	28	5	84.8%
77.6%	22.4%	0	22.3	0.0%	100.0%	21	1	95.5%
73.3%	26.7%	0	22.5	0.0%	100.0%	20	3	87.0%
88.1%	11.9%	0	29.4	0.0%	100.0%	25	4	86.2%
75.2%	24.8%	0	24.2	0.0%	100.0%	21	3	87.5%
95.4%	4.6%	0	21.9	0.0%	100.0%	21	1	95.5%
75.7%	24.3%	0	25.5	0.0%	100.0%	22	3	88.0%
77.5%	22.5%	1.5	45.1	3.2%	96.8%	35.24	11.36	75.6%
66.1%	33.9%	0	44.8	0.0%	100.0%	36.2	9	80.1%
70.6%	29.4%	0	56.4	0.0%	100.0%	34.29	22.11	60.8%
81.1%	18.9%	0	45.6	0.0%	100.0%	41.6	5	89.3%

79.1%	20.9%	0	39.3	0.0%	100.0%	35	3	92.1%
90.8%	9.2%	0	24	0.0%	100.0%	21.38	1.63	92.9%
75.7%	24.3%	0	33.8	0.0%	100.0%	28.75	4.25	87.1%
67.3%	32.7%	0	26	0.0%	100.0%	23	4	85.2%
79.5%	20.5%	0	29.2	0.0%	100.0%	24.91	4.09	85.9%
78.2%	21.8%	1	37.5	2.6%	97.4%	29.79	7.72	79.4%
91.5%	8.5%	0	35.3	0.0%	100.0%	31.4	3	91.3%
86.1%	13.9%	0	28.8	0.0%	100.0%	24.5	4	86.0%
84.2%	15.8%	0	38	0.0%	100.0%	34.3	2	94.5%
87.5%	12.5%	0	22.4	0.0%	100.0%	22	1	95.7%
90.6%	9.4%	0	32	0.0%	100.0%	30.5	1.5	95.3%
53.6%	46.4%	0	38.8	0.0%	100.0%	23.67	14.33	62.3%
81.2%	18.8%	0	32.9	0.0%	100.0%	27.5	5	84.6%
80.5%	19.5%	0	25.7	0.0%	100.0%	23.5	2	92.2%
93.5%	6.5%	0	30.6	0.0%	100.0%	29.5	1.5	95.2%
90.7%	9.3%	0	21.5	0.0%	100.0%	19.38	2.63	88.1%
86.0%	14.0%	0	47.3	0.0%	100.0%	45.5	4	91.9%
88.3%	11.7%	0	23.9	0.0%	100.0%	23.8	1	96.0%
88.6%	11.4%	0	30.7	0.0%	100.0%	28.75	2.75	91.3%
97.7%	2.3%	0	26.4	0.0%	100.0%	25	2	92.6%
76.8%	23.2%	0	38.8	0.0%	100.0%	34.06	5.34	86.4%
100.0%	0.0%	0	18.6	0.0%	100.0%	17.8	1	94.7%
93.8%	6.2%	0	32.2	0.0%	100.0%	29.5	2	93.7%
		93.35	5,520.12			1,600.02	198.31	
		93.35	5,520.12			4,455.41	1,157.87	

<b>% Out-of-Field</b>	<b>Title 1?</b>
0.0%	
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37.7%
15.4%
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11.9%
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13.6%
5.3%
6.3%



Maryland State Department of Education

Division of Assessment, Accountability, and Information Technology  
Teacher Effectiveness Report

School Year: 2019  
LEA: 02-Anne Arundel

Date: 11/2/2018  
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LEA	School Number	School Name	School type	Highly Effective	Effective	Ineffective	Not Evaluated	Total
02	4092	Annapolis Elementary	e	10	8	1	2	21
	1082	Belle Grove Elementary	e	17	2	1	3	23
	3062	Brock Bridge Elementary	e	17	16	2	5	40
	1092	Brooklyn Park Elementary	e	13	13	1	3	30
	4142	Eastport Elementary	e	16	5	0	1	22
	1122	Freetown Elementary	e	18	9	2	4	33
	1112	George T. Cromwell Elementary	e	19	3	0	2	24
	4162	Georgetown East Elementary	e	17	7	0	3	27
	4182	Germantown Elementary	e	27	11	0	5	43
	3372	Glen Burnie Park Elementary	e	22	7	1	2	32
	1132	Glendale Elementary	e	8	20	6	2	36
	1142	Hilltop Elementary	e	31	10	3	3	47
	4202	Lothian Elementary	e	25	7	0	2	34
	1162	Marley Elementary	e	39	9	1	3	52
	3132	Maryland City Elementary	e	15	12	1	0	28
	3142	Meade Heights Elementary	e	9	17	2	0	28
	1172	North Glen Elementary	e	11	8	0	1	20
	1192	Overlook Elementary	e	12	11	1	3	27
	1202	Park Elementary	e	19	8	3	6	36
	1212	Point Pleasant Elementary	e	20	14	1	1	36
	1242	Richard Henry Lee Elementary	e	20	9	0	4	33
	3392	Rippling Woods Elementary	e	23	12	2	2	39
	3382	Southgate Elementary	e	35	8	1	2	46
	4262	Tyler Heights Elementary	e	12	17	9	2	40
	3152	Van Bokkelen Elementary	e	11	13	9	3	36
	4222	Walter S. Mills - Parole Elementary	e	32	11	2	3	48
	1262	Woodside Elementary	e	38	15	0	2	55
LEA 02 Total				536	282	49	69	936
State Total				3,876	1,233	140	349	5,598

School Year: 2019  
LEA: 02-Anne Arundel

Maryland State Department of Education  
Division of Curriculum, Assessment, and Accountability  
Teacher Qualifications

LEA	School Number	School Name		Total	Experienced	Inexperienced
02	4092	Annapolis Elementary	e	21.90	20.40	1.50
	1082	Belle Grove Elementary	e	22.20	17.20	5.00
	3062	Brock Bridge Elementary	e	44.70	23.10	21.60
	1092	Brooklyn Park Elementary	e	29.70	23.20	6.50
	4142	Eastport Elementary	e	22.80	22.80	0.00
	1122	Freetown Elementary	e	33.40	24.00	9.40
	1112	George T. Cromwell Elementary	e	22.50	18.70	3.80
	4162	Georgetown East Elementary	e	29.40	20.40	9.00
	4182	Germantown Elementary	e	44.70	32.70	12.00
	3372	Glen Burnie Park Elementary	e	36.10	25.70	10.40
	1132	Glendale Elementary	e	36.10	28.90	7.20
	1142	Hilltop Elementary	e	49.80	34.00	15.80
	4202	Lothian Elementary	e	35.40	28.40	7.00
	1162	Marley Elementary	e	52.30	39.30	13.00
	3132	Maryland City Elementary	e	32.00	22.00	10.00
	3142	Meade Heights Elementary	e	30.70	22.40	8.30
	1172	North Glen Elementary	e	20.80	16.50	4.30
	1202	Park Elementary	e	35.60	27.60	8.00
	1212	Point Pleasant Elementary	e	38.70	27.50	11.20
	1242	Richard Henry Lee Elementary	e	32.40	25.40	7.00
	3392	Rippling Woods Elementary	e	40.20	27.40	12.80
	3382	Southgate Elementary	e	44.20	36.60	7.60
	4262	Tyler Heights Elementary	e	41.00	30.60	10.40
	3152	Van Bokkelen Elementary	e	37.40	22.80	14.60
	4222	Walter S. Mills - Parole Elementary	e	50.00	34.60	15.40
	1262	Woodside Elementary	e	54.70	47.30	7.40
02				938.70	699.50	239.20
State Total				5,613.47	4,570.45	1,043.02

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% Experienced	% Inexperienced	Conditional	Not Conditional	% Conditional	% Not Conditional	In-Field	Out-of-Field	% In-Field
93.2%	6.8%	0.00	21.90	0.0%	100.0%	20.10	3.00	87.0%
77.5%	22.5%	0.00	22.20	0.0%	100.0%	19.00	3.00	86.4%
51.7%	48.3%	1.00	43.70	2.2%	97.8%	36.50	9.00	80.2%
78.1%	21.9%	0.00	29.70	0.0%	100.0%	26.70	3.00	89.9%
100.0%	0.0%	0.00	22.80	0.0%	100.0%	21.80	1.00	95.6%
71.9%	28.1%	0.00	33.40	0.0%	100.0%	31.00	2.00	93.9%
83.1%	16.9%	0.00	22.50	0.0%	100.0%	22.00	2.00	91.7%
69.4%	30.6%	0.00	29.40	0.0%	100.0%	23.00	6.00	79.3%
73.2%	26.8%	0.00	44.70	0.0%	100.0%	39.85	5.45	88.0%
71.2%	28.8%	0.00	36.10	0.0%	100.0%	32.80	2.00	94.3%
80.1%	19.9%	0.00	36.10	0.0%	100.0%	31.43	3.88	89.0%
68.3%	31.7%	0.00	49.80	0.0%	100.0%	43.00	8.00	84.3%
80.2%	19.8%	0.00	35.40	0.0%	100.0%	31.00	3.50	89.9%
75.1%	24.9%	0.00	52.30	0.0%	100.0%	51.24	1.76	96.7%
68.8%	31.3%	0.00	32.00	0.0%	100.0%	24.50	8.00	75.4%
73.0%	27.0%	0.00	30.70	0.0%	100.0%	24.00	6.00	80.0%
79.3%	20.7%	0.00	20.80	0.0%	100.0%	19.50	2.50	88.6%
77.5%	22.5%	0.00	35.60	0.0%	100.0%	32.00	3.00	91.4%
71.1%	28.9%	0.00	38.70	0.0%	100.0%	34.36	4.14	89.2%
78.4%	21.6%	0.00	32.40	0.0%	100.0%	31.35	1.25	96.2%
68.2%	31.8%	0.00	40.20	0.0%	100.0%	37.00	3.00	92.5%
82.8%	17.2%	0.00	44.20	0.0%	100.0%	41.00	4.50	90.1%
74.6%	25.4%	0.00	41.00	0.0%	100.0%	38.00	3.00	92.7%
61.0%	39.0%	1.00	36.40	2.7%	97.3%	30.70	6.50	82.5%
69.2%	30.8%	1.00	49.00	2.0%	98.0%	40.38	10.63	79.2%
86.5%	13.5%	0.00	54.70	0.0%	100.0%	49.98	5.63	89.9%
		93.35	5,520.12			832.19	111.74	
		93.35	5,520.12			4,455.41	1,157.87	

<b>% Out-of-Field</b>	<b>Title 1?</b>
13.0%	X
13.6%	X
19.8%	X
10.1%	X
4.4%	X
6.1%	X
8.3%	X
20.7%	X
12.0%	X
5.7%	X
11.0%	X
15.7%	X
10.1%	X
3.3%	X
24.6%	X
20.0%	X
11.4%	X
8.6%	X
10.8%	X
3.8%	X
7.5%	X
9.9%	X
7.3%	X
17.5%	X
20.8%	X
10.1%	X

## **B. SCHOOLWIDE PROGRAMS**

### **Return to application**

#### **REQUIRED ATTACHMENT:**

1. The LSS must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.
2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible.
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty. **NA**
4. Written Process for how the LSS supports efforts to reduce the overuse of discipline practices that remove students from the classroom.
5. Written process for how the LSS 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. **NA**

## **B. Schoolwide Programs**

### **REQUIRED ATTACHMENT:**

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools.

### **Developing & Implementation:**

In the Fall and the Spring of FY'19 all Schoolwide Title I schools were provided with detailed training on the meaning of each component and how these components are an integral part needed to support their Title I Plans. Schools were shown and provided examples of the types of SANE and SAN documents that should be used. Each component was provided a detailed description of the meaning and overall purpose, as well as the section of the law to support the component. Schools were also provided specific examples of acceptable evidence of implementation to be included in each section. For the FY'20 all schoolwide schools will continue to document their components in an "electronic" binder called the *TitleICrate*. The *TitleICrate* contains pre-identified sections that correspond to each component, along with due dates to upload documentation in preparation for the Monitoring Visits. Title I Plans, and Budget Narratives are due the first of June. In early October Title I Plans will be reviewed during a Peer Review Process. This date allows for discussion between the Sr. Title I Program Manager, Program Manager and the principal if/or when there is a potential compliance issue. See timeline below for additional information.

### **Monitoring:**

The Program Manager will work closely with all the schoolwide schools to provide support, guidance, and clarification regarding any questions or misunderstandings regarding the 4 components or Title I information/procedures. Monitoring visits will occur at least twice during the school year; visits will be scheduled with the school administrator and the Title I Reading and Math Teachers. During these visits the *TitleICrate* will be displayed for the Program Manager, documented evidence will be reviewed and discussed to gain additional information. Interventions provided to identified students will be reviewed for consistency of service, as well as student progress in interventions will be analyzed to determine improvements, including any adjustments provided for students not making appropriate gains. Recommendations for improvement as well as commendations will be shared and discussed during the visits. Shortly after the visits, schools will receive written feedback on their evidence of documenting the components. See timeline below for additional information.

### **Tentative Timeline for Development, Implementation, and Monitoring:**

#### **March-April 2019**

All Schoolwide schools will write a Title I Plan that supports their School Improvement Plan in which they discuss, in detail, all institutionalized or school embedded strategies that satisfy the 4 components to meet the needs identified in their Comprehensive Needs Assessment. All schoolwide schools will begin to utilize student academic data on provided Ranking Lists to determine students most at risk of meeting the challenging state standards.

In early Spring schools are tasked with conducting their Annual Spring Parent Meeting. The agenda must show evidence of parent input in the writing of the School-Parent Compact and the Title I Plan.

#### **June 2019**

Drafts of Title I Plans and budgets are due the first week in June to ensure that the preliminary plans support the 4 components and school data has been disaggregated and analyzed. Budget Narratives are also reviewed

to ensure alignment with the Comprehensive Needs.

### **September 2019**

A peer review of all plans will be conducted during the Fall Orientation meeting. The Program Manager will provide guidance and a rubric to assist schools in providing meaningful and impactful feedback to their peers. All schoolwide schools will receive training on how to properly document the 4 components by attending the Fall Title I Orientation Meeting and/or Newbie Meetings. Schools will also include a Parent & Family Engagement Plan and School-Parent Compact in their plan.

### **October/November 2019 and February/March 2020**

At least twice a year a Monitoring visit will be conducted with the principal, the Title I Reading and Math Teachers, the Title I Sr. Program Manager, and Program Manager. During this time evidence of Title I documents in compliance with the 4 components will be reviewed and discussed.

During the monitoring visits, notes are taken based on the documents shared for each of the 4 components. Schools are provided with verbal and written feedback on the type of documents shared, procedures for implementing, the effectiveness, as well as student and teacher success factors.

### **September 2019 - June 2020**

Title I Reading & Math Teachers will maintain sign-in sheets, agendas, notes, and evaluations all Title I funded opportunities. These opportunities will be documented and the evidence will be uploaded into the *TitleICrate* under the various components. These documents can be reviewed by the Sr. Program Manager and the Program Manager at any time to ensure compliance is being met.

The Title I Program Manager and the Budget Technician with support from the Sr. Program Manager will communicate with school principals, the Title I Reading and Math Teachers frequently, during budget review meetings, the Title I Fall workshop, by emails, phone calls, and school visits to address the 4 components and how schools are effectively implementing the components in their schools.

### **STAFF RESPONSIBLE:**

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

**Title I Staff:** Sheri Anderson, Sr. Program Manager; Theresa Gregory, Program Manager; Stacey Witte, Parent & Family Engagement Specialist; Cathi Mellos, Schoolwide Budget Technician.

**Principals:** Mark McCalpin, Principal Belle Grove ES; Susan Gallagher, Principal Eastport ES; Amanda Edmonds, Principal Freetown ES; Andre Dillard, Principal Georgetown East ES; Karen Soneira, Principal Germantown ES; Kelly Thomas, Principal Hilltop ES; Laura Cooke, Principal Maryland City ES; Tiffany Foster, Principal Meade Heights ES; Selecia Hardy, Principal Walter S. Mills-Parole ES; Sandra Blondell, Principal Park ES; Julia Walsh, Principal Tyler Heights ES; Stacy Gray, Principal Van Bokkelen ES; Kristie Battista, Principal Woodside ES

**Regional Associate Superintendents:** Dr. Anthony Alston, Janine Robinson, Jolyn Davis, Dr. Monique Davis, Lisa Leitholf. **Directors:** Vickie Plitt, Bill Goodman, Ginger Henley, Julie Cares, Karen Donovan

## **B. Schoolwide Programs**

### **REQUIRED ATTACHMENT:**

2. An agreement, such as an MOU, between the LSS and the Head Start programs and other early childhood programs, as feasible.

MOU between Anne Arundel County Public Schools and Wee Lad & Lassie Early Learning Center is attached.



### **C. TARGETED ASSISTANCE SCHOOLS**

#### **Return to application**

#### **REQUIRED ATTACHMENTS:**

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

(Participation letter)

2. An agreement, such as an MOU, between the LSS and Head Start programs and other early childhood programs, as feasible. (Section 1119(b))

*See Schoolwide section attachments*

3. If applicable, a Letter of Intent to MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program. NA
4. If applicable, the approval letter from the MSDE Title I Director for schoolwide planning process for Targeted Assistance Program transitioning to Schoolwide Program. NA

## **C. Targeted Assistance Schools**

- 1. Targeted Assistance FY20 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.**

Targeted Assistance schools are provided with multiple data point selection criteria during the pre-services dates and first week of school. Between September 3-27, schools will assess all their students in grades 1-5 and rank them accordingly. The rankings will provide schools with their approximate targeted population of the lowest 15% of academically performing students in Reading and Math separately. The school team will discuss the students and identify students for services to begin on or by October 4. School teams will re-assess and re-rank students between January 2 and February 14, to exit and enter students as well as monitor student progress and evaluate current interventions. School teams will assess students at the end of the school year between May 29 and June 16 in order to monitor progress and evaluate interventions.

During the school year, Title I teachers who provide services to students participate in Collaborative Planning with grade levels. There is time specifically dedicated to discussing TAS.

In the Spring, school teams write a Title I Targeted Assistance Plan which outlines their action steps for meeting the Targeted requirements. The Targeted Program Manager collaborates with the schools and approves the plan for the following year. The PM then uses this plan as a checklist while monitoring the school throughout the school year. The PM will monitor the school using TitleICrate for submitting appropriate documentation and having at least two-three scheduled monitoring visits during the school year. The Title I Office also provides Fall and Spring mandatory meetings for all Title I school teams. Each Title I school will hire a Title I Math teacher, and possibly a Title I Reading teacher to implement and monitor the program and serve as a liaison to Central Office Title I. All schools in Anne Arundel County already have general funded Reading Teachers at every school. Title I schools must hire a Math teacher to lead the Math instruction, however they may not have enough funds to also hire an additional Reading teacher. The County funded Reading teachers provide support to the Title I program, even though they may not be funded through the Title I grant. This way, all Title I schools have a Math and Reading lead in their buildings.

See "FY20 TAS Identification Timeline and Criteria" link

Staff Responsible:

Sheri Anderson, Senior Program Manager Title I; Sarah Bell, Program Manager Title I; Amy Willmarth, Budget Technician Title I; Bobbie Kesecker, Principal Annapolis ES; Amy Shandrowsky, Principal Brock Bridge ES; Rodney Walker, Principal Brooklyn Park ES; Colleen McFarland, Principal Glen Burnie Park ES; Kristy Snyder, Principal Glendale ES; Rebecca

Blasingame-White Principal Hebron-Harman ES; Mary Beth Gormley, Principal Lothian ES; Tamara Kelly-Molock, Principal Marley ES; Rachel Amstutz, Principal Monarch Annapolis Contract School; Richard Rogers, Principal North Glen ES; Angela Ricciutti, Principal Overlook ES; Lisa Koennel, Principal Richard Henry Lee ES; Tammy Scott, Principal Rippling Woods ES; Bonnie Myers, Principal Southgate ES Regional Associate Superintendents: Dr. Anthony Alston, Janine Robinson, Jolyn Davis, Dr. Monique Davis, Lisa Leitholf Directors; Vickie Plitt, Bill Goodman, Ginger Henley, Julie Cares, Karen Donovan

## C. Targeted Assistance Schools

### Identification and Monitoring of Targeted Assistance Students 2019-2020

*\*Multiple Selection Criteria is at the end of the document*

Date due	Item	✓
June 2019	Assess all current TAS students. Identify list of possible TAS for fall. (Who to test) based on EOY criteria and exit criteria, new students, teacher recommendation	
	Look at student data to determine possible staffing needs to address areas of weaknesses. (Grade levels? Content? Social/emotional?)	
	Identify the needs in the Comprehensive Needs assessment and link to the budget narrative	
September 2019	Based on county-wide criteria, assess students who are being considered to be identified as Title I.	
	Rank the students who were assessed. One list for Reading and one list for Math.	
By September 27, 2019	Meet and discuss who will be identified and why or why not. Document the meeting and notes on the ranking spreadsheet. Consider service that can be provided when determining the # of students. Keep your numbers realistic. %15 suggested.	
By Nov 1, 2019	Hold a Title I Staff information session.	
By Nov 1, 2019	Hold a Title I parent information night.	
By Oct 4, 2019	Enter TAS into SMS Upload spreadsheets into TitleCrate	
By Oct 4, 2019	Begin providing services to TAS students	
By Nov 1, 2019	Send Title I participation letter home	
Jan 2020	Re-assess current TAS students using mid-year criteria. Exit, update or enter students based on data. Meet to document the findings and rankings. Insert notes into spreadsheet to document all decisions. Use November F/P data.	
By Feb 14, 2020	Make adjustments in SMS	

By Feb 14, 2020	Send home letters, updated Title I info to any new parents	
	Collect and upload updated class lists, intervention group lists, schedules so they reflect updates and changes.	
June 2020	Assess all current TAS students for progress monitoring purposes. Identify list of possible TAS for fall. (Who to test) based on EOY criteria and exit criteria, new students, teacher recommendation	
	Look at student data to determine possible staffing needs to address areas of weaknesses. (Grade levels? Content? Social/emotional?)	
	Identify the needs in the Comprehensive Needs assessment and link to the budget narrative	

TAS Multiple Selection Criteria 2019-2020 *Services begin on or before October 4, 2019*

	Reading Beginning of Year By Oct 4	Math Beginning of Year By Oct 4	Reading Middle of Year By Feb 3	Math Middle of Year By Feb 3	Reading End of Year By June 16	Math End of Year By June 16
K			<ul style="list-style-type: none"> <li>Letter sound</li> <li>Letter id</li> <li>K word lists</li> <li>Current reading level (if they are already reading, they shouldn't be targeted)</li> </ul>	<ul style="list-style-type: none"> <li>1-1 correspondence</li> <li>ID shapes</li> <li>Rote count to 31</li> <li>Build set to 10</li> <li>ID numerals to 21</li> </ul>	<ul style="list-style-type: none"> <li>Letter sound</li> <li>Letter id</li> <li>K word lists</li> <li>June F&amp;P reading level</li> </ul>	<ul style="list-style-type: none"> <li>1-1 correspondence</li> <li>ID shapes</li> <li>Rote count to 31</li> <li>Build set to 10</li> <li>ID numerals to 20</li> </ul>
1	<ul style="list-style-type: none"> <li>25 Word list F&amp;P</li> <li>50 word list F&amp;P</li> <li>June F&amp;P reading level</li> </ul>	<ul style="list-style-type: none"> <li>1-1 correspondence</li> <li>Rote count to 100</li> <li>Build set to 10</li> <li>ID numerals to 100</li> <li>ID shapes</li> <li>Computation, out of 10</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>25 Word list F&amp;P</li> <li>50 word list F&amp;P</li> <li>Current instructional reading level</li> </ul>	<ul style="list-style-type: none"> <li>1-1 correspondence</li> <li>Rote count to 100</li> <li>Build set to 10</li> <li>ID numerals to 100</li> <li>ID shapes</li> <li>Computation</li> <li>Problem solving</li> <li>Checkpoint average 1,2,3</li> </ul>	<ul style="list-style-type: none"> <li>25 Word list F&amp;P</li> <li>50 word list F&amp;P</li> <li>June F&amp;P reading level</li> </ul>	<ul style="list-style-type: none"> <li>1-1 correspondence</li> <li>Rote count to 100</li> <li>Build set to 10</li> <li>ID numerals to 100</li> <li>ID shapes</li> <li>Computation</li> <li>Problem solving</li> <li>Checkpoint average</li> </ul>
2	<ul style="list-style-type: none"> <li>50 word list F&amp;P</li> <li>June F&amp;P reading level</li> </ul>	<ul style="list-style-type: none"> <li>Gr 1 Checkpoint average</li> <li>Computation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>50 word list F&amp;P</li> <li>Current instructional reading level</li> <li>Quarterly 2 average</li> </ul>	<ul style="list-style-type: none"> <li>Gr 2 Quarterly average</li> <li>Checkpoint average</li> <li>Computation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>50 word list F&amp;P</li> <li>June F&amp;P reading level</li> </ul>	<ul style="list-style-type: none"> <li>Checkpoint+quarterly average</li> <li>Computation</li> <li>Problem solving</li> </ul>
3	<ul style="list-style-type: none"> <li>June F&amp;P reading level</li> <li>Gr 2 quarterly average</li> </ul>	<ul style="list-style-type: none"> <li>Gr 2 quarterly average</li> <li>Computation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Current instructional reading level</li> <li>Quarterly average</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly average</li> <li>Computation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>June F&amp;P reading level</li> <li>Quarterly average</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly average</li> <li>Computation</li> <li>Problem solving</li> </ul>
4	<ul style="list-style-type: none"> <li>June F&amp;P reading level</li> <li>Gr 3 quarterly average</li> <li>Gr 3 PARCC Rdg</li> </ul>	<ul style="list-style-type: none"> <li>Gr 3 quarterly average</li> <li>Gr 3 PARCC math</li> <li>Computation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Current instructional reading level</li> <li>Quarterly average</li> <li>Gr 3 PARCC Rdg</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly average</li> <li>Gr 3 PARCC math</li> <li>Computation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>June F&amp;P reading level</li> <li>Quarterly average</li> <li>Gr 3 PARCC rdg</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly average</li> <li>Gr 3 PARCC math</li> <li>Computation</li> <li>Problem solving</li> </ul>
5	<ul style="list-style-type: none"> <li>June F&amp;P reading level</li> <li>Gr 4 quarterly average</li> <li>Gr 4 PARCC Rdg</li> </ul>	<ul style="list-style-type: none"> <li>Gr 4 quarterly average</li> <li>Gr 4 PARCC math</li> <li>Computation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Current instructional reading level</li> <li>Quarterly average</li> <li>Gr 4 PARCC rdg</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly average</li> <li>Gr 4 PARCC math</li> <li>Computation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>June F&amp;P reading level</li> <li>Quarterly average</li> <li>Gr 4 PARCC rdg</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly average</li> <li>Gr 4 PARCC math</li> <li>Computation</li> <li>Problem solving</li> </ul>

Exit criteria: Any student who is working "on grade" level or in the top 50% of the class, will be considered for exiting.

Students are ranked according to this data from lowest to highest performing in each grade level, in each content area. The additional information that is included in the ranking spreadsheets are; SWD, LEP, FARMS, Migrant

status and if they participated in Head Start. Students who are experiencing homelessness are to be identified as Targeted Title I and the person listed as responsible for their services should be the school counselor as an indicator the child is not listed for academic data purposes, but does not identify them specifically. The school counselor works with the PPW (Pupil Personnel Worker) to address the individual needs of the students. These students are invited to Extended Day programs, Summer School, and Parent/Family Engagement Events.

Updated 11/14/19

**C. Targeted Assistance Schools (Participation Letter)**

*School Letterhead here*



*Date Here*

Dear Parent/Guardian of \_\_\_\_\_,

Welcome to our Title I Targeted Assistance Program! Your child has been identified as a Targeted student based on their need for academic support in order to meet the State's challenging standards. We are excited to provide multiple opportunities for academic support.

Your child *may*:

- participate in a Math and/or Reading intervention or receive in-class support
- be invited to participate in an Extended Day program

Your child *will*:

- be invited to attend Parent and Family Events outside of the school day
- be invited to participate in the free Title I Summer Program
- have school and home access to Dreambox, a Math online program

If your child is pulled out for an intervention group, you will receive a comment sheet with their report card each marking period, to indicate progress that your child has shown in this program.

Please join us at our Parent Information Night coming soon! \_\_\_\_\_

You will also have the opportunity to give us input on our Parent Engagement Plan, Title I Plan, Home/School Compact and budget. Please be aware that you may request information regarding the professional qualifications of your child's teacher and paraprofessionals who provide instruction to your child.

If you have any questions, please contact (*insert name here*), Title Reading/Math Teacher at (410) 222-xxxx.

Sincerely,  
The Title I Team at (*Insert school name*)



#### **D. PARENT AND FAMILY ENGAGEMENT**

*Return to application*

##### **REQUIRED ATTACHMENTS:**

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

1. A written process to ensure that the LSS monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.
2. LSS's 2019-2020 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Annual evaluation of the content and effectiveness of the LSS's Parent and Family Engagement Policy/Plan.
4. A list of all Title I school's individual parent and family engagement allocations.

## **D. Parent & Family Engagement**

1. A written process to ensure that the LSS 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.

Parent & Family Engagement Specialist provides technical assistance on ways to increase parent and family engagement at the schoolhouse level through professional development workshops, newbie meetings to support new Title I principals and teachers as well as visiting individual schools to support the needs of the parents.

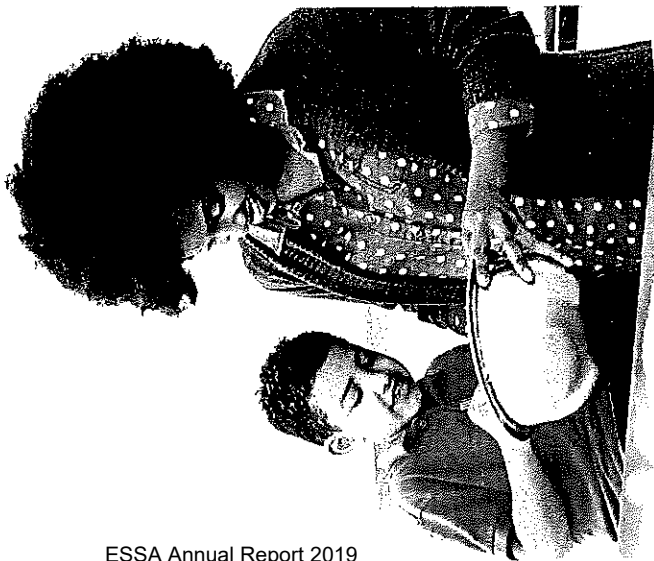
All Title I schools submit sign-in sheets, agendas, notes and evaluations from all Title I funded parent and family engagement workshops as well as the Parent & Family Engagement Plan and School-Parent Compact for review and approval.

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.

All Title I schools submit a school-level parent and family engagement plan to the Title I Office so it can be reviewed by the Parent and Family Engagement Specialist to ensure the school is meeting the requirements to build parent capacity within the parent and family engagement plan.

All Title I schools use the School-Parent Compact to better communicate the home to school expectations. Should all requirements not be met, the Title I Parent & Family Engagement Specialist will contact the principal for revisions needing to be made along with a deadline for those corrections to be submitted, reviewed, and approved by the Title I Office.

D. Parent & Family Engagement Plan



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 Master Plan.

We welcome feedback about our District-level Parent & Family Engagement Plan and its components. Please feel free to contact the Title I Office with any feedback or questions about this plan.

410.222.5444

Stacey Witte  
Parent & Family Engagement Specialist

Sheri Anderson  
Senior Program Manager

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 each spring to allow for input on its revisions.



ANNE ARUNDEL  
COUNTY PUBLIC SCHOOLS

George Arlotto, Ed.D., Superintendent of Schools



## 2019–2020 District Level Parent & Family Engagement Plan

# 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 creating positive relationships and digging deeper into math and reading.

**Build** capacity by providing materials and training to parents through workshops, the 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 events 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 school meeting is conducted to gather parent input, ensure all parent workshops include an evaluation from parents to validate parent needs, and to ensure opportunities to join the School Improvement Team is provided 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 parent events and site-based staff development which will include all parent and family engagement requirements.

**Collaborate** with AACPS to ensure that all Title I related parent documents are distributed in a format and language that parents understand. Language 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.

In an effort to reach all families, the Title I Office makes sure to reach out to our homeless families to offer support and get input based on their needs.

In addition to the commitment and expectations found in the Parent & Family Engagement plan at each Title I school and the Anne Arundel County Public School's Parent & Family Engagement Policy and Regulation, the Title I Office agrees to implement the following Title I law requirements as documented in the Every Student Succeeds Act. All parent and family engagement plans are reviewed, evaluated, and updated annually in a joint effort between parents and educators as part of the Parent & Family Engagement meetings.

## D. Parent & Family Engagement

### 3. Annual evaluation of the content and effectiveness of the LSS's Parent Engagement Policy/Plan

#### TITLE I PARENT & FAMILY ENGAGEMENT EVALUATION

Anne Arundel County Public Schools

School Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### 1. DID YOU ATTEND A TITLE I DISTRICT PARENT & FAMILY ENGAGEMENT WORKSHOP THIS YEAR?

- ☐ Let's Dream Big this Year: Get the Skinny on Title I & Goal Setting (October at Carver)
- ☐ Spark the Dreams with in your Child with Tara Brown: (December at Carver)
- ☐ Dream BIG! We are in it Together...One Strategy at a Time: (April/May at Glendale/Carver)
- ☐ I did not attend any workshops. Please tell us why you did not attend.
- \_\_\_\_\_
- \_\_\_\_\_

#### 2. DURING OUR WORKSHOPS, WE CONTINUE TO BRIDGE THE SCHOOL & HOME. WHAT STRATEGIES WERE MEANINGFUL IN SUPPORTING YOUR CHILD?

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

#### 3. BEST TIME & LOCATION FOR ATTENDING A WORKSHOP: PLEASE CIRCLE.

Morning	Afternoon	Evening
Central Location	School	Other _____

#### 4. WHAT BARRIERS WERE REMOVED?

- ☐ Translated flyers & Interpreters
- ☐ Transportation
- ☐ Child Care & Dinner

#### 5. SELECT WORKSHOPS YOU ARE INTERESTED IN ATTENDING IN THE FUTURE.

Good Questioning	Decoding Words	What is a reading level
Math Vocabulary	Use of Math Manipulatives	CRA Model
Value of Conversation	Finding the Passion in Your Child	Creating Positive Relationships

**More questions on the back...**

**6. ADDITIONAL THOUGHTS...**

---

- ☐ Did you attend any PFE workshops at your child/ren school?
- ☐ Name one thing you would do to strengthen your partnership with your school?
- \_\_\_\_\_

**7. NEXT YEAR: WE ARE TRYING TO PLAN A PARENT SUMMIT WHERE PARENTS GO TO A VARIETY OF SESSIONS TO LEARNING NEW WAYS TO SUPPORT THEIR CHILD AT HOME.**

---

**Would you be interested in attending the workshop?**    Yes                      No                      Maybe

**What time of year would be best to hold the summit?**

September/October                      November                      January                      March

**What sessions would you be interested in attending?**

Writing                      Internet Safety                      Gang Violence  
Math                      Reading                      Ways to help monitor behaviors  
Sparkling interest in my child                      Other: \_\_\_\_\_

# Title I Projected School Allocations FY17

## D. Parent & Family Engagement

4. A list of all Title I School's individual parent & family engagement allocations

Elementary Title I projected for FY20

Ranking	FY2020 Title I Plan = 40% and up as of 2/25/19 (Theresa wrote this)	Parent Involvement
15	Annapolis Elementary	\$ 2,329
6	Belle Grove Elementary	\$ 4,047
16	Brock Bridge Elementary	\$ 5,746
17	Brooklyn Park Elementary	\$ 3,791
7	Eastport Elementary	\$ 3,268
19	Freetown Elementary	\$ 4,959
4	Georgetown East Elementary	\$ 4,598
11	Germantown Elementary	\$ 6,403
18	Glen Burnie Park Elementary	\$ 4,981
14	Glendale Elementary	\$ 4,284
26	Hebron-Harman Elementary	\$ 5,338
8	Hilltop Elementary	\$ 9,481
25	Lothian Elementary	\$ 3,417
23	Marley Elementary	\$ 6,205
13	Maryland City Elementary	\$ 4,826
20	Meade Heights Elementary	\$ 3,724
1	Mills-Parole Elementary	\$ 9,633
21	Monarch Annapolis	\$ 5,423
9	North Glen Elementary	\$ 2,890
27	Overlook	\$ 2,601
2	Park Elementary	\$ 7,315
28	Richard Henry Lee Elementary	\$ 3,111
22	Rippling Woods Elementary	\$ 5,015
24	Southgate Elementary	\$ 5,746
	<b>Totals</b>	<b>\$ 119,131</b>
5	Tyler Heights Elementary	\$ 6,498
3	Van Bokkelen Elementary	\$ 7,182
10	Woodside Elementary	\$ 4,047
		\$ 19
		\$ 17

	School Wide School
	Targeted Assistance School

**E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS**

**Return to application**

**REQUIRED ATTACHMENTS:**

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

1. A written process for:
  - a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
  - b) ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;
  - c) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program



<p><b>F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH</b>  <u><i>Return to application</i></u></p>
<p><b>REQUIRED ATTACHMENTS:</b>  The LSS must include a copy of the following documents in their Title I, Part A Application:</p> <p>1. A written process that includes how the Title I office will coordinate with the Homeless Education liaison to address the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act.</p> <p>2. If applicable, job description of homeless liaison position.</p> <p>3.If applicable,  a. a description of how the LSS calculated the excess costs of providing transportation to homeless students;  b. The calculations that the LSS used to arrive at the figure on this section.</p> <p>N/A</p> <p>4. Per COMAR 13A.05.09.03-, provide a current list of all currently active shelters in the county serving children and families. This can be provided by the Homeless Liaison for the LSS.</p>

## **E. Participation of Children Enrolled in Private Schools**

### **1.a Written process for inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;**

In February/March, the Office of Partnerships invites local private schools to a meeting 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. The Program Manager meets with the private school officials to determine their interest and discuss details such as; the process for generating funds, identifying students and possibilities for services. If the private school representative affirms participation, the appropriate data is shared with the Program Manager. Ongoing consultation occurs throughout the spring and summer via phone and email in order to have a teacher, list of students and schedules in place by October 4 of the new school year. Ongoing modifications and consultation occur throughout the school year via phone, email and with monitoring and support visits.

### **1.b Written process for ordering and storing of materials and equipment for use in the program provided to private school children;**

When the students and their content areas are identified, and then the students are assessed, the LEA and private school collaborate to determine what materials of instruction and technology will be needed to provide appropriate services. The AACPS Program Manager and Budget Technician order, properly label, inventory and distribute the materials and equipment to the Title I teacher at the private schools. Items purchased with Title I Funds are kept in a locking cabinet at St. Philip Neri School, or in the Title I office at Central Office, Riva Road.

### **1.c Written process for 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;**

In May/June, the Program Manager meets with the private school representative to consult on; end of the school year timeline, options for services, family engagement and evaluating the program. Private school representatives are asked to complete the included questionnaire for feedback. Parents and families are sent the included questionnaire with a self-addressed stamped envelope. Modifications are discussed throughout the summer months if the program has not been effective.

**Sheri Anderson, Senior Title I Program Manager; Sarah Bell, Title I Program Manager Equitable Services; Amy Willmarth, Title I Budget Technician, Office of Equity and Accelerated Student Achievement; Lisa Schittone, Teacher Equitable Services; Joan Brooks, Assistant Principal St. Philip Neri; Kristin Jacobs, Director of Curriculum and Instruction School of the Incarnation; Diane Kestler, Assistant Principal St. John the Evangelist.**

## E. Participation of Children Enrolled in Private Schools



### Equitable Services Program Evaluation Anne Arundel County Public Schools 2019-20



School Name \_\_\_\_\_

*Summary: The schools that responded to this evaluation were pleased with services. They appreciated working with our Program Manager, Sarah Bell and our teacher, Lisa Schittone. It was mentioned how easy we are to work with and that the students have made progress. This year we are adding one private school into our program. We hired the same teacher as last year.*

1. Please attach beginning, middle and end of year data for each student who receives Title I services. The data should reflect the multiple criteria that was used for identification.
2. Do you agree that there was appropriate ongoing consultation during the school year? Please comment.
3. If the program was effective, how do you know? If the program was not effective, how do you know? Please include data.
4. Did the Title I program begin on time?
5. Was the support provided to the students consistently? Please comment.
6. How can we improve the Title I program at your school? Please comment.

Thank you for a wonderful year.

Sincerely,

Sarah Bell

Equitable Services, Title I Program Manager



**Parent Survey  
January 2020  
Title I Equitable Services**



Dear Parents and Families,

As part of the Title I program to support students at private schools, we would like to offer you a workshop. Please complete this survey so that we can best meet your needs.

**What is the best time and location for attending a workshop? Please check all that apply.**

- ☐ Before school
- ☐ Morning(after school starts)
- ☐ Afternoon(during school)
- ☐ After school
- ☐ Evening

**What is your preferred location for a workshop? Please check all that apply.**

- ☐ Your school
- ☐ AACPS Board of Ed
- ☐ Other, please share ideas \_\_\_\_\_

**What are some offerings that would make you more likely to attend? Please check all that apply.**

- ☐ Child care
- ☐ Food
- ☐ Transportation
- ☐ Interpretation

**What are some possible workshop topics? Please check all that interest you.**

- ☐ Decoding words
- ☐ Comprehension
- ☐ Asking questions about text
- ☐ Study skills
- ☐ Math facts
- ☐ Using math manipulatives
- ☐ Dreambox
- ☐ Ticket to Read
- ☐ Educational technology options
- ☐ Helpful websites and magazines
- ☐ Writing strategies
- ☐ Organizing and time management with kids
- ☐ OTHER, please share ideas \_\_\_\_\_

**What are some possible book studies? Please check all that interest you.**

- ☐ UnSelfie: Why Empathetic Kids Succeed in our All-About-Me World by Michele Borba
- ☐ Book Title Here
- ☐ Book Title Here

Thank you for your time and input. Please return this survey to your school or Mrs. Schittone. Feel free to email me with questions and/or feedback any time.  
[sabell1@aacps.org](mailto:sabell1@aacps.org)

Sincerely,

*Sarah Bell*

Title I Program Manager and Equitable Services

## E. Participation of Children Enrolled in Private schools

### **MOU for Participation with Baltimore County Public Schools**

An MOU for participation with Baltimore County Public Schools *for the 19-20 school year* has been signed in Anne Arundel County Public Schools.

The MOU will be sent to Baltimore County Public Schools for signatures by approximately 11/26/19.

When officials in Baltimore County Public Schools have signed and returned the MOU, it will be submitted to MSDE. This should happen by December 2019.

\*In response to the feedback received on 11/14/19, the MOU submitted was for participation with Baltimore County Public schools for the 18-19 school year and was signed by both parties in February of 2019.

**MEMORANDUM OF UNDERSTANDING BETWEEN THE BOARD OF EDUCATION OF ANNE  
ARUNDEL COUNTY AND THE BOARD OF EDUCATION OF BALTIMORE COUNTY**

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is made this 8th day of July, 2019, by and between Anne Arundel County Public Schools ("AACPS"), whose legal name is the Board of Education of Anne Arundel County and Baltimore County Public Schools ("BCPS"), whose legal name is the Board of Education of Baltimore County (also collectively, the "Parties").

WHEREAS, AACPS and BCPS wish to enter into a memorandum of understanding in order to comply with The Every Student Succeeds Act (ESSA) of 2015 requiring equitable services to be provided by local educational agencies to certain eligible students attending private schools within the district of the local educational agency.

NOW THEREFORE, THIS MOU WITNESSETH THAT, in consideration of the mutual promises and covenants herein contained and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

**A. TERM**

The term of this MOU shall begin on September 23, 2019 and end May 22, 2020, unless sooner terminated in accordance with this MOU.

The parties may renew this agreement for an additional one-year term upon the written agreement of the parties within 60 days prior to the expiration of this MOU.

This MOU maybe terminated by either party, for any reason, upon thirty days written notice to other.

**B. SCOPE OF SERVICES**

1. The services will include the following:

- a. Instructional services
  - b. Parent involvement activities for the parents/families of participating students
  - c. If applicable, professional development activities for the classroom teachers of participating students
2. If no funds have been generated or there are no eligible students AACPS will not be responsible for providing services.

**C. OBLIGATIONS OF THE PARTIES**



During the term of this MOU, AACPS and BCPS shall perform such obligations which are set forth in the attached document which is entitled Roles and Responsibilities, and is made a part of this MOU (Attachment I to this MOU).

#### **D. COMPENSATION**

The Parties agree that Title I funds will be due and owed to AACPS for services rendered up to the amount of funding generated by address eligible students. Compensation shall be based upon the actual per pupil allocations for eligible Title I Services. Invoices shall include the full amount for costs and must be submitted no later than June 15 of the current school year. At the end of the school year, all unspent funds generated by students residing within the boundaries of BCPS and receiving services must be returned to BCPS.

#### **E. DOCUMENTATION AND RECORD KEEPING**

Both AACPS and BCPS shall maintain documentation as necessary to prove that each party is meeting its obligations under this MOU and such other standards as applicable. AACPS and BCPS shall maintain such documentation for a period of three (3) years after the termination of this MOU, or in the alternative, shall submit such documentation to the other within 30 days of the expiration date of this MOU. At any time during normal business hours, and as deemed necessary by either party, such documentation shall be made available to the either party as requested for inspection. Copies of either party's School Records are the property of that party and shall be returned upon the termination of this MOU.

#### **F. CRIMINAL BACKGROUND CHECK.**

Where legally obligated to do so, it shall be the responsibility of AACPS or BCPS, as appropriate to make certain that its employees, agents, volunteers, and contractors and any instructors who have contact with students be fingerprinted and have a background check in compliance with Title 5, Subtitle 5, Part VI, of the Family Law Article of the Maryland Code.

##### **1. AACPS Employees Having Direct Contact with Students:**

Prior to presenting for work on BCPS premises, any and all current and future employees of AACPS who may have direct contact with students must have a criminal background check and fingerprinting on file at AACPS and shall make a record of the criminal background check and fingerprinting available upon request by BCPS. Violation of this provision may result in Termination for Cause.

##### **2. BCPS Employees Having Direct Contact with Students:**

Prior to presenting for work on AACPS premises, any and all current and future employees of BCPS who may have direct contact with students must have a criminal background check and fingerprinting on file at BCPS and shall make a record of the criminal background check and fingerprinting available upon request by AACPS. Violation of this provision may result in Termination for Cause.

3. Employment of Sex Offenders:

AACPS shall at all times be compliant with the Criminal Procedure Article of Annotated Code of Maryland Section 11-722 that states that a person who enters a contract with a County Board of Education or a nonpublic school may not knowingly employ an individual to work at a school if the individual is a registered sex offender. If a registered sex offender is employed by BCPS, they are prohibited from assigning that employee to perform management, delivery, installation, repair, construction or any other type of services on any AACPS property. Violation of this provision may result in Termination for Cause.

4. Employment of Sex Offenders:

BCPS shall at all times be compliant with the Criminal Procedure Article of the Annotated Code of Maryland, Section 11-722 which provides that a person who enters a contract with a County Board of Education or a nonpublic school may not knowingly employ an individual to work at a school if the individual is a registered sex offender. If a registered sex offender is employed by AACPS, such person shall be prohibited from providing any services under this Memorandum of Understanding to BCPS. Violation of this provision may result in Termination for Cause.

## **G. CONFIDENTIALITY**

Prior to dissemination or review of records, each party and its respective employees, agents, volunteers and contractors agree that it shall maintain the confidentiality of all medical, psychological, and student records in compliance with federal and state laws. Specifically, the parties acknowledge their respective responsibilities to ensure compliance with the confidentiality provisions of the Family Educational Records Privacy Act (34 CFR §99); The Health Insurance Portability and Accountability Act of 1996 (HIPAA) 45 CFR Part 160 and Part 164, Subparts A and E, and Code of Maryland Regulations §13A.08, with respect to school records provided by the Board, if applicable.

Any confidential information provided by AACPS to BCPS and vice versa, including all copies thereof must be used only as permitted by this MOU and only for the purposes herein described. Such information shall not be disseminated or disclosed to any third party, not a party to this MOU, without the express written consent of AACPS or BCPS, and can only be done so in accordance

with applicable privacy laws. The Parties agree to return to each other all such information within 30 days of the expiration of termination of this MOU; or with the express consent of AACPS or BCPS, such copies may be destroyed within 30 days of termination or expiration of this MOU, certifying to other party in writing that the information has been destroyed.

#### Protection of Student Records:

Each Party and their respective affiliates or subcontractors, at their own expense, has a duty to and shall protect from disclosure any and all Student Records which they come to possess or control, wherever and however stored or maintained, in a commercially reasonable manner in accordance with current industry standards. Each Party and their respective subcontractors, if any as part of this MOU, shall maintain a comprehensive data - security program for the protection of Student Records whether the Records are stored electronically and/or in hard copy. The safeguards contained in such program shall be consistent with and comply with the safeguards for protection of Student Records, and information of a similar character, as set forth in all applicable federal and state law and written policy of AACPS, BCPS or Maryland State Department of Education ("MSDE") concerning the confidentiality of Student Records. Such data-security program shall include, but not be limited to, the following:

- 1) A process for reviewing policies and security measures at least annually;
- 2) A security policy for employees related to the storage, access and transportation of data containing Student Records;
- 3) Reasonable restrictions on access to records containing Student Records, including access to any locked storage where such records are kept;
- 4) Creating secure access controls to Student Records, including but not limited to passwords; and
- 5) Encrypting of Student Records that are stored on laptops, portable devices or being transmitted electronically.

Each Party and its respective affiliates shall notify the other as soon as practical, but no later than twenty-four (24) hours, after they become aware of or suspect that any Student Records which that Party or its affiliates possess or control have been subject to a Student Records breach.

Each Party shall incorporate the requirements of this Section in all subcontracts requiring each of its affiliate to safeguard Student Records in the same manner as provided for in this Section.

Nothing in this Section shall supersede in any manner either Party's or its respective affiliate's obligations pursuant to HIPAA, FERPA or the provisions of this Memorandum of Understanding concerning that Party's obligations to the other as a service provider.

#### **H. DATA DISSEMINATION**

For purposes of publicity, advertising, or news release in any form of medium, the parties shall confer with one another regarding the time, manner and content of appropriate data dissemination, results of studies or reports, or other materials, and consent to such dissemination.

**I. MUTUAL INDEMNIFICATION & INSURANCE**

Neither party shall assume any obligation to indemnify, hold harmless, pay attorneys' fees or damages that may arise from or in any way be associated with the performance or operation of this agreement. Furthermore, the liability of the parties shall be governed by the terms and provisions of the applicable Tort Claims Act. Notwithstanding the foregoing, AACPS will not defend or indemnify BCPS in cases where any losses, expenses, or damages are caused by BCPS' own gross negligence or willful misconduct. Notwithstanding, BCPS will not defend or indemnify AACPS in cases where any losses, expenses, or damages are caused by AACPS' own gross or willful misconduct. These provisions shall not be construed as a waiver of either party's rights under the doctrine of sovereign immunity.

Both AACPS and BCPS independently represent that they are self-insured to the policy limits as established in Section 4-105 of the Maryland Code Annotated, Education Article for the protection of their respective agents and employees when acting within the scope of their official duties for the Board of Education of Anne Arundel County or the Board of Education of Baltimore County pursuant to Section 5-518 of the Maryland Code Annotated, Courts and Judicial Proceedings Article.

**J. APPLICABLE LAW**

This MOU shall be construed according to Maryland law and subject to the jurisdiction of its courts. Furthermore, the parties agree that any suits or actions brought by either party against the other shall be filed in a court of competent jurisdiction in the venue where the obligations or events relating to this MOU took place.

**K. COMPLIANCE WITH LAWS.**

Both parties shall comply with all federal, state, and local laws, statutes, ordinances, rules, and regulations applicable to the services to be rendered under this MOU. Any violation of these laws, statutes, ordinances, rules, or regulations constitutes a breach of this MOU and entitles the non-breaching party to terminate this MOU immediately upon delivery of written notice of termination to the breaching party.

**L. NON-DISCRIMINATION.**

Neither Party shall, in its conduct and performance under this MOU, discriminate against any employee, applicant for employment, independent professional or any other person because of race, color, religion creed, ancestry, national origin, age, sex, sexual orientation, sexual identity, disability or handicap. Both Parties shall comply with all state and federal laws prohibiting discrimination in hiring or employment opportunities. In the event of the either Party's noncompliance with this non-discrimination clause or with any such laws, AACPS or BCPS may terminate or suspend this agreement in whole or in part, and then declare the discriminating party temporarily ineligible for further contracts. Both Parties reserve the right to impose any and all other legal sanctions and remedies available for violating this clause.

**M. PROFESSIONALS**

In the event the services to be provided by BCPS must by law be provided by individuals who are licensed and/or certified, BCPS shall only assign individuals to provide services under this MOU who are licensed and/or certified in accordance with the law. Additionally, BCPS shall only assign individuals who have been credentialed by BCPS to provide the specific professional services required by this MOU. All such individuals assigned by BCPS to provide services shall maintain their license and/or certification in good standing (not under review or subject to suspension, credentials current) during the entire term of this MOU. BCPS shall, prior to providing services, submit documentation that the individuals assigned to provide services are properly credentialed and are licensed and/or certified to the Title I Office, Division of the Office of Equity and Accelerated Student Achievement, AACPS, 2644 Riva Road, Annapolis, Maryland 21401.

In the event the services to be provided by AACPS must by law be provided by individuals who are licensed and/or certified, AACPS shall only assign individuals to provide services under this MOU who are licensed and/or certified in accordance with the Maryland law. Additionally, AACPS shall only assign individuals who have been credentialed by AACPS to provide the specific professional services required by this MOU. All such individuals assigned by AACPS to provide services shall maintain their license and/or certification in good standing (not under review or subject to suspension, credentials current) during the entire term of this MOU. AACPS shall, prior to providing services, submit documentation that the individuals assigned to provide services are properly credentialed and are licensed and/or certified to the Title I Office, BCPS, 6901 North Charles Street, Towson, Maryland 21204.

**N. TERMINATION FOR CONVENIENCE**

Either party may terminate this MOU by giving to the other party written notification thereof at least ten (10) days prior to termination.

**O. ENTIRE AGREEMENT**

This MOU, inclusive of addenda, attachments and supplemental documents, constitutes the entire and full understanding between the parties hereto and neither party shall be bound by any representations, statements, promises or agreements not expressly set forth herein.

**P. INTERPRETATION**

This MOU shall not be construed or interpreted for or against any party hereto because the party drafted or caused that party's legal representative to draft any of its provisions. Any heading of the paragraphs in this MOU is inserted for convenience and reference only and shall be disregarded in construing or interpreting this MOU. When interpreting this MOU, the terms of this MOU shall be controlling unless, specifically changed by an Amendment signed by the parties, all other documents shall be subordinate to the general terms of this MOU.

**Q. SEVERABILITY**

Each provision of this MOU shall be deemed a separate, severable, and independently enforceable provision. The invalidity or breach of any provision shall not cause the invalidity or breach of the remaining provisions or of the MOU, which shall remain in full force and effect.

**R. MODIFICATIONS AND AMENDMENTS**

Any and all modifications to the terms of this MOU must be by a written Amendment, signed and approved by all parties.

**S. ASSIGNMENT**

This MOU shall be binding upon the parties hereto and their successors and assigns, except that neither shall assign their rights, duties or responsibilities set forth in this MOU without the express written consent of the other party.

**T. TRANSFER OF FUNDS**

The Parties agree that Title I funds will be due and owed to AACPS for services rendered up to the amount of funding generated on the attached BCPS Title I Nonpublic Fund Generator Form. Invoices shall include the full amount for costs (including hours of service per student and cost per hour) and must be submitted no later than June 30 of the current school year.

#### **U. CONTRACT MONITOR**

Communications for the purposes of billing, payment and submission of documentation required by this MOU shall be between the Board's Contract Monitor who is as follows:

For AACPS:

Sheri Anderson

Senior Program Manager, Title I

2644 Riva Road

Annapolis, MD 21401

410-222-5444

slanderson4@aacps.org

For BCPS:

Michele Stansbury

Coordinator, Title I

6901 Charles Street

Towson, MD 21204

443-809-3487

mstansbury@bcps.org

For AACPS:

Sarah Bell

Program Manager, Title I

2644 Riva Road

Annapolis, MD 21401

410-222-5444

sabell1@aacps.org

For BCPS:

D'Nai Gittings

Nonpublic Program Facilitator

6901 Charles Street

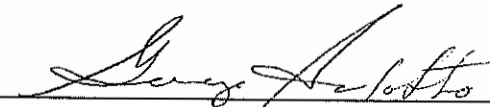
Towson, MD 21204

443-809-3487

dgittings2@bcps.org

IN WITNESS WHEREOF, the parties have signed and sealed this MOU as of the day first written above.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

BY:   
George P. Arlotto, Ed. D Superintendent of Schools

BALTIMORE COUNTY PUBLIC SCHOOL SYSTEM

BY: \_\_\_\_\_  
Darryl L. Williams, Ed.D. Schools Superintendent



**ATTACHMENT I**  
**ROLES AND RESPONSIBILITIES OBLIGATIONS OF AACPS AND BCPS**

- The parties shall consult to identify Title I eligible students residing in the jurisdiction where Title I services will be rendered.
- Provide the actual Title I per pupil allocation for the school that the student would otherwise be attending within the district they reside to the local education agency providing the Title I service to eligible students.
- Consult with each other to determine and document the type of instructional service to be provided to the Title I eligible student.
- The parties shall retain and, upon request, make available to the other party all accounts and records relating to this MOU during its term and for three years after termination or expiration.
- Audit records may include student records and are subject to confidentiality regulations set forth in FERPA and COMAR (Paragraph G).
- Audit records may include employee records, which are subject to confidentiality provisions set forth in appropriate collective bargaining agreement and the Maryland Public Information Act.

## E. Participation of Children Enrolled in Private schools

### **MOU for Participation with Prince George's County Public Schools**

An MOU for participation with Prince George's County Public Schools has been signed in Anne Arundel County Public Schools.

The MOU will be sent to Prince George's County Public Schools for signatures by approximately 11/26/19.

When officials in Prince George's County have signed and returned the MOU, it will be submitted to MSDE. This should happen by January 2020.

## **MEMORANDUM OF UNDERSTANDING BETWEEN THE BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY AND THE BOARD OF EDUCATION OF PRINCE GEORGE'S COUNTY**

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is made this 8th day of July, 2019, by and between Anne Arundel County Public Schools ("AACPS"), whose legal name is the Board of Education of Anne Arundel County and Prince George's County Public Schools ("PGCPS"), whose legal name is the Board of Education of Prince George's County (also collectively, the "Parties").

WHEREAS, AACPS and PGCPS wish to enter into a memorandum of understanding in order to comply with The Every Student Succeeds Act (ESSA) of 2015 requiring equitable services to be provided by local educational agencies to certain eligible students attending private schools within the district of the local educational agency.

NOW THEREFORE, THIS MOU WITNESSETH THAT, in consideration of the mutual promises and covenants herein contained and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

### **A. TERM**

The term of this MOU shall begin on September 22, 2019 and end May 22, 2020, unless sooner terminated in accordance with this MOU.

The parties may renew this agreement for an additional one-year term upon the written agreement of the parties within 60 days prior to the expiration of this MOU.

This MOU maybe terminated by either party, for any reason, upon thirty days written notice to other.

### **B. SCOPE OF SERVICES**

1. The services will include the following:

- a. Instructional services
  - b. Parent involvement activities for the parents/families of participating students
  - c. If applicable, professional development activities for the classroom teachers of participating students
2. If no funds have been generated or there are no eligible students AACPS will not be responsible for providing services.

### **C. OBLIGATIONS OF THE PARTIES**

During the term of this MOU, AACPS and PGCPs shall perform such obligations which are set forth in the attached document which is entitled Roles and Responsibilities, and is made a part of this MOU (Attachment I to this MOU).

#### **D. COMPENSATION**

The Parties agree that Title I funds will be due and owed to AACPS for services rendered up to the amount of funding generated by address eligible students. Compensation shall be based upon the actual per pupil allocations for eligible Title I Services. Invoices shall include the full amount for costs and must be submitted no later than June 15 of the current school year. At the end of the school year, all unspent funds generated by students residing within the boundaries of PGCPs and receiving services must be returned to PGCPs.

#### **E. DOCUMENTATION AND RECORD KEEPING**

Both AACPS and PGCPs shall maintain documentation as necessary to prove that each party is meeting its obligations under this MOU and such other standards as applicable. AACPS and PGCPs shall maintain such documentation for a period of three (3) years after the termination of this MOU, or in the alternative, shall submit such documentation to the other within 30 days of the expiration date of this MOU. At any time during normal business hours, and as deemed necessary by either party, such documentation shall be made available to the either party as requested for inspection. Copies of either party's School Records are the property of that party and shall be returned upon the termination of this MOU.

#### **F. CRIMINAL BACKGROUND CHECK.**

Where legally obligated to do so, it shall be the responsibility of AACPS or PGCPs, as appropriate to make certain that its employees, agents, volunteers, and contractors and any instructors who have contact with students be fingerprinted and have a background check in compliance with Title 5, Subtitle 5, Part VI, of the Family Law Article of the Maryland Code.

##### **1. AACPS Employees Having Direct Contact with Students:**

Prior to presenting for work on PGCPs premises, any and all current and future employees of AACPS who may have direct contact with students must have a criminal background check and fingerprinting on file at AACPS and shall make a record of the criminal background check and fingerprinting available upon request by PGCPs. Violation of this provision may result in Termination for Cause.

##### **2. PGCPs Employees Having Direct Contact with Students:**

Prior to presenting for work on AACPS premises, any and all current and future employees of PGCPs who may have direct contact with students must have a criminal background check and fingerprinting on file at PGCPs and shall make a record of the criminal background check and fingerprinting available upon request by AACPS. Violation of this provision may result in Termination for Cause.

3. Employment of Sex Offenders:

AACPS shall at all times be compliant with the Criminal Procedure Article of Annotated Code of Maryland Section 11-722 that states that a person who enters a contract with a County Board of Education or a nonpublic school may not knowingly employ an individual to work at a school if the individual is a registered sex offender. If a registered sex offender is employed by PGCPs, they are prohibited from assigning that employee to perform management, delivery, installation, repair, construction or any other type of services on any AACPS property. Violation of this provision may result in Termination for Cause.

4. Employment of Sex Offenders:

PGCPs shall at all times be compliant with the Criminal Procedure Article of the Annotated Code of Maryland, Section 11-722 which provides that a person who enters a contract with a County Board of Education or a nonpublic school may not knowingly employ an individual to work at a school if the individual is a registered sex offender. If a registered sex offender is employed by AACPS, such person shall be prohibited from providing any services under this Memorandum of Understanding to PGCPs. Violation of this provision may result in Termination for Cause.

## G. CONFIDENTIALITY

Prior to dissemination or review of records, each party and its respective employees, agents, volunteers and contractors agree that it shall maintain the confidentiality of all medical, psychological, and student records in compliance with federal and state laws. Specifically, the parties acknowledge their respective responsibilities to ensure compliance with the confidentiality provisions of the Family Educational Records Privacy Act (34 CFR §99); The Health Insurance Portability and Accountability Act of 1996 (HIPAA) 45 CFR Part 160 and Part 164, Subparts A and E, and Code of Maryland Regulations §13A.08, with respect to school records provided by the Board, if applicable.

Any confidential information provided by AACPS to PGCPs and vice versa, including all copies thereof must be used only as permitted by this MOU and only for the purposes herein described. Such information shall not be disseminated or disclosed to any third party, not a party to this MOU, without the express written consent of AACPS or PGCPs, and can only be done so in accordance

with applicable privacy laws. The Parties agree to return to each other all such information within 30 days of the expiration of termination of this MOU; or with the express consent of AACPS or PGCPs, such copies may be destroyed within 30 days of termination or expiration of this MOU, certifying to other party in writing that the information has been destroyed.

#### Protection of Student Records:

Each Party and their respective affiliates or subcontractors, at their own expense, has a duty to and shall protect from disclosure any and all Student Records which they come to possess or control, wherever and however stored or maintained, in a commercially reasonable manner in accordance with current industry standards. Each Party and their respective subcontractors, if any as part of this MOU, shall maintain a comprehensive data - security program for the protection of Student Records whether the Records are stored electronically and/or in hard copy. The safeguards contained in such program shall be consistent with and comply with the safeguards for protection of Student Records, and information of a similar character, as set forth in all applicable federal and state law and written policy of AACPS, PGCPs or Maryland State Department of Education ("MSDE") concerning the confidentiality of Student Records. Such data-security program shall include, but not be limited to, the following:

- 1) A process for reviewing policies and security measures at least annually;
- 2) A security policy for employees related to the storage, access and transportation of data containing Student Records;
- 3) Reasonable restrictions on access to records containing Student Records, including access to any locked storage where such records are kept;
- 4) Creating secure access controls to Student Records, including but not limited to passwords; and
- 5) Encrypting of Student Records that are stored on laptops, portable devices or being transmitted electronically.

Each Party and its respective affiliates shall notify the other as soon as practical, but no later than twenty-four (24) hours, after they become aware of or suspect that any Student Records which that Party or its affiliates possess or control have been subject to a Student Records breach.

Each Party shall incorporate the requirements of this Section in all subcontracts requiring each of its affiliate to safeguard Student Records in the same manner as provided for in this Section.

Nothing in this Section shall supersede in any manner either Party's or its respective affiliate's obligations pursuant to HIPAA, FERPA or the provisions of this Memorandum of Understanding concerning that Party's obligations to the other as a service provider.

#### **H. DATA DISSEMINATION**

For purposes of publicity, advertising, or news release in any form of medium, the parties shall confer with one another regarding the time, manner and content of appropriate data dissemination, results of studies or reports, or other materials, and consent to such dissemination.

**I. MUTUAL INDEMNIFICATION & INSURANCE**

Neither party shall assume any obligation to indemnify, hold harmless, pay attorneys' fees or damages that may arise from or in any way be associated with the performance or operation of this agreement. Furthermore, the liability of the parties shall be governed by the terms and provisions of the applicable Tort Claims Act. Notwithstanding the foregoing, AACPS will not defend or indemnify PGCPs in cases where any losses, expenses, or damages are caused by PGCPs' own gross negligence or willful misconduct. Notwithstanding, PGCPs will not defend or indemnify AACPS in cases where any losses, expenses, or damages are caused by AACPS' own gross or willful misconduct. These provisions shall not be construed as a waiver of either party's rights under the doctrine of sovereign immunity.

Both AACPS and PGCPs independently represent that they are self-insured to the policy limits as established in Section 4-105 of the Maryland Code Annotated, Education Article for the protection of their respective agents and employees when acting within the scope of their official duties for the Board of Education of Anne Arundel County or the Board of Education of Prince Georges County pursuant to Section 5-518 of the Maryland Code Annotated, Courts and Judicial Proceedings Article.

**J. APPLICABLE LAW**

This MOU shall be construed according to Maryland law and subject to the jurisdiction of its courts. Furthermore, the parties agree that any suits or actions brought by either party against the other shall be filed in a court of competent jurisdiction in the venue where the obligations or events relating to this MOU took place.

**K. COMPLIANCE WITH LAWS.**

Both parties shall comply with all federal, state, and local laws, statutes, ordinances, rules, and regulations applicable to the services to be rendered under this MOU. Any violation of these laws, statutes, ordinances, rules, or regulations constitutes a breach of this MOU and entitles the non-breaching party to terminate this MOU immediately upon delivery of written notice of termination to the breaching party.

**L. NON-DISCRIMINATION.**

Neither Party shall, in its conduct and performance under this MOU, discriminate against any employee, applicant for employment, independent professional or any other person because of race, color, religion creed, ancestry, national origin, age, sex, sexual orientation, sexual identity, disability or handicap. Both Parties shall comply with all state and federal laws prohibiting discrimination in hiring or employment opportunities. In the event of the either Party's noncompliance with this non-discrimination clause or with any such laws, AACPS or PGCPs may terminate or suspend this agreement in whole or in part, and then declare the discriminating party temporarily ineligible for further contracts. Both Parties reserve the right to impose any and all other legal sanctions and remedies available for violating this clause.

**M. PROFESSIONALS**

In the event the services to be provided by PGCPs must by law be provided by individuals who are licensed and/or certified, PGCPs shall only assign individuals to provide services under this MOU who are licensed and/or certified in accordance with the law. Additionally, PGCPs shall only assign individuals who have been credentialed by PGCPs to provide the specific professional services required by this MOU. All such individuals assigned by PGCPs to provide services shall maintain their license and/or certification in good standing (not under review or subject to suspension, credentials current) during the entire term of this MOU. PGCPs shall, prior to providing services, submit documentation that the individuals assigned to provide services are properly credentialed and are licensed and/or certified to the Title I Office, Division of the Office of Equity and Accelerated Student Achievement, AACPS, 2644 Riva Road, Annapolis, Maryland 21401.

In the event the services to be provided by AACPS must by law be provided by individuals who are licensed and/or certified, AACPS shall only assign individuals to provide services under this MOU who are licensed and/or certified in accordance with the Maryland law. Additionally, AACPS shall only assign individuals who have been credentialed by AACPS to provide the specific professional services required by this MOU. All such individuals assigned by AACPS to provide services shall maintain their license and/or certification in good standing (not under review or subject to suspension, credentials current) during the entire term of this MOU. AACPS shall, prior to providing services, submit documentation that the individuals assigned to provide services are properly credentialed and are licensed and/or certified to the Title I Office, PGCPs, John Carroll Building Room 9 1400 Nalley Terrace, Landover, MD 20785.

**N. TERMINATION FOR CONVENIENCE**



Either party may terminate this MOU by giving to the other party written notification thereof at least ten (10) days prior to termination.

**O. ENTIRE AGREEMENT**

This MOU, inclusive of addenda, attachments and supplemental documents, constitutes the entire and full understanding between the parties hereto and neither party shall be bound by any representations, statements, promises or agreements not expressly set forth herein.

**P. INTERPRETATION**

This MOU shall not be construed or interpreted for or against any party hereto because the party drafted or caused that party's legal representative to draft any of its provisions. Any heading of the paragraphs in this MOU is inserted for convenience and reference only and shall be disregarded in construing or interpreting this MOU. When interpreting this MOU, the terms of this MOU shall be controlling unless, specifically changed by an Amendment signed by the parties, all other documents shall be subordinate to the general terms of this MOU.

**Q. SEVERABILITY**

Each provision of this MOU shall be deemed a separate, severable, and independently enforceable provision. The invalidity or breach of any provision shall not cause the invalidity or breach of the remaining provisions or of the MOU, which shall remain in full force and effect.

**R. MODIFICATIONS AND AMENDMENTS**

Any and all modifications to the terms of this MOU must be by a written Amendment, signed and approved by all parties.

**S. ASSIGNMENT**

This MOU shall be binding upon the parties hereto and their successors and assigns, except that neither shall assign their rights, duties or responsibilities set forth in this MOU without the express written consent of the other party.

**T. TRANSFER OF FUNDS**

The Parties agree that Title I funds will be due and owed to AACPS for services rendered up to the amount of funding generated on the attached PGCPs Title I Nonpublic Fund Generator Form. Invoices shall include the full amount for costs (including hours of service per student and cost per hour) and must be submitted no later than June 30 of the current school year.

#### **U. CONTRACT MONITOR**

Communications for the purposes of billing, payment and submission of documentation required by this MOU shall be between the Board's Contract Monitor who is as follows:

For AACPS:  
Sheri Anderson  
Senior Program Manager, Title I  
2644 Riva Road  
Annapolis, MD 21401  
410-222-5444  
slanderson4@aacps.org

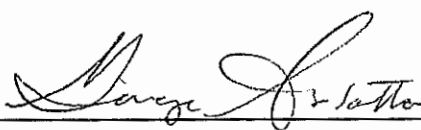
For PGCPs:  
Chandra Brown  
Coordinator, Title I  
John Carroll Building Room 9  
1400 Nalley Terrace  
Landover, MD 20785  
301-618-8390  
Chandra.brown@pgcps.org

For AACPS:  
Sarah Bell  
Program Manager, Title I  
2644 Riva Road  
Annapolis, MD 21401  
410-222-5444  
sabell1@aacps.org

For PGCPs:  
Aiesha Stover  
Title I Instructional Specialist  
John Carroll Building Room 9  
1400 Nalley Terrace  
Landover, MD 20785  
301-618-8390  
aiesha.stover@pgcps.org

IN WITNESS WHEREOF, the parties have signed and sealed this MOU as of the day first written above.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

BY:   
George P. Arlotto, Ed. D Superintendent of Schools

PRINCE GEORGES COUNTY PUBLIC SCHOOL SYSTEM

BY: \_\_\_\_\_  
Dr. Monica Goldson, Chief Executive Officer

## ATTACHMENT I

### ROLES AND RESPONSIBILITIES OBLIGATIONS OF AACPS AND BCPS

- The parties shall consult to identify Title I eligible students residing in the jurisdiction where Title I services will be rendered.
- Provide the actual Title I per pupil allocation for the school that the student would otherwise be attending within the district they reside to the local education agency providing the Title I service to eligible students.
- Consult with each other to determine and document the type of instructional service to be provided to the Title I eligible student.
- The parties shall retain and, upon request, make available to the other party all accounts and records relating to this MOU during its term and for three years after termination or expiration.
- Audit records may include student records and are subject to confidentiality regulations set forth in FERPA and COMAR (Paragraph G).
- Audit records may include employee records, which are subject to confidentiality provisions set forth in appropriate collective bargaining agreement and the Maryland Public Information Act.

## E. Participation of Children Enrolled in Private schools

### **MOU for Participation with Howard County Public Schools**

A Howard County Public Schools generated MOU is currently in the process of getting appropriate signatures in Howard County Public Schools. Previously, our legal office reviewed the draft with suggestions.

Anne Arundel County is waiting for the MOU to be sent to us and then will go through the process to get the appropriate signatures. We expect this to happen by 12/14/19.

As soon as our appropriate officials have signed and dated the Howard County Public Schools generated MOU, we will submit a signed and completed copy to them.



# 7929

MAY 30 19 REVD OGC

DISTRICT OF COLUMBIA PUBLIC SCHOOLS  
Office of the Chancellor

ABSTRACT OF CORRESPONDENCE

TO: Dr. Lewis Ferebee, Chancellor

FROM: Curtis Johnson

DATE: May 30, 2019

SUBJECT: MOU for Title I services between DCPS and AACPS (Anne Arundel County Public Schools)

**1. Summary of Key Points (Brief):** DCPS is mandated to provide Title I services to all DC resident students, including those attending private schools in the district and surrounding jurisdictions. This continued MOU will document the provision of services between the two school districts and provide the fiscal structure (through an amendment) necessary to transfer Title I allocations from DCPS to AACPS and vice versa.

**2. Special Concerns:** Not having a MOU in place to deliver services in a timely manner (ESSA §1117(b)) will place DCPS in non-compliance status.

**3. Action Required:** Approval and Signature

**4. Contact Person:** Ylesha Thompson, Ph.D.

**5. Chancellor's Action:**



Approved



Disapproved



Modify



Discuss

REMARKS:

*[Signature]*

Chancellor's Signature

*6/6/2019*

Date

CLEARANCE:

	PREPARED BY	CLEARED BY OGC (if required)	CLEARED BY Deputy Chancellor	CLEARED BY	CLEARED BY
		<i>Scott Barash</i>			
<b>SURNAME &amp; OFFICE (TYPED)</b>	Curtis Johnson, FPG	J. Omar Mahmud, OGC*	Amy Maisterra		
<b>INITIAL &amp; DATE</b>	<i>[Signature]</i> for G 5/31/19	<i>[Signature]</i> 5/31/19	<i>[Signature]</i> 5/31/19	<i>[Signature]</i> 6/11/19	

#7758

OCT10'18 RCVD OGC

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS**  
Office of the Chancellor

**ABSTRACT OF CORRESPONDENCE**

**TO:** Dr. Amanda Alexander, Interim Chancellor

**FROM:** Curtis Johnson

**DATE:** October 9, 2018

**SUBJECT:** MOU for Title I services between DCPS and AACPS (Anne Arundel County Public Schools)

1. Summary of Key Points (Brief): DCPS is mandated to provide Title I services to all DC resident students, including those attending private schools in the district and surrounding jurisdictions. This continued MOU will document the provision of services between the two school districts and provide the fiscal structure (through an amendment) necessary to transfer Title I allocations from DCPS to AACPS and vice versa.

2. Special Concerns: N/A

3. Action Required: Approval and Signature

4. Contact Person: Yiesha Thompson

Phone: 202-442-6025

5. Chancellor's Action:

☒ Approved ☐ Disapproved ☐ Modify ☐ Discuss

REMARKS:

Chancellor's Signature

Date

10/22/18

CLEARANCE:

	PREPARED BY OFPG	CLEARED BY OGC (if required)	CLEARED BY Chief	CLEARED BY	CLEARED BY
SURNAME & OFFICE (TYPED)	Curtis Johnson, FPG	J. Omar Mahmud, OGC*	Goldband CBO		
INITIAL & DATE	<i>[Signature]</i> 10/10/18	<i>[Signature]</i> 10/11/18	<i>[Signature]</i> 10/15/18	<i>[Signature]</i> 10/11/18	

#7758

OCT 10 '18 RCVD OGC

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS**  
Office of the Chancellor

**ABSTRACT OF CORRESPONDENCE**

**TO:** Dr. Amanda Alexander, Interim Chancellor

**FROM:** Curtis Johnson

**DATE:** October 9, 2018

**SUBJECT:** MOU for Title I services between DCPS and AACPS (Anne Arundel County Public Schools)

1. Summary of Key Points (Brief): DCPS is mandated to provide Title I services to all DC resident students, including those attending private schools in the district and surrounding jurisdictions. This continued MOU will document the provision of services between the two school districts and provide the fiscal structure (through an amendment) necessary to transfer Title I allocations from DCPS to AACPS and vice versa.

2. Special Concerns: N/A

3. Action Required: Approval and Signature

4. Contact Person: Yiesha Thompson

Phone: 202-442-6025

5. Chancellor's Action:



Approved



Disapproved



Modify



Discuss

REMARKS:

Chancellor's Signature

Date

10/22/18

CLEARANCE:

	PREPARED BY OFPG	CLEARED BY OGC (if required)	CLEARED BY Chief	CLEARED BY	CLEARED BY
SURNAME & OFFICE (TYPED)	Curtis Johnson, FPG	J. Omar Mahmud, OGC*	Goldband CBO		
INITIAL & DATE	<i>[Signature]</i> 10/10/18	<i>[Signature]</i> 10/11/18	<i>[Signature]</i> 10/15/18	<i>[Signature]</i> 6/11/18	



**RENEWAL OF MEMORANDUM OF UNDERSTANDING BETWEEN  
DISTRICT OF COLUMBIA PUBLIC SCHOOLS AND  
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS FOR  
PROVISION OF TITLE I SERVICES TO PRIVATE SCHOOL STUDENTS**

This First Renewal ("Renewal") to the Memorandum of Understanding between District of Columbia Public Schools ("DCPS") and Anne Arundel County Public Schools ("AACPS") for the Provision of Title I Services to Private School Students, dated September 28, 2018 ("MOU"), is made by and between DCPS and AACPS (each a "Party" and collectively "Parties").

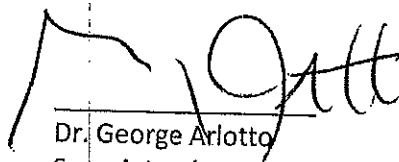
1. Pursuant to the "Term" section on page 1 of the MOU, the Parties hereby declare their intention to renew the MOU for an additional one (1) year term. The Parties agree that, for purposes of this Renewal, the clause in the "Term" section on page 1 of the MOU requiring one Party to provide the other Party with a request for renewal of the MOU at least sixty (60) days prior to the end of the current term of the MOU is waived.
2. Unless terminated or modified through mutual written agreement between the Parties as provided for in Section 10 of the MOU, the renewal term of this MOU will expire on June 14, 2020, one year from the expiration date of the initial term of this MOU.
3. All other terms and conditions stated in the MOU and its accompanying attachments are hereby incorporated into this Renewal and remain in full force and effect.

IN WITNESS WHEREOF, the Parties have executed this Renewal effective on the final date of signature below.



Dr. Lewis Ferebee  
Chancellor  
District of Columbia Public Schools

6/6/19  
Date



Dr. George Arlotto  
Superintendent  
Anne Arundel County Public Schools

8.22.19  
Date



## MEMORANDUM OF UNDERSTANDING

between the

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS**

and the

**ANNE ARUNDEL COUNTY PUBLIC SCHOOLS**

This Memorandum of Understanding (MOU) as of this 28<sup>th</sup> day of September 2018, by and between District of Columbia Public Schools (DCPS) and Anne Arundel County Public Schools (AACPS), hereafter collectively referred to as the "Parties".

WHEREAS, the Parties enter this MOU dated September 28, 2018, for DCPS to provide Title I services to eligible students attending private school in the District of Columbia who reside in Anne Arundel County, Maryland; and AACPS to provide Title I services to eligible students attending private school in Anne Arundel County, Maryland who reside in the District of Columbia.

WHEREAS, the Parties wish to enter the conditions, responsibilities, and provisions of the MOU effective September 28, 2018, and ending June 14, 2019.

NOW THEREFORE, the Parties hereby set forth this MOU as follows:

### **Purpose**

This MOU creates a process for the provision of Title I educational instructional services and additional supports to certain eligible private school children who meet established eligibility and residency criteria. This agreement describes the services to be provided, the roles and responsibilities of each Party, and funding procedures. The determination of aforementioned Title I funds is pursuant to the requirements of the *Every Student Succeeds Act of 2015*.

### **Term**

The initial term of this MOU will be for the 2018-2019 school year, with an effective date of September 28, 2018 through June 14, 2019. Thereafter, the MOU may be renewed for additional one-year terms, or any fraction thereof, if both parties agree to the renewal in writing. To propose a renewal of this MOU, one party must provide notice to the other of a request for renewal at least sixty (60) days prior to the end of the current term.

### **1. Consultation: Description of Services**

- A. Decisions will be made regarding the delivery of services during the consultation meetings between the two Parties and will include the following components:
  - a. Identifying funding for student-related services based on the per pupil allocation

- b. Develop eligibility requirements for selecting students eligible to participate in the Title I program
  - c. Select service delivery site
- B. The scope of services will include the following components:
  - a. The Parties will collaborate on the service delivery model adopted by each respective Local Education Agency (LEA)
  - b. The Parties will collaborate on the frequency and duration of weekly service instructional time

## 2. Assessment

- A. The assessment of services will be performed by the LEA providing and include documentation of the following:
  - a. Pre and post tests
  - b. Student progress
  - c. Attendance

## 3. Additional Support Services

- A. The support services will include the following components:
  - a. Parent involvement activities and identification available funding under Title I for this purpose
  - b. Professional development for teachers for eligible students if the school system reserves funds from the Title I allocation for the Title I professional development activities
  - c. Title I counseling, mentoring, and/or one on one services for eligible Title I students if the school system reserves funds from the Title I allocation for the additional Title I student supports

## 4. Responsibilities

- A. The Parties respective Title I offices will provide services as follows:
  - a. Designate a contact person for Title I services for eligible students attending private school(s)
  - b. Determine participating public-school attendance areas and certify the number of eligible private school students
  - c. Provide, to the extent allowable under the Family Educational Rights and Privacy Act or any other applicable law, and review annual data regarding eligible students who attend private schools in the other Party's jurisdiction
  - d. Provide sufficient and reliable data concerning the amount of Title I funding that is generated for services to eligible students
  - e. Reserve the required amount of Title I funds for instructional services for identified students, parent involvement activities, and professional development activities, if applicable.
  - f. Annually consult with the designated contact person to determine the scope and nature of Title I services to eligible students who attend private schools in one local school system and reside in another
  - g. Provide, to the extent allowable under the Family Educational Rights and Privacy Act or any other applicable law, assessment data for eligible students receiving Title I services

## 5. Transfer of Funds

By November 15<sup>th</sup>, of the current school year, the amount of Title I funding that is owed to the other Party of Title I services will be determined. An invoice for the full amount shall be submitted, accompanied by appropriate documentation for payment (listed below). This invoice must be paid within 30 days of receipt, but no later than December 15<sup>th</sup>.

- Total number of students served
- List of students by grade level and school name
- Schedule of services provided
- Name(s) of service provider(s)
- Service delivery model
- Service to students and parent involvement activities

## 6. Audit

Each party shall retain and upon request make available to the other Party, all accounts and records relating to this Agreement during the term of this Agreement and for five years after this Agreement ends. Each party has the right, upon reasonable prior written notification, to audit and inspect all accounts and records maintained by the other Party in connection with this Agreement and may do so at the other Party's normal business hours.

## 7. Civil Rights and Equal Employment Opportunity

Each party agrees that it shall not discriminate on the basis of race, religion, age, ancestry or national origin, gender, physical or mental disability, marital status, or veteran's status with respect to employment opportunity or access to the program pursuant to this Agreement.

## 8. Notices and Contact Persons

Any inquiries under this MOU shall be directed to the Parties listed below. Any notices required under this MOU shall be in writing, sent by a recognized form of communication and by any recognized delivery method agreed to by the Parties.

TO DCPS:

Yiesha Thompson, Ph.D.  
 Director, Monitoring and Program Support  
 District of Columbia Public Schools  
 1200 First Street NE, 12<sup>th</sup> Floor  
 Washington, D.C. 20002  
 (202) 442-6025  
 (202) 535-2256  
[Yiesha.Thompson@dc.gov](mailto:Yiesha.Thompson@dc.gov)

TO CCPS:

Sarah Bell  
 Program Manager, Compensatory Education Programs  
 Anne Arundel County Public Schools  
 2644 Riva Road  
 Annapolis, Maryland 21401  
 (410) 222-5444  
[SABell1@aacps.org](mailto:SABell1@aacps.org)

These individuals are responsible for the management and coordination of the requirements for each Party under this MOU. Copies of correspondence related to modification, extension or termination of this MOU, any legal matters concerning this MOU or any other transactions stemming from this MOU shall be furnished to these individuals with additional copies to:

Office of the General Counsel  
 District of Columbia Public Schools  
 1200 First Street NE, 10<sup>th</sup> Floor  
 Washington, D.C. 20002  
 T: (202) 442-5000  
 F: (202) 442-5098

## **9. Anti-Deficiency Considerations**

DCPS's duty to fulfill financial obligations to any kind pursuant to any and all provisions of this MOU, or any subsequent agreement entered into pursuant to this MOU, are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§ 1341, 1342, 1349-1351; (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code §§ 47-355.01-355.08 (2001); (iii) D.C. Official Code § 47-105 (2001); as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned. Pursuant to the Anti-Deficiency Acts, nothing in this MOU shall create an obligation on DCPS in anticipation of an appropriation by Congress for such purpose, and DCPS's legal liability for any obligations under this MOU shall not arise or obtain in advance of the lawful availability of appropriated funds for the applicable fiscal year as approved by Congress.

## **10. Modifications**

Modifications to this Agreement may be made only in writing signed by authorized representatives of both Parties.

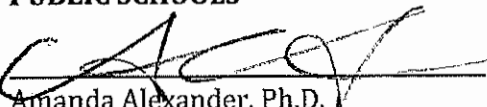
## **11. Counterparts**

This Agreement may be executed on one or more counterparts; each of which shall be deemed an original and all of which, taken together, shall constitute one and the same instrument.

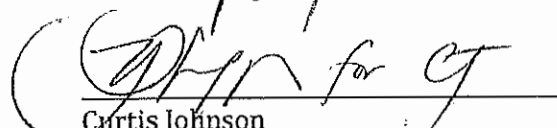
## 12. Approvals

The individuals designated below, by signing this Agreement, so indicate that they possess the necessary authority to bind the Parties to the obligations described herein

### DISTRICT OF COLUMBIA PUBLIC SCHOOLS

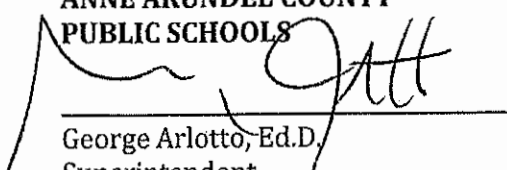
  
Amanda Alexander, Ph.D.  
Interim Chancellor

Date: 10/22/18

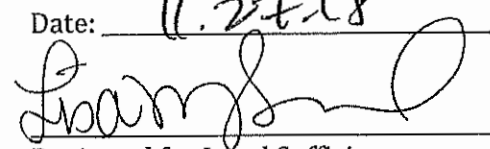
  
Curtis Johnson  
Deputy Chief, Federal Programs & Grants

Date: 10/10/18

### ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

  
George Arlotto, Ed.D.  
Superintendent

Date: 11.27.18

  
Reviewed for Legal Sufficiency

Date: 11/13/18

## **F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH**

1. A written process that includes how the Title I office will coordinate with the Homeless Education.

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 it relates to the partnership with Pupil Personnel Workers, the schools and the Title I Office. During this time, the McKinney-Vento Administrative Assistant schedule and worklog will be reviewed to ensure that 100% of work time is dedicated to the homeless population.

Based on the basic and general needs of the homeless population, PPWs in Non-Title I schools will work with the Student Services Office, specifically the Homeless Liaison and MV Administrative Assistant to gain support and/or funding for the identified students' needs. In addition, PPWs in Title I schools will coordinate with school-based personnel to retain that same support and/or funding using their school's Title I allocation.



## Job Description

Title	Title Code	
Secretary-Administrative Associate	D31601	
Division/Department	Unit	Grade
Student Services/ Office of Pupil Personnel/McKinney Vento Office	IV	06
Reports To (title only)	Current as of	
Coordinator of Pupil Personnel	1/3/2019	

Is this position exempt from overtime pay? **No**

Performs general secretarial and clerical duties in support of the McKinney Vento students. Work involves frequent and responsible contacts with transportation, payroll, budget, parents, PPWs and school administration, as appropriate. The essential duties include answering the phone, maintaining established files, preparing a variety of correspondence, budget and payroll management, database management, transportation requests and support grant reporting. Work is performed under general supervision of the Coordinator or Pupil Personnel and the McKinney Vento Liaison. The Administrative Secretary is expected to exercise initiative and judgment in the timely execution of assignments.

Does this position have supervisory responsibilities? **No**

1. Answers calls, takes messages, and/or provides general information as appropriate.
2. Opens and distributes mail accordingly.
3. Responsible for faxing, scanning, and duplicating materials as needed.
4. Generates correspondence such as letters, forms, and other materials as required; proofreads when necessary.
5. Establishes and maintains the McKinney Vento database and enrollment files/records.
6. Handles transportation needs for McKinney Vento students (including - adding new transportation requests, modification to requests, communicating changes to key parties.
7. Handles functions related to payroll.
8. Responsible for various office tasks related to McKinney Vento student needs (to include ordering- supplies and materials, purchasing, inventory, and distribution).
9. Updates the McKinney Vento status in PowerSchool and collaborates with the Office of Nutrition to manage Free and Reduced meal status for McKinney Vento students.
10. Troubleshoots issues related to McKinney Vento transportation with the Transportation Office.
11. Assist with developing and revising forms, procedures, letters, and brochures for parents to improve the overall program, and ensure that parents are informed of their rights under the McKinney-Vento Act.
12. Participates in job related training regularly or as requested by supervisor.
13. Helps prepare for the McKinney Vento audit
14. Performs other duties as assigned.

*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.



<b>Experience</b>
<ul style="list-style-type: none"><li>• One (1) year of clerical secretarial, and/or administrative office work experience performing work of a progressively responsible nature "OR" any equivalent combination of education and experience deemed sufficient to prepare the applicant to successfully perform the duties of the position.</li></ul>
<b>Knowledge, Skills, and Abilities</b>
<ul style="list-style-type: none"><li>• Ability to exercise tact and diplomacy with phone inquiries and visitors.</li><li>• Ability to exercise initiative, courtesy, and good judgment in dealing with peers, administrators, students, parents and the general public.</li><li>• Ability to follow instructions promptly and take initiative when appropriate.</li><li>• Demonstrated ability to effectively work with diverse populations.</li><li>• 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.</li></ul>
<b>Licenses/Certifications</b>
<ul style="list-style-type: none"><li>• N/A</li></ul>
<b>Licenses/Certifications</b>
<ul style="list-style-type: none"><li>• N/A</li></ul>
<b>Licenses/Certifications</b>
<ul style="list-style-type: none"><li>• As required by the duties and responsibilities of the job.</li></ul>

**Established:** 1/1/1993

**SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION  
SY 2019-2020**

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 shelter director and staff to coordinate efforts for school enrollment and participation for all students.

Local School System:  
Anne Arundel County Public School System

Homeless Education Coordinator/Liaison:  
Jennifer Laque                      410-518-9872                      410-693-5875  
 Name                                      Telephone                                      Cell Phone

Homeless Education Coordinator / Liaison's Email: jlaque@aacps.org

NAME OF SHELTER/ CONTACT PERSON	ADDRESS/TELEPHONE/EMAIL	POPULATION SERVED
Sarah's House Kelly Anderson	2015 20th Street Fort 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	1517 Ritchie Hwy #201, Arnold, MD 21012 410-222-6800	Victims/Families of Domestic Violence

Signature - Homeless Education Coordinator/Liaison \_\_\_\_\_ Date \_\_\_\_\_

<p><b>G. SUPPORT FOR FOSTER CARE STUDENTS</b> <u><i>Return to application</i></u></p>
<p><b>REQUIRED ATTACHMENTS:</b> The LSS must include a copy of the following documents in their Title I, Part A Application:</p> <p>A written agreement facilitated by the local child welfare agency and the LSS 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. (111(g)(1)(E))</p>

**H. ENGLISH LEARNERS**

*Return to application*

REQUIRED ATTACHMENTS: NA

## **G. SUPPORT FOR FOSTER CARE STUDENTS**

A written agreement facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) including transportation, school of origin and best interest decisions. 1111(g)(1)(E)

Anne Arundel County Public Schools will utilize the counselors in each school to identify which students in foster care will need transportation. Each counselor will work with the school's respective Pupil Personnel Worker (PPW) and that PPW will work with the state or local child welfare agency to support the child/family in any way that is needed.

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

Sheri Anderson, Senior Program Manager; Title I  
Jennifer Laque, Homeless Liaison, Student Support Services  
Laurietta Jones, Coordinator, Student Support Services  
Kellie Anderson, Social Worker POC

**A. FISCAL**

**Return to application**

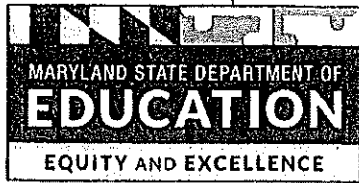
**REQUIRED ATTACHMENTS:**

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

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

--	--

*Fiscal*  
*1. Skipped School Approval Letter*



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

September 5, 2019

Ms. Sheri Anderson  
Senior Program Manager  
Compensatory Education Programs  
Anne Arundel County Public Schools  
2644 Riva Road  
Annapolis, Maryland 21401

Dear Ms. Anderson:

Thank you for your letter dated August 16, 2019, informing the Maryland State Department of Education (MSDE) of the local school system's intent to skip Mary Moss Academy and Ferndale Early Education Center for Title I purposes in school year 2019-2020. Your letter stated that the decision to skip these schools is due to the fact that the 2019-2020 poverty percentage for Mary Moss Academy is 97.22% and the 2019-2020 poverty percentage for Ferndale Early Education Center is 59.06%, qualifying both schools to receive Title I, Part A funding for the 2019-2020 school year under Anne Arundel County Public Schools funding formula.

Section 1113(b)(1)(D) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of section 1118(c).
2. The school is receiving supplemental funds from other State or local sources that are spent according the requirements of section 1114 and 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I, Part A.

Anne Arundel County Public Schools provided the MSDE with information demonstrating the supplemental funding from State and local funding sources that will be allocated to Mary Moss Academy and Ferndale Early Education Center. Based on the information provided, the MSDE will allow Mary Moss Academy and Ferndale Early Education Center to operate as skipped schools for school year 2019-2020.



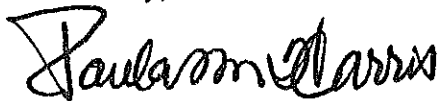
Ms. Sheri Anderson  
September 5, 2019  
Page 2

Please be mindful that any school that is skipped will need to be included in the rank order of Title I schools on the **Title I Allocation Worksheet** and equitable services calculations must be applied. In addition, please submit the completed **Title I Skipped School Addendum** and the **Title I Skipped School Allocation Worksheet** according to the established MSDE timelines for Title I Application and the 2019-2020 Local ESSA Consolidated Strategic Plan.

If you have any questions or concerns please contact your MSDE Title I Point of Contact, Luke Dillon at [luke.dillon@maryland.gov](mailto:luke.dillon@maryland.gov) or 410-767-0805. Mr. Dillon will be pleased to assist you.

Thank you for submitting this request. Please forward a copy of this letter to appropriate staff.

Sincerely,



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

PMH/LD/crt

c: Gail Clark Dickson, Ed.D.  
Luke Dillon, M.Ed.

## AACPS Fiscal Requirements Attachment 2 CSI

CSI Schools: How Title I funds are used to support each school.

### Anne Arundel Evening School

- **4 Pupil Personnel Workers**

The PPWs will collaborate with the principal to address the non-academic barriers preventing student progress. The PPW collaborates with students, parents and other agencies, as applicable, to address student success and academic achievement. After the school based intervention has been implemented, and additional assistance is still needed the case may be referred to the Pupil Personnel Worker. Duties include working with school personnel to improve student attendance. The PPW supports the needs of the diverse non-current students by contacting community agencies, consulting with school personnel, and making home visits or phone calls, as necessary. The PPW positions will support the school improvement efforts of Anne Arundel Evening High School by providing an additional resource to address the non-academic barriers preventing attendance to school. Anne Arundel Evening High School has six sites located throughout the local school system.

- **Partner to Support Social-Emotional Learning and Trauma Informed Practices**

To meet the social emotional prioritized need, the SEL partner will assist with building the capacity of teachers and administration to build and maintain positive, meaningful relationships with students and families while learning more about how to capitalize on the diverse needs of the school's non-traditional student population. The partner will work with Evening High School staff and provide resources and supports to widen the teachers' bank of strategies for working with students who are on a non-traditional path. The partner will also work with the Evening High School staff and administration to model productive data discussions, and leadership meetings in order to improve academic progress for non-traditional students.

- **SEL Attendance Partner**

To meet the attendance prioritized need, the attendance partner will assist with building productive relationships with families of students with significant attendance by providing information for supports that would allow students to attend school more regularly. Through this work, the partner will support Social Emotional Learning in two ways. First, the partner will work with school leadership, school staff, students, and family members to build their understanding around attendance data and interventions. In addition, the partner will collect data around barriers to attendance and root causes. The partner will collaborate with teachers and staff around utilizing data to address attendance barriers through the framework of Social Emotional Learning. The partner will provide necessary data and information to drive administrative leadership and parent meetings, when appropriate.

## **Phoenix Academy**

- **Transition Coordinator**

The addition of the Transition Coordinator will support the school improvement initiatives at Phoenix Academy by providing additional support and resources to teachers and students related to the social-emotional needs of students. This staff member will address the transiency of students as a possible roadblock in the pathway for graduation for non-traditional students at Phoenix Academy. This staff member will be dedicated to supporting academic and non-academic barriers to attendance and school success by supporting and coordinating student intakes, student transitions, student data monitoring and implementation, and high school student progress monitoring. This staff member will collaborate with all instructional staff in order to support the diverse social-emotional needs of the non-traditional students.

- **Summer Professional Development Stipends for Teachers**

Behaviors Techs will come in for 5 days of professional development during the summer break. This professional learning will support the school's priority of focusing on the social-emotional needs of students and incorporating trauma informed practice thus allowing all staff to customize instructional practices to meet the diverse needs of non-traditional students. This time will be essential to build the capacity of staff prior to the beginning of the 2019-2020 or 2020-21 school year. The Behavior Techs will focus on instructional strategies through a trauma informed lens, and individualizing instruction to meet non-traditional student needs. By having this additional professional learning opportunity, the school will be able to build a foundation for professional learning and develop a shared vision and expectations for school improvement.

**Anne Arundel County Public Schools  
Title I  
Procedures to Ensure Compliance with Supplement, Not Supplant  
Regulations**

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.

The following steps are taken to ensure that the Anne Arundel County Public Schools are not supplanting Federal Title I dollars with state and local funding at Title I schools:

1. An annual review of formulas for staffing allocations is done to ensure elementary schools receive staffing based on enrollment projections.
2. An annual review of Materials of Instruction (MOI) formulas are done to ensure all elementary schools receive funding for MOI based on enrollment projections.
3. A review of staffing allocations is done in November using September 30<sup>th</sup> enrollments to ensure compliance with “Supplement, Not Supplant” regulations. Staffing adjustments will be made to any Title I school found not in compliance with the regulations.

## FY2020 MOI Allocation Formulas

	Elementary	Middle	Senior	Allocation Basis
Basic Elementary	32.00	N/A	N/A	Enrollment
Kindergarten	32.00	N/A	N/A	Enrollment
PreKindergarten	18.00	N/A	N/A	Enrollment
Art	2.60	N/A	N/A	Enrollment preK-5
Music	2.05	N/A	N/A	Enrollment preK-5
Physical Education	2.15	N/A	N/A	Enrollment preK-5
Special Education - teacher	100.00	100.00	100.00	FTE
Special Education - assistant	50.00	50.00	50.00	FTE
English	N/A	651.00	871.00	FTE
Math	N/A	594.00	594.00	FTE
Science	N/A	1,345.00	1,677.00	FTE
Social Studies	N/A	845.00	783.00	FTE
Global Community Citizenship	N/A	N/A	749.00	FTE
World & Classical Languages	N/A	590.00	590.00	FTE
Art	N/A	8.00	20.00	Art Enrollment
Music	N/A	748.00	748.00	FTE
Music Transportation	550.00	1,000.00	1,000.00	Flat
Physical Education/Health	N/A	629.00	629.00	FTE
Computer Education	N/A	603.00	603.00	FTE
Technology Education	N/A	5,195.00	2,713.00	FTE
AVID	N/A	300.00	300.00	FTE
FACS - Preliminary	N/A	2,000.00	5,000.00	Flat
Athletics	N/A	N/A	18,000.00	Flat
Guidance	320.00	N/A	N/A	Flat
Guidance	N/A	760.00	760.00	FTE
Media*	16.00	16.00	16.00	Enrollment
Office Supplies	6.50	10.70	10.70	Enrollment
Agenda Books	N/A	6.00	N/A	Enrollment

**Media minimum allocation: FY2020 is..** **\$2,000 Early Ed Ctr, \$7,000 Elem, \$13,000 (Middle), \$23,000 (High)**  
**Media minimum allocation: FY2019 was..** **\$7,000 Elem, \$11,000 (Middle), \$17,000 (High)**

Anne Arundel County Public Schools  
Staffing Resource Distribution  
As of October, 2019

Resources are 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 Prek, all school-wide Title I have full-day programs  
all PreK programs are general fund positions*

**Additional Teaching Positions:**

**Reading**

Elementary	<b>enrollment</b>	<b>FTE</b>
	up to 450	1.0
	451 - 650	1.5
	651+	2.0
Middle	1.0 FTE per school	

**Secondary Supplemental (supports release time for DCs, ADs, 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

**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 (AAA)**

Additional Teaching (and some TA & Student Services) FTEs are provided to Middle & High Schools as well as Elementary schools that do not otherwise qualify for Title I services.

**Other/Additional Positions**

School Performance Coaches, Additional Requests, Alt 1, etc. FTEs based on needs determined by OSP

**Assistant Principals**

	enrollment	FTE
Elementary	up to 500	0.0
	501+	1.0
Secondary	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

**Secretaries**

	Enrollment	FTE
all levels	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

+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

### **2019-2020 Title I, Part A Application Submission Instructions:**

*Please submit via email a completed application to Sharon Williamson at [Sharon.Williamson@maryland.gov](mailto:Sharon.Williamson@maryland.gov) and copy MSDE POC by September 30, 2019.*

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

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

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



**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 Early Learning Center 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 four-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 Early Learning Center 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 200 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 Early Learning Center 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 four-year-olds enrolled in the prekindergarten program.
- Support children with special needs through preschool special education services.

Wee Lad & Lassie Early Learning Center will:

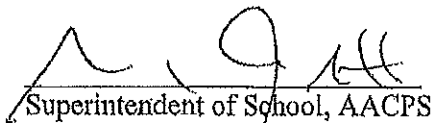
- Provide high-quality prekindergarten education and wrap-around care to eligible children.
- Meet or exceed criteria for high-quality prekindergarten programs defined by the Federal Criteria for High-Quality Preschool Education (Appendix A).
- Provide a minimum of 180 days of prekindergarten instruction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

- Provide developmental screening to all enrolled students.
- 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 1<sup>st</sup>, February 1<sup>st</sup>, and May 1<sup>st</sup>).
- 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 Early Learning Center 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 Early Learning Center and the Anne Arundel County Public Schools on this 25<sup>th</sup> day of Sept. in the year 2015.

  
Superintendent of School, AACPS

  
Lisa Herbst, M.Ed., Director

Date: 9-25-15

Date: 10/5/15

**THE JUDITH P. HOYER EARLY CARE AND EDUCATION CENTER  
AT HILLTOP ELEMENTARY AND BELLE GROVE ELEMENTARY  
MEMORANDUM OF UNDERSTANDING**

**Anne Arundel County Public Schools  
2644 Riva Road  
Annapolis, Maryland 21401**

Anne Arundel County Public Schools, legally known as The Board of Education of Anne Arundel County, and the following service partners have agreed to this memorandum of understanding to continue the implementation of a comprehensive and coordinated Judy Center Program in the Hilltop Elementary and Belle Grove Elementary Judy Center catchment areas of Anne Arundel County Public Schools for children ages birth through Kindergarten. The Anne Arundel County Public School Judy Center Program year will begin on July 1, 2019 and continue through June 30, 2020. This Memorandum of Understanding (MOU) shall be in effect for the specified period of the program year. Anne Arundel County Public Schools will be responsible for the overall management of the Judy Center Program through a Judy Center Program Manager in collaboration with Steering Committee members comprised of representatives from each of the service partners. Anne Arundel County Public Schools is committed to include children ages birth through Kindergarten and their families in the Judy Center catchment areas into the Anne Arundel County Public School Judy Center Program as well as promote participation by all early childhood faculty and staff. All undersigned parties agree to serve on the Anne Arundel County Public School Judy Center Steering Committee to assure coordinated services and to continue this partnership beyond this grant period.

**Background:**

As the Early Education Coordinator for Prince George's County Public Schools, Judith P. Hoyer lamented the gaps in available services for low-income families. In the 1990s, she created a central location in Adelphi, Maryland for important early childhood services, thus fostering cooperation of governmental and private agencies around the needs of local families. After her untimely death in 1997, her husband, Congressman Steny Hoyer (D-MD), in partnership with then Governor Parris N. Glendening, led a successful movement to bring her model of collaboration to other areas of Maryland. As a result, the Maryland State Legislature enacted the Judith P. Hoyer Early Child Care and Education Enhancement Program in May of 2000.

That legislation addressed three important principles in Maryland's early childhood care and education programs:

1. Judy Centers - The need for greater coordination among the providers of early childhood education and support services was essential in focusing the services and resources of the various programs and providers on families with high needs. This type of collaboration provides a greater opportunity for positive outcomes for children and greater school readiness.

2. Kindergarten Readiness Assessment - The need for a uniform assessment of success in early childhood education. This allows the State to better measure progress with some definition of success, and a means to assess that success.

3. Program Accreditation and Preschool for All - The need to ensure that all preschool age children receive quality care and education by promoting professional development for the early education workforce and accreditation for child care providers.

**Judy Center Grant Components at a glance:**

Component 1. Full Day/ Full Year Programming

Component 2. Meals

Component 3. Case Management

Component 4. Integration of Early Education Services

Component 5. Family Engagement

Component 6. Early Identification

Component 7. Children with Disabilities

Component 8. Health Related Services

Component 9. Professional Development

Component 10.. Adult Education and Career Services

Component 11. Accreditation

Component 12. Partnerships

**Anne Arundel County Public Schools (AACPS)**

**Program Management**

a. Anne Arundel County Public Schools will have overall responsibility for management of the Judy Center.

b. Anne Arundel County Public Schools will maintain physical responsibility and oversight of the Judy Center by providing space for Judy Center staff to conduct play and learn groups, hold Steering Committees and case management meetings, hold confidential parent meetings, and for screening services on site at each Judy Center school.

c. The Judy Center Program Manager will facilitate monthly Steering Committee and case management meetings with partnering agencies.

d. The Judy Center Program Manager and Family Services Coordinator will regularly share information about the center's programs with members of the Steering Committee.

e. The Judy Center Program Manager will share information about the services, programs and

initiatives of all partners. S/he will work with appropriate personnel in each partner agency to ensure that the education, economic, and safety issues of center families and children are addressed.

f. The Judy Center Program Manager and Family Services Coordinator will work with personnel in each partnering agency to develop programs that capitalize on the expertise of each partner, recognize the limited resources of each partner, and meet the needs of the center's families and children within the parameters of current programs.

g. Anne Arundel County Public Schools will ensure that all agencies whose personnel will have access to students at Anne Arundel County Public Schools will do so in accordance with Anne Arundel County Public Schools policies and regulations regarding volunteers and comply fully with Maryland law, including MD. Code Annotated, Family Law Art., 5-561

### **Program Development**

H. Judy Center staff will develop programs and initiatives that meet the 12 components of the Judy Center grant and utilize partner resources and personnel to ensure continuity between agencies, identify gaps in service, and avoid duplication of services between partnering agencies.

I. The Judy Center will create and distribute monthly newsletters and calendars that advertise both Judy Center and partner events and activities to partnering agencies, families, and school personnel. When possible, newsletters and calendars will also be provided in Spanish to reach the Hispanic population in each school's catchment area.

J. Judy Center staff will develop family engagement and involvement activities that work to increase both the child and parent's knowledge and skill set in the following school readiness domains: physical and fine motor development, math, literacy, and social emotional learning domains and increase positive parent-child interactions.

K. Judy Center staff will actively conduct outreach to encourage additional partner agencies to participate in Judy center events, attend Steering Committee meetings, and assist partners with acquiring and sharing resources that directly benefit families in the Judy Center catchment area.

L. Judy Center staff will assist with the administration of Census Kindergarten Readiness Assessment administration at each Judy Center school by training all Judy Center staff as Kindergarten Readiness Assessment proctors, administering Kindergarten Readiness Assessment application items to 100% of enrolled Kindergarten students at their assigned school, and sharing data with Judy Center partners to guide programming and identify areas of focus.

### **Service Partners**

In order to provide comprehensive integrated services for young children and their families for the purpose of promoting school readiness, the agencies agree to the following:

- a. Each agency will provide a representative to the Judy Center Steering Committee/School Readiness Team and through the committee assume cooperative responsibility for integration of services and overall direction of the project as described in the original grant application and the continuation grant proposal.
- b. Participating agencies will continue to cooperate with planning, review and revision of activities and

provide time for staff training as need is determined, subject to time and resources.

c. Anne Arundel County Public Schools agree to act as lead agency during the grant period with cooperation and support from cooperating partners.

d. Provide the Anne Arundel County Public School Judy Center with information needed to satisfy Judy Center reporting requirements on the services Judy Center children are receiving.

e. Each agency agree to provide services as listed below.

**Anne Arundel County Public Schools Infants and Toddlers Program (ITP)/Early Childhood Special Education Services**

a. Serve on the Anne Arundel County Public Schools Judy Center Steering Committee by sending a representative of their agency to each monthly meeting

b. Serve on the Judy Center Case Management team and attend monthly meetings.

c. Anne Arundel County Public Schools Infants and Toddlers Program (ITP)/Early Childhood Special Education Services will provide "Sibshops" three times a year to siblings of children enrolled in the Infants and Toddlers program. The Judy Center will assist with this program by preparing an activity for children ages 0-5 for each event.

d. Anne Arundel County Public Schools Infants and Toddlers Program (ITP)/Early Childhood Special Education Services will provide reports of children enrolled in the Infants and Toddlers program that live in the Hilltop Elementary and Belle Grove Elementary catchment area to the Judy Center three times a year; once at the beginning of the grant year, in December, and at the end of the grant year to support accurate data collection and to ensure that all families are invited to participate in Judy Center sponsored activities and events.

e. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to the Infants and Toddlers Program Participants monthly.

f. A representative will assist in developing plans for activities that will capitalize on the expertise of each partner, recognize the limited resources of each partner, and meet the needs of children birth through five and their families in compliance with Federal and State law.

g. A representative will work with the AACPS Judith P. Hoyer Early Care and Education Center Program Manager to identify materials and resources related to programs specifically designed for the center's families and children.

h. A representative will work with the AACPS Judith P. Hoyer Early Care and Education Center Program Manager to explore possibilities of incorporating all appropriate services into the center program during the school and extended school year including:

1. Child Find Screening/Evaluation at the Judy Center when appropriate

2. Infants and Toddlers Playgroups provided weekly at the Judy Center

3. Speech Therapy will be provided weekly at the Judy Center by a Speech Pathologist from September-May 2020

4. Social Skills Group: Sib shops will be provided to siblings of children with Special Needs three times a year. The Judy Center will be invited to partner by providing activities for siblings ages 4-5 years old.

5. Parent Education workshops and Parent Chats may be provided to Judy Center families when requested by families. Topics will include: You Make the Difference and Positive Discipline parent chats at play and learn groups. The Judy Center will provide space and staff to manage

classes and Anne Arundel County Public Schools Infants and Toddlers Program (ITP)/Early Childhood Special Education Services will provide the materials and instructor.

I. . The Judy Center will provide take home activities monthly for children enrolled in the Infants and Toddlers program that live in the Belle Grove or Hilltop Elementary Judy Center catchment area.

### **Partners for Success Resource Center**

- a. Provide the AACPS Judith P. Hoyer Early Care and Education Center Program with information on the services that Judy Center children are receiving through Partners for Success.
  - b. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program by sending a representative to each meeting monthly and provide updates on programming and resources
  - c. Serve on the Judy Center Family Case Management team and attend meetings for the purpose of identifying services for families in need of special education services in the Belle Grove or Hilltop catchment area.
  - d. Participate in Judy Center family events such as Family Nights, Transition Fair, etc. by providing information to educate participants on available resources and services.
  - e. Coordinate programs and services to support children and their parents.
  - f. Share strategies and information about children in the Judy Center catchment area community with identified needs.
  - g. Connect families of children with disabilities to resources and support.
  - h. Meet with Judy Center staff regarding future projects and services for children and families.
  - i. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
  - j . Participate in the Prekindergarten and Kindergarten transition fair scheduled in May at the Judy Center by setting up a information table to provide information to families regarding services and presenting to families about the Special Education process at AACPS.
- K . Partners for Success Resource Center will provide two Parent Chats to Judy Center families regarding the IEP/IFSP process at AACPS at Belle Grove Elementary and Hilltop Elementary. The Judy Center will provide space and staff to manage classes and Partners for Success Resource Center will provide the materials and instructor.

### **Anne Arundel County Public Schools Office of School and Family Partnerships**

- a. Provide the AACPS Judith P. Hoyer Early Care and Education Center Program with information on the services that Judy Center children are receiving through their programs and initiatives.
- b. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program
- c. Participate in Judy Center family events such as Family Nights, Transition Fair, etc. by providing information to educate participants on available resources and services.
- d. Coordinate programs and services to support children and their parents.
- e. Share strategies and information about children in the Hilltop Elementary and Belle Grove Elementary community with identified needs.
- f. Meet with Judy Center staff regarding future projects and services for children and families.
- g. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
- h. Judy Center families will receive invitations to attend School and Family Partnership events.
- i. Offer Parent Workshops and training. Judy Center staff will be invited to participate.

J. Provide one Family Involvement Conference and invite the Judy Center staff to participate by allowing the Judy Center to provide activities for children that attend with their parents and facilitating an educational group activity while children are in child care. Anne Arundel County Public Schools Office of School and Family Partnerships will provide event oversight, marketing materials, space, and staff to manage event. The Judy Center will provide a facilitator and all associated materials to present to families and children.



**The Public Library Association of Annapolis and Anne Arundel County, Inc.**

a. Provide a children's librarian to read at the Judy Center playgroups quarterly at Belle Grove Elementary and Hilltop Elementary. The librarians will use props, art, music and movement, character voices, puppets, flannel board stories, etc., to model for parents the variety of techniques they can use at home to expand stories that they read to their children.

b. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program and share upcoming events and new resources available in the Judy Center catchment areas.

c. Participate in Judy Center family events such as Family Nights, Transition Fair, etc. by providing information to educate participants on available resources and services.

d. Sponsor "1,000 Books Before Kindergarten" initiatives for Anne Arundel County Judy Center families by providing The Public Library Association of Annapolis and Anne Arundel County, Inc. tracking sheets and prizes at Judy Center catchment area libraries to Judy Center families that participate and complete each milestone.

E. The Public Library Association of Annapolis and Anne Arundel County, Inc. and the Judy Center will collaborate to provide two parent workshops for Judy Center parents on the importance of reading to their children. Topics will vary based on family interests and needs but may include accessing online library resources, resources available at their local library, selecting age appropriate books, and engaging their child in school readiness activities and events.

F. The Public Library Association of Annapolis and Anne Arundel County, Inc. and the Judy Center will collaborate on the "Open Book Reading Club" program at Ordinance Road Correctional Facility. The Judy Center will develop and facilitate a family craft for the "Open Book Reading Club" for three 3 week sessions in October, February, and May.

G. The Public Library Association of Annapolis and Anne Arundel County, Inc. and the Judy Center will collaborate on the Annual STEM Festival held in November of each year at Glen Burnie Library. The Judy Center will participate in STEM Festival planning meetings quarterly with partner agencies and will provide a STEM based craft and activity for the event.

H. The Judy Center will disseminate The Public Library Association of Annapolis and Anne Arundel County, Inc. quarterly Happening's newsletter to all Judy Center families and partners.

I. The Judy Center and The Public Library Association of Annapolis and Anne Arundel County, Inc. will collaborate on developing and implementing Book Kit programs, including the Grief and Loss Book Kit Program, that will be available for checkout at libraries throughout Anne Arundel County that meet the identified needs of families in Anne Arundel County.

### **Y of Central Maryland- Head Start Program**

- a. Coordinate programs and services to support children and their parents in the Belle Grove Elementary and Hilltop Elementary Judy Center catchment area.
- b. Disseminate monthly Judy Center marketing materials including Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants that live in the Judy Center catchment areas.
- c. Y of Central Maryland- Head Start Program will meet with the Judy Center staff quarterly to identify partnership opportunities for monthly family nights. Y of Central Maryland- Head Start Program will disseminate Judy Center family night flyers to Y of Central Maryland- Head Start Program families and share family night flyers with the Judy Center staff to disseminate to eligible families in the Judy Center catchment area.
- d. Provide the Judy Centers with information needed to satisfy Judy Center grant reporting requirements on the services Judy Center children are receiving including enrollment numbers, demographics of children enrolled, and number of children with an IFSP/IEP disaggregated by age.
- e. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program and attend monthly meetings.
- f. Serve on the Judy Center Case Management team and attend monthly meetings.
- g. Participate in Judy Center family events such as Family Nights, Transition Fairs, etc. by providing information to educate participants on available resources and services available at Y of Central Maryland- Head Start Program.
- H. Y of Central Maryland- Head Start Program will attend the Judy Center Child Care/Prekindergarten/Kindergarten transition fairs in May. A representative will set up an information table and prepare a presentation for attendees at both Transition Fairs.
- I. Y of Central Maryland- Head Start Program will invite Judy Center staff to Professional Development opportunities relevant to Judy Center programming throughout the year. The Judy Center will invite Y of Central Maryland- Head Start Program staff to attend Judy Center sponsored Professional Development opportunities offered throughout the year.
- J. The Judy Center and the Y of Central Maryland- Head Start Program will collaborate on quarterly family nights to address the social emotional needs of children in the Judy Center catchment area that are also being served by the Y of Central Maryland.
- K. Y of Central Maryland- Head Start Program Family Advocate and Judy Center staff will meet monthly to discuss dually enrolled PreKindergarten students at Belle Grove Elementary. Topics of discussion will include case notes, home visit reports, family goal progress, and family needs.

### **Anne Arundel Community College (AACC)**

- a. Anne Arundel Community College's TEACH Institute will provide Family Engagement and Positive Guidance for eligible Judy Center catchment area families year round. Anne Arundel Community College's TEACH Institute will provide referral forms to the Judy Center to complete for families in need of services. Anne Arundel Community College's TEACH Institute will provide case updates regarding Judy Center families receiving services via email and/or at Judy Center case management meetings.
- b. Anne Arundel Community College will share parenting strategies and information about children in the Judy Center catchment area community with identified needs to partners at the Steering Committee meeting monthly.
- c. Meet with the Judy Center staff regarding future projects and services for children and families.
- d. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
- e. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.
- f. Provide information and materials about relevant college programs to Judy Center staff and clients.
- G. Anne Arundel Community College's TEACH Institute will assist Judy Center families by providing two parent discussion groups on behavior management and developing rules and routines at Play and Learn groups held at the Judy Center.
- h. Anne Arundel Community College's TEACH Institute will provide in home Family Engagement courses when appropriate through the BEST program to eligible Judy Center families with identified needs. Anne Arundel Community College's TEACH Institute will provide information regarding enrollment information, demographics, the number of in home Family Engagement courses provided to Judy Center catchment area families, and the percentage of Judy Center catchment area families that complete the Parenting Courses to the Judy Center for grant reporting purposes.
- I. Anne Arundel Community College will provide marketing materials to the Judy Center regarding GED and ABS/ESL classes occurring in the Judy Center catchment area.
- J. The Judy Center will provide transportation to GED and ESL/ABS classes for eligible Judy Center parents. If a Judy Center parent is enrolled in any of these courses, Anne Arundel Community College will provide class updates (such as time/date changes, class cancellations, or location changes) to the Judy Center staff.
- K. The Judy Center will provide Anne Arundel Community College's TEACH Institute staff with developmentally appropriate take home activities monthly to distribute to Judy Center

catchment area families participating in TEACH Institute programs. Anne Arundel Community College's BEST Program staff will complete the Judy Center request form to receive take home activities.

**University of Maryland Baltimore Washington Medical Center (UM BWMC)**

- a. A representative from the University of Maryland Baltimore Washington Medical Center (UM BWMC) will work with the Judy Center Family Services Coordinator to identify and coordinate resources specifically designed to meet the needs of identified families and children. Data will be released with written authorization form the child's parent or guardian
- b. University of Maryland Baltimore Washington Medical Center (UM BWMC) will partner with the Judy Center to coordinate donations of baby supplies such as diapers, bottles, hygiene products, and clothes to eligible Judy Center catchment area families when requested and if donations are available.
- c. University of Maryland Baltimore Washington Medical Center (UM BWMC) will provide enrollment and marketing materials for the Stork's Nest Parent Support prenatal education program to the Judy Center to disseminate to eligible families.
- d. University of Maryland Baltimore Washington Medical Center (UM BWMC) will provide Judy Center staff with marketing materials for upcoming health focused activities in the Judy Center catchment area.
- e. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.
- f. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
- g. University of Maryland Baltimore Washington Medical Center (UM BWMC) will provide the Judy Centers with attendance and demographic information needed to satisfy Judy Center grant reporting requirements for outreach activities and events that were marketed and supported by the Judy Center.
- H. University of Maryland Baltimore Washington Medical Center (UM BWMC) will provide free Flu Shots at their location and provide marketing materials to the Judy Center for distribution to families.
- I. University of Maryland Baltimore Washington Medical Center (UM BWMC) will invite the Judy center to attend relevant health fairs and events. UM Baltimore Washington Medical Center (UM BWMC) will provide marketing materials to the Judy Center to disseminate to Judy Center families. UM Baltimore Washington Medical Center (UM BWMC) will provide attendance and demographic information after events to the Judy Center for grant reporting requirements.

### **Anne Arundel County Health Department Bureau of School Health and Support**

- a. Provide the AACPS Judy Center with information about services Judy Center families are receiving through the Health Department. Data will be released with written authorization from the child's parent or guardian.
- b. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.
- c. Serve on the Judy Center Case Management team and attend monthly meetings.
- d. Participate in Judy Center family events such as Family Nights, Transition Fair, etc. by providing information to educate participants on available resources and services available.
- e. Coordinate programs and services to support children and their families.
- f. Share strategies and information about children in the Hilltop Elementary and Belle Grove Elementary Judy Center catchment area community with identified needs.
- g. Connect families of children with disabilities to resources and support.
- h. Meet with Judy Center staff regarding future projects and services for children and families.
- i. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.

### **Anne Arundel County Health Department Bureau of Family Health Services- Healthy Start**

- a. Provide Anne Arundel County Public Schools Judith P. Hoyer Early Care and Education Center Program with information on the services Judy Center families are receiving from Healthy Start if the referral was submitted by a Judy Center staff member. Data will be released with written authorization from the child's parent or guardian
- b. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.
- c. Serve on the Judy Center Case Management team and attend monthly meetings.
- d. Provide parent workshops to Judy Center families on topics such as Safe Sleep, Prenatal Care, and Postpartum Depression at Judy Center playgroups annually and/or when requested.
- e. Collaborate to develop programs such as Community Baby Showers to provide Safe Sleep, Prenatal Care, and Postpartum Depression presentations to identified families.
- f. Share strategies and information about children in the Hilltop Elementary and Belle Grove Elementary Judy Center catchment area community with identified needs.
- g. The Judy Center will provide support services to Healthy Start staff by fulfilling referral requests submitted by Healthy Start staff members to the Judy Center Baby Pantry and Food Pantry and assist with delivery of items to families referred when requested.
- h. Meet with Judy Center staff annually regarding future projects and services for children and families to identify needs, prepare presentations, and assist families in accessing resources.
- i. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.

## **Anne Arundel County Department of Social Services**

- a. Provide Anne Arundel County Public Schools Judith P. Hoyer Early Care and Education Center Program with information on the services Judy Center families are receiving from the Department of Social Services if the referral was submitted by a Judy Center staff member for Child Protective Services (CPS) or for Interagency Family Preservation Services. Data will be released with written authorization from the child's parent or guardian.
- b. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.
- c. Serve on the Judy Center Case Management team and attend monthly meetings.
- d. Participate in Judy Center family events such as Family Nights, Transition Fair, etc. by providing information to educate participants on available resources and services available.

F. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to eligible program participants monthly.

G. Partner with the Belle Grove Elementary Judy Center for the eight week Circle of Security parenting program offered at Brooklyn Park Library. The Judy Center will work with partnered child care providers to assist Anne Arundel County Department of Social Services in securing child care for each parenting session free of charge to the families. Anne Arundel County Department of Social Services will share enrollment and demographic information collected at sessions with the Belle Grove Elementary Judy Center for grant reporting requirements. Data will be released with written authorization from the child's parent or guardian.

### **H.O.P.E (For All)**

- a. Assist AACPS Judy Center with family outreach by disseminating Judy Center Resource guides to families in the community and referring eligible families to the Judy Center. The Judy Center will provide resource guides to H.O.P.E (For All) as needed.
- b. Provide school supplies to the Judy Center where personnel discretely release to students without the means to obtain them.
- c. Collect and distribute basic needs (i.e. clothing, shoes, bedding/linens, household items, infant clothing, etc.) directly to families living in the Judy Center catchment area.
- d. Releasing support like clothing, shoes, household and baby items directly to the Judy Center to benefit families in need through their established program.
- e. Work collaboratively to plan, schedule staff, and provide data including demographic information and feedback to meet the needs of children and their families.
- f. Provide two large clothing and Household item giveaways at the Judy Center. H.O.P.E (For All) will provide the number of items distributed at each event to the Judy Center. The Judy Center will provide attendance numbers, ages, and demographics for families in attendance to H.O.P.E (For All) after each event.
- g. Share strategies and information about children in the Judy Center catchment area community with identified needs.

- h. Connect families of children with disabilities to resources and support.
- i. Meet with the Judy Center staff regarding future projects and services for children and families.
- j. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
- k. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program and provide one representative to attend monthly meetings.

### **Kiwanis Club**

- a. Serve on the Judy Center Steering Committee
- b. Participate in Judy Center events such as Family Nights, Transition Fair, etc. by providing materials and volunteer support to assist participants.
- c. Meet with Judy Center staff regarding planning of future projects and services that directly benefit Judy Center families.
- D. The Judy Center will provide monthly project ideas to Kiwanis Club members and volunteers
- E. Kiwanis Club members will work with high school volunteers to coordinate donations of baby supplies and food to donate to the Judy Center Baby Pantry monthly. The Judy Center will provide monthly reports to the Kiwanis Club including demographics, amount donated, and services provided as it relates to Kiwanis Club.

### **Arundel Child Care Connections (ACCC)**

- a. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.
- b. A representative will share information about resources that would benefit children birth through five and their families.
- c. A representative will assist in developing plans that will capitalize on the expertise of each partner, recognize the limited resources of each partner, and meet the needs of children birth through five and their families.
- d. A representative will work with the Judy Center Program Manager to identify and coordinate resources specifically designed to meet the needs of identified families and children.
- e. Provide trainings to Judy Center staff, childcare providers, and parents in the Judy Center catchment areas free of charge or at a reduced rate.
- f. Early Childhood Mental Health/Behavioral services will be available to staff, childcare providers, and parents in the Judy Center catchment areas free of charge.
- G. The Program Manager of the Judy Center will serve on the Arundel Child Care Connections Board of Directors and attend monthly meetings.
- H. Arundel Child Care Connections will provide support for Accreditation to Judy Center catchment area providers including grant opportunities, in-home document development support, and program improvement walkthroughs to providers that request

it. Arundel Child Care Connections will share information regarding provider progress to the Judy Center.

I. Arundel Child Care Connections will assist the Judy Center with monthly childcare workshops held at the Judy Center at Hilltop and Belle Grove Elementary by encouraging providers to attend, sharing flyers, and assisting with workshop development.

J. Arundel Child Care Connections will disseminate information about supports available from the Judy Center to eligible Child care providers.

K. Arundel Child Care Connections will provide reports on child care providers that live in the Judy Center catchment area to Judy Center staff when requested.

L. Arundel Child Care Connections will refer eligible child care providers to the Judy Center and encourage participation in accreditation by offering support services and resources to providers.

M. Judy Center Program Manager will sit on Arundel Child Care Board of Directors and attend bi monthly meetings, assist in strategic planning sessions, and provide support to Arundel Child Care Connections staff when requested by the Executive Director.

### **Anne Arundel County Recreation and Parks**

a. Accept Judy Center Tuition Assistance for Prekindergarten and Kindergarten students participating in SACC programs at both Judy Center school sites.

b. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.

c. Attend Childcare Provider workshops sponsored by the AACPS Judy Center.

d. Attend School Readiness trainings sponsored by Anne Arundel County Public Schools and/or the Judy Center.

e. Provide attendance sheets to AACPS Judy Center for children receiving tuition assistance.

f. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.

G. Provide enrollment information for Prekindergarten and Kindergarten students enrolled in Before and Aftercare at Judy Center catchment area schools such as the total number of students enrolled in each grade and demographics information for grant reporting purposes.

H. Anne Arundel County Recreation and Parks will provide one quarterly read aloud session to Belle Grove Elementary and Hilltop Elementary Judy Center playgroups. Read aloud will include books and a craft for children to complete.

### **Joyce Forrester Child Care Center**

a. Maintain licensure through MSDE and Accreditation through NAFCC.

b. Offer childcare throughout the year including summer.

c. Provide wraparound childcare services to Prekindergarten and Kindergarten students enrolled



at Hilltop Elementary and Belle Grove Elementary.

- d. Support “best practice” strategies with staff and attend professional development to increase professional knowledge and understanding of the developmental expectations of young children.
- e. Offer families opportunities to participate in the Judy Center Parent Involvement programs and *Play and Learn* learning groups.
- f. Refer children with at-risk behaviors or skills to the Judy Center.
- g. Accept the Judy Center Tuition Assistance.
- h. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
- i. Attend child care provider workshops sponsored by the Anne Arundel County Judy Center
- j. Attend School Readiness trainings sponsored by Anne Arundel County Public Schools and/or the Judy Center
- k. Provide attendance sheets to the AACPS Judith P. Hoyer Early Care and Education Center Program for children receiving Tuition Assistance
- l. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.

#### **Yvette Matthews Childcare**

- a. Maintain licensure through MSDE and pursue Accreditation through NAFCC.
- b. Offer childcare throughout the year including summer.
- c. Provide wraparound childcare services to Prekindergarten and Kindergarten students enrolled at Belle Grove Elementary.
- d. Support “best practice” strategies with staff and attend professional development opportunities offered by Arundel Child Care Connections and the Judy Center to increase professional knowledge and understanding of the developmental expectations of young children.
- e. Offer families opportunities to participate in the Judy Center Parent Involvement programs and *Play and Learn* learning groups.
- f. Refer children with at-risk behaviors or skills to the Judy Center.
- g. Accept the Judy Center Tuition Assistance.
- h. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
- i. Attend child care provider workshops sponsored by the Anne Arundel County Judy Center
- j. Attend School Readiness trainings sponsored by Anne Arundel County Public Schools and/or the Judy Center
- k. Provide attendance sheets to the AACPS Judith P. Hoyer Early Care and Education Center Program for children receiving Tuition Assistance
- l. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.

#### **Ivy League Day Care Center**

- a. Maintain licensure through MSDE and pursue Accreditation through NAEYC or MSDE after one year anniversary of operating.

- b. Offer childcare throughout the year including summer.
- c. Provide wraparound childcare services to Prekindergarten and Kindergarten students enrolled at Hilltop Elementary.
- d. Support “best practice” strategies with staff and attend professional development opportunities offered by Arundel Child Care Connections and the Judy Center to increase professional knowledge and understanding of the developmental expectations of young children.
- e. Offer families opportunities to participate in the Judy Center Parent Involvement programs and *Play and Learn* learning groups.
- f. Refer children with at-risk behaviors or skills to the Judy Center.
- g. Accept the Judy Center Tuition Assistance.
- h. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
- i. Attend child care provider workshops sponsored by the Anne Arundel County Judy Center
- j. Attend School Readiness trainings sponsored by Anne Arundel County Public Schools and/or the Judy Center
- k. Provide attendance sheets to the AACPS Judith P. Hoyer Early Care and Education Center Program for children receiving Tuition Assistance
- l. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.

#### **Creative Garden Schools and Learning Centers- Curtis Bay Location**

- a. Maintain licensure through MSDE and pursue Accreditation through NAEYC or MSDE..
- b. Offer childcare throughout the year including summer.
- c. Provide year round childcare services to Prekindergarten and Kindergarten students enrolled at Hilltop Elementary.
- d. Support “best practice” strategies with staff and attend professional development opportunities offered by Arundel Child Care Connections and the Judy Center to increase professional knowledge and understanding of the developmental expectations of young children.
- e. Offer families opportunities to participate in the Judy Center Parent Involvement programs and *Play and Learn* learning groups.
- f. Refer children with at-risk behaviors or skills to the Judy Center.
- g. Accept the Judy Center Tuition Assistance.
- h. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
- i. Attend child care provider workshops sponsored by the Anne Arundel County Judy Center
- j. Attend School Readiness trainings sponsored by Anne Arundel County Public Schools and/or the Judy Center
- k. Provide attendance sheets to the AACPS Judith P. Hoyer Early Care and Education Center Program for children receiving Tuition Assistance
- l. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.
- m. The Judy Center will provide monthly workshops to parents at Holding Hands Daycare on topics to prepare their families for school

### **Holding Hands Daycare Center**

- a. Maintain licensure through MSDE and pursue Accreditation through NAEYC or MSDE.
- b. Offer childcare throughout the year including summer.
- c. Provide wraparound childcare services to Prekindergarten and Kindergarten students enrolled at Hilltop Elementary.
- d. Support “best practice” strategies with staff and attend professional development opportunities offered by Arundel Child Care Connections and the Judy Center to increase professional knowledge and understanding of the developmental expectations of young children.
- e. Offer families opportunities to participate in the Judy Center Parent Involvement programs and *Play and Learn* learning groups.
- f. Refer children with at-risk behaviors or skills to the Judy Center.
- g. Accept the Judy Center Tuition Assistance.
- h. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
- i. Attend child care provider workshops sponsored by the Anne Arundel County Judy Center
- j. Attend School Readiness trainings sponsored by Anne Arundel County Public Schools and/or the Judy Center
- k. Provide attendance sheets to the AACPS Judith P. Hoyer Early Care and Education Center Program for children receiving Tuition Assistance
- l. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.

### **The Toy Room Childcare**

- a. Maintain licensure through MSDE and maintain Accreditation through NAFCC.
- b. Offer childcare throughout the year including summer.
- c. Provide wraparound childcare services to Prekindergarten and Kindergarten students enrolled at Hilltop Elementary.
- d. Support “best practice” strategies with staff and attend professional development opportunities offered by Arundel Child Care Connections and the Judy Center to increase professional knowledge and understanding of the developmental expectations of young children.
- e. Offer families opportunities to participate in the Judy Center Parent Involvement programs and *Play and Learn* learning groups.
- f. Refer children with at-risk behaviors or skills to the Judy Center.
- g. Accept the Judy Center Tuition Assistance.
- h. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
- i. Attend child care provider workshops sponsored by the Anne Arundel County Judy Center
- j. Attend School Readiness trainings sponsored by Anne Arundel County Public Schools and/or the Judy Center
- k. Provide attendance sheets to the AACPS Judith P. Hoyer Early Care and Education Center Program for children receiving Tuition Assistance
- l. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.

### **Mom's Little Blessings Childcare**

- a. Maintain licensure through MSDE and pursue Accreditation through NAFCC.
- b. Offer childcare throughout the year including summer.
- c. Provide wraparound childcare services to Prekindergarten and Kindergarten students enrolled at Hilltop Elementary.
- d. Support "best practice" strategies with staff and attend professional development opportunities offered by Arundel Child Care Connections and the Judy Center to increase professional knowledge and understanding of the developmental expectations of young children.
- e. Offer families opportunities to participate in the Judy Center Parent Involvement programs and *Play and Learn* learning groups.
- f. Refer children with at-risk behaviors or skills to the Judy Center.
- g. Accept the Judy Center Tuition Assistance.
- h. Disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants.
- i. Attend child care provider workshops sponsored by the Anne Arundel County Judy Center
- j. Attend School Readiness trainings sponsored by Anne Arundel County Public Schools and/or the Judy Center
- k. Provide attendance sheets to the AACPS Judith P. Hoyer Early Care and Education Center Program for children receiving Tuition Assistance
- l. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program.

### **Walk the Walk Foundation**

- a. A representative from Walk the Walk Foundation will work with the Judy Center Family Services Coordinator to identify and coordinate resources specifically designed to meet the needs of identified families and children that live in the identified Judy Center catchment area of Hilltop Elementary and Belle Grove Elementary.
- b. A representative from Walk the Walk Foundation will work with Judy Center staff to provide holiday assistance to families that live in the Hilltop Elementary and Belle Grove Elementary catchment area when supplies are available.
- c. A representative from Walk the Walk Foundation will work with the Judy Center Family Services Coordinator to provide back to school supplies to families that live in the Hilltop Elementary and Belle Grove Elementary catchment area when supplies are available.
- d. Walk the Walk will disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants that live in the identified Judy Center catchment area.
- e. The Judy Center will provide demographics information, pictures, and event summaries to Walk the Walk Foundation when requested.
- f. A representative from Walk the Walk Foundation will work with the Judy Center Family Services Coordinator to provide Baby supplies including diapers, wipes, food, and

clothing to families that live in the Hilltop Elementary and Belle Grove Elementary catchment area when supplies are available.

- g. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program by providing input on programming activities and events, responding to data requests, and attending monthly meetings when possible.

### **Priority Partners**

- a. A representative from Priority Partners will provide monthly educational workshops to the parents of the Play and Learn Groups at Hilltop during the months of December, January, and February and Belle Grove during the months of March, April, and May.
- b. Priority Partners will set up informational tables that review popular health topics such as Self Exams, Smoking Cessation, What to do When Your Child Gets Sick, etc. at Judy Center family engagement nights that address Fine Motor, Social Emotional, and Physical Wellbeing skills two times per year.
- c. The Judy Center will provide Priority Partners with relevant marketing materials to disseminate to participants in their program monthly.
- d. Priority Partners will disseminate Judy Center marketing materials to individuals who live in the Hilltop or Belle Grove catchment area.
- e. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program by providing input on programming activities and events, responding to data requests, and attending monthly meetings when possible.

### **Cherry Children's Music Outreach**

- A. A representative from Cherry Children's Music Outreach will work with the Judy Center Program Manager to identify and coordinate programs specifically designed to meet the needs of families and children that live in the identified Judy Center catchment area of Hilltop Elementary and Belle Grove Elementary.
- B. Cherry Children's Music Outreach will provide 30 minute music classes during the year at Judy Center playgroups and Prekindergarten classrooms at Hilltop and Belle Grove and to Lloyd Keaser Head Start classrooms. Schedule coordination between the school and Cherry Children's Music Outreach will be managed by the Judy Center Program Manager and the Executive Director of Cherry Children's Music Outreach.
- C. Cherry Children's Music Outreach may disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants that live in the identified Judy Center catchment area of Hilltop Elementary and Belle Grove Elementary when appropriate and/or necessary in its discretion.
- D. Cherry Children's Music Outreach will serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program by providing input on programming activities and events, responding to reasonable data requests, and attending meetings when feasible.

### **Zeta Phi Beta Sorority Rho Eta Zeta Chapter**

- a. A representative from Zeta Phi Beta Sorority Rho Eta Zeta Chapter will work with Judy Center staff to provide holiday assistance to families (i.e., Thanksgiving baskets, Christmas giveaway, Mother's Day, etc.) that live in the Hilltop Elementary and Belle Grove Elementary catchment area.
- b. Zeta Phi Beta Sorority Rho Eta Zeta chapter will disseminate Judy Center marketing materials to members of the organization that can benefit from services as well as individuals who may attend any of the community outreach activities.
- c. A representative from Zeta Phi Beta Sorority Rho Eta Zeta Chapter will meet with a member of the staff at least once a year regarding future programming or events that they may be able to serve or assist with.
- d. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program by providing input on programming activities and events, responding to data requests, and attending monthly meetings when possible.

### **Partnership for Children, Youth & Families**

- a. A representative will work with the Judy Center Family Services Coordinator to identify and coordinate resources specifically designed to meet the needs of families and children that live in the identified Judy Center catchment area of Hilltop Elementary and Belle Grove Elementary.
- b. Partnership for Children, Youth & Families will disseminate Judy Center marketing materials including monthly Parent Newsletters, Workshop flyers, Family Night flyers, etc. to their program participants that live in the identified Judy Center catchment area of Hilltop Elementary and Belle Grove Elementary.
- c. The Judy Center and a representative from Community of Hope, a program managed by Partnership for Children, Youth & Families will work together on community outreach initiatives such as Arts in the Park, Brooklyn Park Farmers Market, and the Community Baby Shower to incorporate early childhood initiatives and ensure Hilltop and Belle Grove Elementary families are invited to participate.
- d. The Judy Center will make referrals and attend Early Childhood Community Resource Initiative/Care Teams (EC-CRICT) meetings for families with complex needs in the Hilltop and Belle Grove Elementary catchment area. The Judy Center will support EC-CRICT by providing transportation assistance to Hilltop and Belle Grove Elementary families when requested.

- e. Serve on the Steering Committee of the AACPS Judith P. Hoyer Early Care and Education Center Program by providing input on programming activities and events, responding to data requests, and attending monthly meetings.

**Program Evaluation**

1. An external evaluator will be provided by MSDE after receipt of funding.
2. Members of the Steering Committee will work with the external evaluator to evaluate progress toward measurable outcomes, as proposed in the FY20 Judy Center Grant Application.
3. Members of the Steering Committee will collaborate with required State evaluations.

**Termination:**


*This MOU can be terminated by any of the parties upon at least 30 days written notice submitted to the Judy Center Program Manager. The remaining parties to the MOU shall determine if such termination invalidates the signed MOU or if parties shall continue without the terminated party. Such decision shall be given in writing and signed by all remaining parties.*

**Modification**

*This MOU can only be modified by a writing signed by all of the parties.  
The parties to this MOU signify their agreement by executing below.*



**Anne Arundel County Public Schools  
Infants and Toddlers Program/Early Childhood  
Special Education Services  
Partners for Success/ Family Support Network  
Office of School and Family Partnership  
Judy Center**

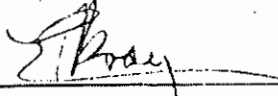
  
Dr. George Arlotto, Superintendent

Debra Barrett 2-5-19  
Debra Barrett, Senior Director of Y Head Start Operations Date

Signature authority name changed. Signature received on page 27

Dr. Dawn Lindsay, President 3/14/19  
Date

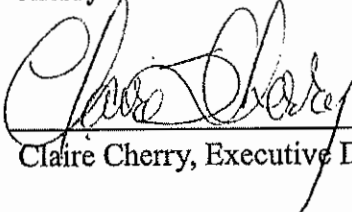
**Priority Partners, inc.**

 February 27, 2019  
Elizabeth Matienzo-Bray Date  
Senior Community Health Advocate

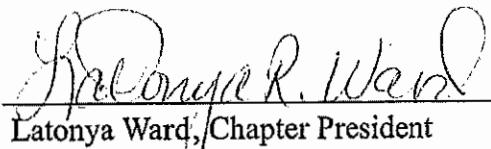
**Concerted Care Group**

Signature not received. Partner removed from 2019-2020 MOU

**Cherry Children's Music Outreach**

 3-8-2019  
Claire Cherry, Executive Director Date

**Zeta Phi Beta Sorority Rho Eta Zeta Chapter**

 2/6/2019  
Latonya Ward, Chapter President Date

**Anne Arundel County Department of Social Services**

Carnitra White, Director

Date

APPROVED FOR FORM AND LEGAL SUFFICIENCY  
GREGORY J. SWAIN, COUNTY ATTORNEY

BY: 

Date

Jason E. Fetterman  
Senior Assistant County Attorney


**Anne Arundel County, Maryland**

**Anne Arundel County Recreation and Parks**

**Department of Health, Bureau of School Health and Support**

**Department of Health, Bureau of Family Health Services**

**Partnership for Children, Youth & Families**



2/27/19

Ben Birge, Chief Administrative Officer

Date

**University of Maryland Baltimore Washington Medical Center**

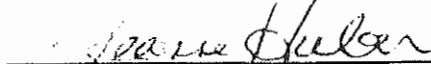


2/12/19

Sonia Hamid, Director

Date

**H.O.P.E for ALL**



2/5/19

Jeanne Huber, Operations Manager

Date

**Joyce Forrester Family Child Care**

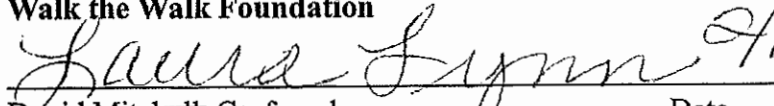


2/4/19

Joyce Forrester, Director

Date

**Walk the Walk Foundation**



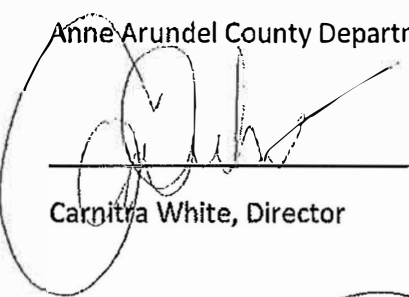
2/11/19

David Mitchell, Co-founder

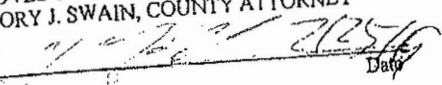
Date

① Laura Lynn, Program Director

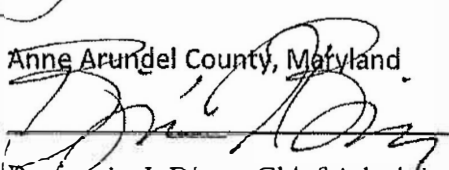
Anne Arundel County Department of Social Services

  
Carnitra White, Director

3/14/19  
Date

APPROVED FOR FORM AND LEGAL SUFFICIENCY  
GREGORY J. SWAIN, COUNTY ATTORNEY  
BY:  2/25/19  
Jason E. Fetterman  
Senior Assistant County Attorney

Anne Arundel County, Maryland

  
Benjamin J. Birge, Chief Administrative Officer Date

2/27/19

University of Maryland Baltimore Washington Medical Center

Signature received on previous page

\_\_\_\_\_  
Sonia Hamlin, Director

Date

H.O.P.E for ALL

Signature received on previous page

\_\_\_\_\_  
Leo Zerhusen, Executive Director

Date

Joyce Forrester Family Child Care

Signature received on previous page

\_\_\_\_\_  
Joyce Forrester, Director

Date

**Arundel Child Care Connections**

Germaine Adams  
Germaine Adams, Executive Director

2-19-2019  
Date

**Kiwanis Club of Anne Arundel County, Maryland**

Nadine Jacobs  
Nadine Jacobs, ~~President~~ BOARD Member

Date 2-11-19

**Yvette Matthews Child Care**

Yvette Matthews  
Yvette Matthews, Owner

Date 2-4-19

**Success in Style**

Signature not received. Partner removed from 2019-2020 MOU

**Ivy League Daycare Center**

Ayesha Hood  
Ayesha Hood, Owner/Director

2/4/19  
Date

**Creative Garden Schools and Learning Centers- Curtis Bay Location**

Shawn Bersuch  
Shawn Bersuch Owner/Director

Date

**Anne Arundel County Fire Department**

Signature not received. Partner removed from 2019-2020 MOU

**The Public Library Association of Annapolis and Anne Arundel County, Inc.**

Jay C. Miller, Vice Chair, Board of Trustees 4/23/19

Skip Auld, Chief Executive Officer

Date

**Holding Hands Daycare Center**

~~Freesa Ismail~~ 3/7/19

Freesa Ismail

Date

**The Toy Room Childcare Center**

Rhonda Hall

4/17/19

Rhonda Hall, Owner

Date

**Mom's Little Blessings Childcare Center**

Carmen Jones

4-17-19

Carmen Jones, Owner

Date

## **B. Schoolwide Programs**

### **REQUIRED ATTACHMENT:**

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

**NA**



## B. Schoolwide Programs

### REQUIRED ATTACHMENT:

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

The goal of Anne Arundel County Public School System should always be to obtain quality results under a variety of conditions such as student engagement and seek to improve the quality of the output of student achievement within the classroom. Eliminating the discipline gap improves the overall schools and all student group performance in the classroom. The teachers are actively involved in the supervision of student engagement coupled with student centered learning inclusive of timed tasks, transition time, and accountability for the work required in the classroom. Teacher and student relationships and the climate of the schools have improved.

According to the Anne Arundel County Public Schools Strategic Plan, 2018-2023, all students in AACPS have teachers who believe that student engagement connects to a broader strategy for improvement which outlines an expected commitment to ready students to become literate, independent, caring, and contributing adults. Anne Arundel County Public Schools is committed to changing the current disciplinary trends in our schools by examining school discipline policies and teacher and student relationships with an eye to making them both more effective and less reliant on traditional exclusionary consequences.

In accordance with ESSA, 2018 and Maryland State Laws and Regulations, Anne Arundel County Public Schools includes in its program of studies, either as a part of current curricular offerings or as separate courses, appropriate instruction for developing an understanding and an appreciation of ethnic and cultural student groups. The school system sets high standards for appropriate behaviors that are encouraged by teaching, guiding, directing, and providing opportunities for new learning to occur and opportunities are created for students to practice and succeed in making responsible and effective choices to reach their academic potential and contribute to the school community.

Our schools support appropriate student behaviors that facilitate learning and minimize disruption in several ways. One example is Social Emotional Foundations of Early Learning (SEFEL), embedded in the primary years' curriculum. SEFEL is a framework for teaching social emotional development and school readiness skills so that children can problem solve, recognize their own feelings and those of others, refrain from impulsive behavior, and manage their anger. Positive Behavioral Intervention & Supports (PBIS), within in our Multi-Tiered Systems of Support (MTSS), is a proactive approach to school-wide discipline. It focuses on creating and sustaining strategies for achieving positive social and learning outcomes while preventing problem behaviors. PBIS uses a collaborative team approach to analyze and respond to discipline-related behavioral patterns.

Anne Arundel County Public Schools uses the evidence-based Multi-Tiered System of Support (MTSS) of which Positive Behavioral Intervention and Supports (PBIS) is a part, to include Restorative Practices. MTSS/PBIS emphasize proactive and preventative strategies for defining, supporting, and teaching appropriate behaviors to create a positive school climate.

Behavioral supports and interventions are implemented using a three-tiered prevention/intervention approach to student behaviors. School staff recognize that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions (Center for Positive Behavior Intervention Supports, University of Oregon)

The Tiers of Intervention include a general curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students and regular Community-Building Circles to increase connection and community. The targeted interventions focus on specific interventions for students who do not respond to universal efforts, targeted groups of students who require more support, and interventions that are part of a continuum of behavioral supports needed in schools. The intensive individualized interventions focus on the needs of individual students who exhibit a pattern of problem behaviors, diminishing problem behaviors and increasing the

student's social skills and functioning, and interventions involving functional behavioral assessments and behavioral intervention plans

Anne Arundel County Public School System is an educational system that believes that equitable discipline should be focused on changing behaviors and not punishing students and all students deserve an education that can only occur in the classroom. ESSA 2018 requires that school systems adopt policy that address equity in schools. The Board of Education of Anne Arundel County Public Schools has adopted Policy, KBC- Human Relations and School Culture that is intended to develop and maintain a positive school culture that includes the tone of the school, school safety, enthusiasm of students and faculty, and a level of connection and response to the cultural context of the community.

Anne Arundel County Public Schools recognizes the issues to promote student success. It is the position of the school system that school culture and human relations is addressed in the 2018-23 AACPS Strategic Plan to identify equity related concerns within the school system and support efforts to reduce the overuse of discipline practices that remove students from the classroom. All efforts are on uncovering the root of the discipline gap at the local level in order to grow students, elevate all students academically, and eliminate the discipline and achievement gaps for college and career and workforce readiness that initiates student's contribution to 21<sup>st</sup> century global society. Anne Arundel County Public Schools accepts and embraces the challenge and responsibility to meet every student uniquely based on individual needs. Every member of the AACPS family must make a meaningful contribution to student growth, if we are to support our students to develop into caring, competent, and contributing citizens.

## **B. Schoolwide Programs**

### **REQUIRED ATTACHMENT:**

5. Written process for how the LSS 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.

Currently the Title I program in Anne Arundel County supports only elementary schools. Therefore, there are no supports in place to incorporate experiential learning and skill attainment, as well as any work-based learning opportunities that provide students in-depth interaction with industry professionals.

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

## ALLOCATION WORKSHEET AND INSTRUCTIONS

The Allocation Worksheet and Instructions had minor changes due to ESSA. The Priority and Focus school notations have been removed and the dates have been updated for 2019-2020 Title I Application. These should be completed as in past years. The formulas to calculate are the same and should not be changed/removed.

### Tables 7-1 and 7-2

These tables are all on the same tab in the tool and the guidance remains the same. Please place a X for the appropriate data sources for both Public and Private School children for determining Title I Eligibility in tables 7-1. For table 7-2, please place an X to indicate which method the school system is using to qualify attendance areas.

### Tables 7-3, 7-4, and 7-5

These tables are all on the same tab in the tool and the guidance remains the same. In Table 7-3 please provide the counts as described to calculate the district wide percentage of low income children in the LSS. Remember that PreK children are counted as one child. In Table 7-4 please provide the counts as described to calculate the grade span percentage of low income children in the LSS. In Table 7-5, where applicable, LSS's serving schools below 35% District Wide poverty (125% rule) should provide the allocation and counts as described to provide the minimum per pupil allocation.

### Tables 7-6.1 and 7-6.2

These tables are all on the same tab in the tool and the guidance remains the same. In Table 7-6.1, please list the schools that meets the eligibility requirements for Continued Eligibility based on Section 1113(b)(1)(C) that the LSS would like to serve. In Table 7-6.2, please list the eligible high schools the LSS would like to serve and include in the

### Tables 7-7 Skipped Schools (including addendum and Allocation Worksheet)

In Table 7-7, please provide the number of schools that the LSS intends to skip based on Section 1113(b)(1)(D).

### Table 7-8 Equitable Services

In Table 7-8, complete the worksheet to identify monies allocated for equitable services to private school

### Table 7-9.1 Mandatory Set-Asides

In Table 7-9.1 provide (calculate) the amount of reservations the district will set-aside from the Title I allocation for

### Table 7-9.2 District-wide Initiatives

In Table 7-9.2 provide (calculate) the amount of reservations the district will set-aside from the Title I allocation for

### Table 7-9.3 Administration

In Table 7-9.3 provide (calculate) the amount of reservations the district will set-aside from the Title I allocation for

### Table 7-9.4 Low Performing School Support

In Table 7-9.4 provide (calculate) the amount of any additional funds (OPTIONAL) the district may set-aside from

### Table 7-10 Budget Summary

In Table 7-10 provide (calculate) the amount of Per Pupil Allocation (PPA) the LSS will have remaining to provide

### Table 7-11 Carryover Estimate

In Table 7-11 provide (calculate) the estimated carryover. Section 1127(a) of ESEA permits a school system to

**Column K: Automatic** calculation: of CEP children in column J multiplied by the 1.6 multiplier. Enter in column I, however if greater than column H then enter the number in column H into column I. *(Do not round up)*

**Column L:** Report the FTE for low income public school children. *(For any approved Skipped School enter 0 in column L)*

Reminder: Count 1/2 day Pre-K children as .5 FTE. Count should be the Low Income students. The LSS will need provide documentation regarding the count for Low Income Pre-K as the MSDE does not have those data.

**Column M:** The Percent of Poverty for each school in rank order based on the calculation of columns I/H. If several schools rank the same percent of poverty, within that range sort by the total number of poverty students (when using FARMS data) and the percentage of Direct Certification when ranking using the 1.6 multiplier in CEP schools.

**Column N:** Report the number for low income private school children residing in the Title I school attendance area (Including the private school children residing in any approved Skipped School attendance area. *Private school children who reside in this attendance area and are from low-income families generate Title I funds.*

**Column O:** Report the FTE for low income private school children residing in the Title I school attendance area. Reminder: Count 1/2 day Pre-K children as .5 FTE. The LSS will need provide documentation regarding the count for Low Income Pre-K as the MSDE does not have those data.

**Column P:** Provide per pupil allocation, PPA may be the same for all schools or different amounts but must be descending order. (Approved Skipped Schools must provide the same PPA for private school children as calculated in the skipped school allocation worksheet where the public school received a PPA with local compensatory funding).

**Column Q: Automatic** calculation of the school's Title I allocation.

Complete the chart – Excel will automatically do the calculations for columns K, M, and Q. The totals from Q must equal Line 7 in Table 7-10. *Do not alter or override formula columns.*

N, S, C, CSI or TSI	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest, include Skipped Schools)	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/18)	Number of Low Income- Public School Children (as of 10/31/18)	Number of Direct Certificatio n Children for NSLP in CEP Schools (10/31/18)	CEP Direct Certificatio n count multiplied by the 1.6 multiplier 1	FTE Low Income Public School Children used to Allocate Title I Funds2	Percent of Poverty for Title I Allocations (I/H=M)	Number of Low- Income Private School Children Residing in this School's Attendance Area	FTE Low Income Private School Children Residing in this School's Attendance Area	Per Pupil Allocation (P/P)	Public School Allocation (L x P = Q)
Notations:		D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	S	4064	Mary Moss	6-8	N	36	35		0.0	35.0	97.22%			\$1,850.00	\$0.00
2	TSI	SW	4222	Mills-Parole Elementary	PreK-5	N	594	507	0.0	507.0	85.35%			\$1,850.00	\$937,950.00
3	TSI	SW	1202	Park Elementary	PreK-5	N	497	385	0.0	385.0	77.46%	1	1.0	\$1,850.00	\$712,250.00
4	TSI	SW	3152	Van Bokkelen Elementary	PreK-5	N	494	378	0.0	378.0	76.52%			\$1,850.00	\$699,300.00
5		SW	4162	Georgetown East	PreK-5	N	319	242	0.0	242.0	75.86%			\$1,850.00	\$447,700.00
6	TSI	SW	4262	Tyler Heights Elementary	PreK-5	N	453	342	0.0	342.0	75.50%			\$1,850.00	\$632,700.00
7	TSI	SW	1082	Belle Grove Elementary	PreK-5	N	290	213	0.0	213.0	73.45%			\$1,850.00	\$394,050.00
8	TSI	SW	4142	Eastport Elementary	PreK-5	N	241	172	0.0	172.0	71.37%			\$1,850.00	\$318,200.00
9	TSI	SW	1142	Hilltop Elementary	PreK-5	N	739	499	0.0	499.0	67.52%	2	2.0	\$1,700.00	\$848,300.00
10		TAS	1172	North Glen Elementary	PreK-5	N	278	170	0.0	170.0	61.15%	1	1.0	\$1,700.00	\$289,000.00
11		SW	1262	Woodside Elementary	PreK-5	N	351	213	0.0	213.0	60.68%			\$1,700.00	\$362,100.00
12	TSI	SW	4182	Germantown Elementary	PreK-5	N	559	337	0.0	337.0	60.29%			\$1,700.00	\$572,900.00
13	S		1102	Ferndale Early Education Elem	PreK-K	N	125	75	0.0	75.0	60.00%			\$1,700.00	\$0.00
14		SW	3132	Maryland City Elementary	PreK-5	N	425	254	0.0	254.0	59.76%	1	1.0	\$1,600.00	\$406,400.00
15		TAS	1132	Glendale Elementary	PreK-5	N	433	252	0.0	252.0	58.20%			\$1,600.00	\$403,200.00
16	TSI	TAS	4092	Annapolis Elementary	PreK-5	N	236	137	0.0	137.0	58.05%			\$1,600.00	\$219,200.00
17	TSI	TAS	3062	Brook Bridge Elementary	PreK-5	N	617	338	0.0	338.0	54.78%	3	3.0	\$1,600.00	\$540,800.00
18	TSI	TAS	1092	Brooklyn Park Elementary	PreK-5	N	415	223	0.0	223.0	53.73%	1	1.0	\$1,600.00	\$356,800.00
19	TSI	TAS	3372	Glen Burnie Park Elementary	PreK-5	N	556	293	0.0	293.0	52.70%			\$1,600.00	\$468,800.00
20	TSI	SW	1122	Freetown Elementary	PreK-5	N	497	261	0.0	261.0	52.52%	1	1.0	\$1,600.00	\$417,600.00
21	TSI	SW	3142	Meade Heights Elementary	PreK-5	N	399	196	0.0	196.0	49.12%	1	1.0	\$1,350.00	\$264,600.00
22	TSI	TAS	6123	Monarch Annapolis	PreK-5	N	656	319	0.0	319.0	48.63%			\$1,350.00	\$430,650.00
23		TAS	3392	Rippling Woods	PreK-5	N	609	295	0.0	295.0	48.44%	1	1.0	\$1,350.00	\$398,250.00
24	TSI	TAS	1162	Marley Elementary	PreK-5	N	852	365	0.0	365.0	42.84%			\$1,350.00	\$492,750.00
25	TSI	TAS	3382	Southgate Elementary	PreK-5	N	806	338	0.0	338.0	41.94%	1	1.0	\$1,350.00	\$456,300.00
26		TAS	4202	Lothian Elementary	PreK-5	N	482	201	0.0	201.0	41.70%			\$1,350.00	\$271,350.00
27	TSI	TAS	3102	Hebron-Harman Elementary	PreK-5	N	786	314	0.0	314.0	39.95%	2	2.0	\$1,175.00	\$368,950.00
28		TAS	1192	Overlook Elementary	PreK-5	N	384	153	0.0	153.0	39.84%	4	4.0	\$1,175.00	\$179,775.00
29	TSI	TAS	1242	Richard Henry Lee Elementary	PreK-5	N	470	183	0.0	183.0	38.94%			\$1,175.00	\$215,025.00
			Total				7690.0	0.0	0.0	7690.0		19.0	19.0		\$12,104,900.00

Table 7-9

Table 7-8

\*Community Eligibility Provision

1 The 1.6 multiplier applies to a Community Eligibility school.

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

**Title I Schools in SY 2018-2019 removed from Title I in SY 2019-2020**

[illegible]

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

A Local School System must use the same measure of poverty for:

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

**PUBLIC SCHOOLS:**

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system.

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

- ☒   X   A. Free Lunch
- ☐        B. Free and Reduced Lunch
- ☐        C. Temporary Assistance for Needy Families (TANF)
- ☐        D. Census Poor (Children ages 5-17 based on 2010 Census Data)
- ☐        E. Children eligible to receive medical assistance under the Medicaid program
- ☐        F. Community Eligibility Provision(CEP)
- ☐        NEW as of 17-18: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C))

**PRIVATE SCHOOLS:**

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools.

According to Title I Guidance B-4, if available, an LSS should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

- ☐        A. Use FARMS to identify low-income students
- ☒   X   B. Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify. Th
- ☐        C. Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
- ☐        D. Use comparable poverty data from a different source, such as scholarship applications
- ☐        E. Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area (proportionality)
- ☐        F. Community Eligibility Provision (CEP)

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

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

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

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



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

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

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

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

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

☐ \_\_\_\_ **New Exception as of 2017-2018:** An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)). **Complete Tables 7-6.2.**

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

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

**Patterns in Maryland:**

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

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

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

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

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

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

**Points of Clarification:**

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

<u>26,548.00</u>	/	<u>83,307.00</u>	=	<u>31.87%</u>
<b>Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2018)</b>		<b>Total LSS Student Enrollment (September 30, 2018)</b>		<b>District Wide Average (percentaged) of Low-Income Children</b>

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

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

**DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS**

Grade Span	Total Grade Span Enrollment of Low Income Students	/	Total Grade Span Enrollment	District-wide grade span poverty average
Write Grade Span in Spaces Below				
Elementary (PreK-5)	13676	/	41172	33.22%
Middle (6-8)	5748	/	18746	30.66%
High (9-12)	5931	/	23389	25.36%

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

		#DIV/0!
<u>Local Educational Agency Title I, Part A Allocation (Taken from Table 7-9) (Should match # on C-1-25)</u>	/	<u>Total Number of Low-Income Public and Private School Students (Taken from Allocation Worksheet)</u>
	=	<u>Per Pupil Amount</u>

**Table 7-6.1 CONTINUED ELIGIBILITY**

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. LIST below any school(s) that the school system will serve for one additional year.

To qualify for continued eligibility, a school must have a lower poverty level than the district-wide poverty average or fall below 35% poverty as qualification is based upon the LSS's selection in Table 7-2.			
Name of School(s)	MSDE School ID	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A			

**Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY**

**Ranking High Schools - ESEA Exceptions to the Ranking Requirement**

Exception: A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency. (Section 1113(a)(3)(B).

List the high schools that the LSS is choosing to serve under this exception.

Name of School(s)	MSDE School ID Number	Poverty Percent
N/A		

**Table 7-7****TITLE I SKIPPED SCHOOLS**

**LSSs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Title I Application.**

**Follow the directions in the Skipped School Addendum.**

**Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:**

1. The school meets the comparability requirements of section 1118 (c);
2. The school is receiving supplemental funds from other State and local sources that are spent according the requirements of section 1114 and 1115;
3. The funds expended from such other sources equal or exceed the amount that would be provided by Title I, Part A.

**Number of Skipped Schools:**

**2 Note: The completed 2019-2020 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Title I Application. LSS must submit a copy of the approved request letter.**

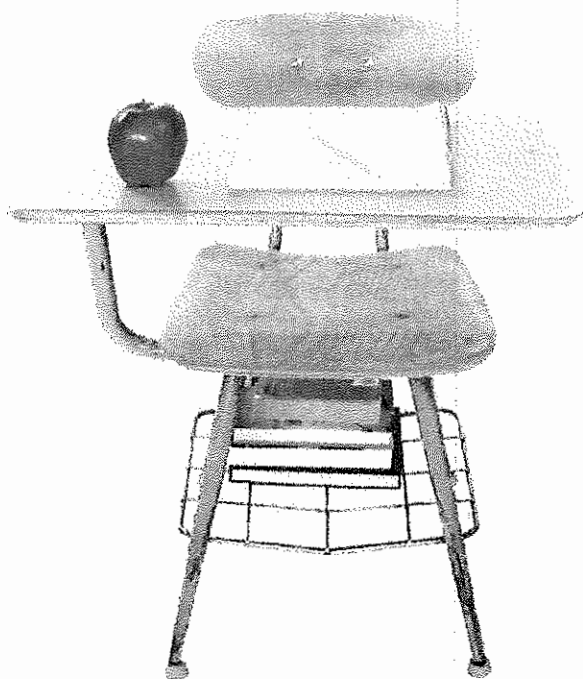
**Section 1113(b)(1)(D) of ESEA includes a “skipping provision” that permits the school system not to serve an eligible Title I school that has a high percentage of low-income students if the school meets all three of the following conditions:**

- 1. The school meets the comparability requirements of 1118(c).**
  - 2. The school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and**
  - 3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I**
- Click on ICON below for for Skipped School Addendum word document :**



Document

## Title I Skipped Schools' Addendum SY 2019-2020



School System: Anne Arundel County Public Schools

Signature/ Date: Sheri Anderson 11/19/19

Title I Coordinator: Sheri Anderson

Fiscal Representative: Marlene Durholtz

Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a high percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of 1118(c).
2. The school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

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

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

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

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

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

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

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

Ferndale Early Education Center was awarded for staffing a 1.50 AAA position. Funding was also provided to support students and staff at the discretion of the Principal in the following areas.

Supplies, Materials and Software: All Materials of Instruction will be used to benefit Ferndale students by supplementing the curriculum. Level Literacy Intervention by Fountas & Pinnell will be used to support the lowest performing students during small group Intervention.

Reading Party books and supplies will benefit the entire school by providing books and reading take home materials to add to at home libraries. Materials for Pre-K Emergent Literacy Groups will be used during small groups to support teaching of beginning reading skills.

Materials for Kindergarten will support implementation of new F&P Foundational Literacy Skills Program by allowing teachers to organize materials, provide an individual letter trays for each student.

Substitutes to Support Professional Development: Classroom teachers, Reading Team and Principal will hold three collaborative planning meetings to analyze data, discuss intervention groups and plan for instruction using the data.

Professional Development Supplies: Book Study books, Educated, Hillbilly Elegy and Lovey will be used as Professional Development for Classroom teachers, Resource teachers and Principal. Teachers will choose a book and will participate in a Discussion Group. Groups will present to entire staff on synopsis of book, implications for teaching and other key take aways.

Conference(s) for Teachers: Teachers will hear information from Ready at Five on Social Emotional learning and Literacy instruction for young children ages birth-5 years. Teachers who attend the conferences will present information to staff during a Collaborative Planning meeting or Leadership Team meeting.

Parent & Family Engagement Workshops Supplies: All Parent/Family events will include a Parent Education component to help educate parents on ways to help their children at home. All students will receive a book to add to their home library at each Parent Event.

The focus of the Parent Events will be Reading/Math and ways they can support their children to be successful in school.

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**

May 15, 2019



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.

State and local funding is distributed to all Title I and non-Title I schools based upon enrollment information and other data driven factors, such as whether a school is a high school, middle school or elementary school. Elementary schools, including Title I schools, are allocated state and local funding using the same formulas. This means that state and local funding is allocated to Title I schools and Title I funding to Title I schools is in addition to state and local funding.

Mary Moss is funded at \$64,750.00. It was ranked along with all other Title I Schools in Anne Arundel County Public Schools System at 97.22%. The PPA is \$1,850.00 and that is multiplied by the number of 35 free students to total the amount of funding. The funds are allocated directly to the school for spending.

Ferndale Early Childhood Center is funded at \$127,500.00. It was ranked along with all other Title I Schools in Anne Arundel County Public Schools Systems at 60.00%. The PPA is \$1,700.00 and that is multiplied by the number of 75 Free students to total the amount of funding. The funds are allocated directly to the school for spending.

May 15, 2019



# Budget to Actual Report

Fiscal Year: 2020

Dept: 9425

Sort: Department, Appropriation Unit  
Excludes: Salary (Positions)

Dept: 9425 Title I/Compensatory Ed Ferndale Early Education C Dept Manager: Sheri Anderson

Appr: CY4 Wages- Part-Time/Other

Account Number	Activity	Object Description	Current Budget Amt	Encumbrances	YTD Expenses	Balance
1010-9425-CY4-1102-1370-1901-0030	Poverty Program	Substitute - Profesional Develop	2,100	0	500	1,600
Wages- Part-Time/Other Total:			\$ 2,100	\$ 0	\$ 500	\$ 1,600

Appr: EL9 Poverty Program -- Other

Account Number	Activity	Object Description	Current Budget Amt	Encumbrances	YTD Expenses	Balance
1010-9425-EL9-1102-4040-1901-0050	Poverty Program	Professional Development	995	0	573	422
Poverty Program -- Other Total:			\$ 995	\$ 0	\$ 573	\$ 422

Appr: EM4 Poverty Program --Supplies

Account Number	Activity	Object Description	Current Budget Amt	Encumbrances	YTD Expenses	Balance
1010-9425-EM4-1102-3110-1901-0040	Poverty Program	Materials Of Instruction	2,905	165	659	2,080
Poverty Program --Supplies Total:			\$ 2,905	\$ 165	\$ 659	\$ 2,080
Title I/Compensatory Ed Total:			\$ 6,000	\$ 165	\$ 1,733	\$ 4,102

## Ferndale Early Education

	<u>BFY</u>	<u>Fund</u>	<u>Department</u>	<u>Appr Unit</u>	<u>Unit</u>	<u>Object</u>	<u>Activity</u>	<u>Function</u>	Current Budget	Encumbered	Actual Expenses	Unobligated
✓	2020	1010	9307	BA0	1102	1400	1901	0030	\$127,500.00	\$0.00	\$31,542.84	\$95,957.16
First Prev Next Last												

### **Directions for the completion of the Skipped School Allocation Excel Worksheet**

Systems that have State approval to skip school(s) must complete this worksheet. The school(s) listed in this worksheet are also listed on the Title I allocation worksheet and designated (**S**).

**Notations Column:** Indicate the school code for each school as directed in the Notation Column. (1= Regular Ed School 2= Vocational Ed School, 3= Special Ed School and 4= Alternative School)

**Column D:** Report MSDE official school ID number for each school. This number can be found on MSDE's [www.mdreportcard.org](http://www.mdreportcard.org). Please report the 4 digit number (including leading "0s").

**Column E:** List the Skipped schools in rank order by Percent of Poverty.

**Column F:** Report the **specific (numeric) grade levels served in the school.**

**Column G:** Automatic calculation for Percent of Poverty.

**Column H:** Report the 9/30/18 official public school enrollment number.

**Column I:** Report the 10/31/18 official number of low income public school children (free/reduced or free lunch based on the data source indicated in Table 7-1).

**Column J:** Report the FTE for low income children. Count 1/2 day Pre-K children as .5 FTE.

**Column K:** Provide per pupil allocation. Funding must equal or exceed the amount that would have been provided under Title I Part A.

**Reminder:** PPA for skipped schools must equal or exceed the Title I PPA as reported on the Title I Allocation Worksheet (example: if all Title I schools have a PPA of \$960, the skipped school must receive additional State or local funds equals or exceeds the \$960 PPA).

# Skipped School FY20 Allocation Worksheet (Compensatory Funds only--No Federal Funds)

Local School System

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

Notations	D	E	F	G	H	I	J	K	L	
Code as 1,2,3, or 4	MSDE Sch ID #	Skipped Public School Name (Must rank order by Percent of Poverty highest to lowest)	Specific Numeric Grade Span (public)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/18)	Number of Low Income- Public School Children (as of 10/31/18)	FTE Low Income Public School Children (10/31/18)	Per Pupil Allocation (PPA)	Local/State Allocation to Skipped Public Schools (J x K =L)	
1	4	4064	Mary Moss @ Ja. Albert Academy	6-8	97.22%	36	35	35.0	\$1,850.00	\$64,750.00
2	1	1102	Ferndale Early Education Center	PreK-K	60.00%	125	75	75.0	\$1,700.00	\$127,500.00
3					#DIV/0!					\$0.00
4					#DIV/0!					\$0.00
5					#DIV/0!					\$0.00
6					#DIV/0!					\$0.00
7					#DIV/0!					\$0.00
8					#DIV/0!					\$0.00
9					#DIV/0!					\$0.00
10					#DIV/0!					\$0.00
11					#DIV/0!					\$0.00
12					#DIV/0!					\$0.00
13					#DIV/0!					\$0.00
15					#DIV/0!					\$0.00
17					#DIV/0!					\$0.00
20					#DIV/0!					\$0.00
		Total				110	110.0			\$192,250.00
										Table 7-7 Skipped

Table 7-7 Skipped

**Table 7-8 EQUITABLE SERVICES**

**COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1117(a) of ESSA and Sec 200.64 & 200.65 in 34CFR)**

<b>1.a: Determining Proportional Share for Equitable Services</b>				
19	/	7,709	=	0.003
Total # of private school children from low income families including those going to schools in other LSSs residing in Title I School attendance area. (Use the total number report in Title I Allocation Worksheet Column N)		Total # of public school children from low-income families in Title I public School plus private school children from low-income families. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N)		Proportion of reservation
0.003	x	13,789,675.00	=	34,474.00
Proportion of reservation		Total Title I Allocation Use # from Table 7-9.1, 1st line)		Proportional Share for Equitable Services
<b>1.b: Determining Parental and Family Engagement Reservation</b>				
34,474.00	x	1%	=	345
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		For Parent Involvement		Proportional share available to parents of private school participants
<b>1.c: Remaining for Instruction, Professional Development and Administration</b>				
34,474.00	-	345	=	34,129.00
Total Proportional Share for Equitable Services (Table 7-8, line 1a)		Proportional share available to parents of private school participants		Proportional share for instruction, Professional Development, administration and/or other allowable services
<b>1.d: If using funds for PD, subtract amount for agreed upon PD</b>				
34,129	-	500	=	33,629
Remaining for instruction, Professional Development and Administration (Table 7-8, line 1c)		Agreed amount of Professional Development (determined during consultation)		Proportional share remaining for instruction and administration
<b>1.e: If using funds for administration, subtract amount for agreed upon administration</b>				
33,629.00	-	1000	=	32,629.00
Remaining for instruction and administration		Agreed amount of Administration (determined during consultation)		Proportional share remaining for equitable services instruction

1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)

**Points of Clarification**

This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts

32,629.00	/	19	=	\$ 1,717.32
Remaining proportional share for instruction (Table 7-8, line 1e)		Number of private school studnets.  (Use the total number reported in the Title I Allocation Worksheet, Column N)		PPA Allocation for eligible private school students

	DETAILED BUDGET DESCRIPTION	Calculation	Total
Parent & Family Engagement	SPN x 8 students 145.20		
	SJE x 1 student 18.15		
	SOTI x 1 student 18.15		
	BCPS x 1 student 18.15		
	HoCo x 3 students 54.45		
	PGCPS x 3 students 54.45		
	DCPS x 2 students 36.30"	145.20 + 18.15 + 18.15 + 18.15 + 54.45	\$345.00
Professional Development	AACLC membership for one teacher \$30		
	SoMLA Conference registration for one teacher \$230		
	ASCD PD Membership for one teacher \$170		
	Dreambox webinar one teacher \$70	30 + 0230 + 0170 + 070 = 500	\$500.00
Administration	Copier/scanner \$220		
	Copy paper, color paper \$50 (5 x \$10)		
	Toner cartridges \$300 (4 x \$75)		
	File cabinet with locks \$220 (2 x \$110)		
	Rolling cart for supplies \$180		
	Bins for documentation \$30	220 + 50 + 300 + 220 + 180 + 30 =	\$1,000.00

Instructional			
	EQ teacher @ SPN 13738.56		
	EQ teacher @ SJE 1717.32	$13738.56 + 1717.32 + 1717.32 = 17173.20$	
	EQ teacher @ SOTI 1717.32		
	BCPS x 1 student 1717.32	$1717.32 + 5151.96 + 5151.96 + 3434.64 =$	
	HoCo x 3 students 5151.96	15455.88	
	PGCPS x 3 students 5151.96		
	DCPS x 2 students 3434.64	$17173.20 + 15455.88 = 32629.08$	\$32,629.00
Total Equitable Share			\$34,474.00



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

accompany the salaries and wages on whatever line they might appear in Table 7-3.

Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share for Equitable Services (e.g. 10,500,000-500,000= 10,000,000).		\$	13,755,201	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher. Minimum of 50% of 1% that must go to Schools	\$	137,552.01	
					\$	323,796.81	
		Total Reservations	Detailed Budget Description	Calculation	Total		
2	Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA. Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA. Parent input is required for expenditure Title I Parent and Family Engagement Spending Plan	\$158,082	Teachers to help plan and facilitate workshops	100 hours @ \$30 per hour = \$3,000 Fixed Charges: Hourly @ .08478	\$3,254.00		
	Both Kobett will provide a session with parents to help build parent capacity in the academic area of math. Title I will provide cab rides to/from District Title I workshops to parents in need of transportation Documents from Central Office to homes need to be translated in order to communicate with parents. Movie License to support child care for students while parents are being provided strategies to support their learner at home.		Parent Summit Speaker: Beth Kobett: \$1,000 Cabs to/from 3 District PFE workshops for all 27 schools at \$750 per event = \$2,250 Schreiber Translating services 3 District Workshops = \$1,000 Movie License: \$750	\$5,000.00			
	Title I Office will provide food and materials/supplies to host 3 parent and family workshops to build parent capacity and remove the barriers that may become roadblocks for families.		Overview of Title I: Supplies @ \$250 Food & Supplies for 250 participants: plates, napkins, table cloths \$10 pp at 250 participants. \$2,500 x 3 workshops = \$7,500 Supplies for all workshops: Easel pads @ \$25 6 reams of colored paper @ \$20 x 6 = \$120 markers @ \$10 x 3pk = \$30 Popcorn maker & bags @ \$125 Step & Return Banner: \$120 Inflatable movie screen: \$200 Additional supplies @ \$350 Total = \$970 Parent Summit (5 Sessions): Notebooks & pen: \$10 x 100 adults = \$1,000 Supplies to support building parent capacity in math, SEL, reading, writing, Oral Language Development - \$500 per session x 5 sessions= \$2,500 Total = 3,500 Let's Reflect & Shine Brightly into Summer: Books: \$5 x 50 students = \$250 Subscription to DynoMath/Math Mania: \$10 x 50 students = \$500 Total = \$750	\$12,970.00			
			School allocations for PFE Workshops		\$136,858.00		
3	Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA  Must reserve funds if N & D programs exist.  Note: Required Attachment- Include a description of how Title I funds support a coordinated effort in the LSS, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each institution, the amount of funding provided.	\$0					
4a	Required: Education for Homeless Children and Youth  Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance: Education for Homeless Children and Youth Program, March 2017, MI-M19.  Note: Required Attachment- Please include a description of how Title I funds provide educationally related support services as a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.	\$0					
4b	Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney Vento). Required Attachment if Applicable- Include a job description.	\$51,266	MCV Homeless Support Position \$30,000	Homeless Support Position to provide support to Homeless Liaison with identification of students and to maintain data	\$30,000.00		
			Mileage for MCV Homeless Position	Approximately 172 miles @ .58	\$100.00		
			Fixed Charges \$21,166	Fixed Charges for Secretary - Administrative Assoc. (Student Services/McKinney/Vento Office	\$21,166.00		

46	Optional: Transportation Cost to and from school of origin (above what the LSS would have otherwise provided to transport the student to his or her assigned school). Required Attachment if Applicable: Include 1) description of how the LSS calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LSS used to arrive at the amount in this section.				
Total Mandatory Set Asides		\$209,348			

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

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

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

Total Reservation		\$	-	Taken from the C-1-25		
		Total Reservations		DETAILED BUDGET DESCRIPTION	Calculation	Total
5	District-wide Title I Instructional Program(s)	\$20,313		All Title I schools and Central Office have converted to online use of maintaining documents and budget documentation, through Title I Crate, to ensure federal compliance and regulation.	Title I Crate for all 27 Title I schools @ \$14,000	\$20,313.00
				Laptops to use to travel to and from schools and meetings to support TSI schools.and for the Reading and Math teachers at Hebron Harman to complete their Title I documentation, planning and data analysis.	Laptops Hebron Harman (new to Title I) 3 x \$1,155 = 3,465 TSI Support Teachers 2 x \$1,155= \$2,310 Total = \$5,775	
				Supplies will be provided to schools for storing and organizing required Title I documentation.	Supplies for School's Documentation Binder dividers 25 per set, \$36/set x 3 = \$108 Accordion Folders, \$15.97 each x 27 = \$430 Total = \$538	
				The Title I Resources will be used to provide guidance into the implementations of federal requirements	Total = \$20,313	

6	District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA			Beth Kobett will provide Professional Development 3 three times (8:30 am to 4:00 pm) during the FY'20 school year for the Title I Math Teachers to provide coaching techniques and strategies related to math instruction in their schools.	Contracted Services to Support Systemwide Professional Development: Beth Kobett Professional Development for Title I Math Teachers 3 days @ \$1,200/day = \$3,600	\$3,600.00
				Math Journal are for new team members and replacements used during monthly meetings to capture meeting notes, reflections and actions to be taken.  Title I Team will present 2 full day fall (Schoolwide and Targeted Assistance) and 2 full day spring budget meetings to update the Title I schools' (Admin and Title I funded Teachers) on their budgets, update ESSA rules and regulations, and provide information relevant to their school year. All meetings are held from 8:00a am to 3:30 pm or 8:30 am to 4:00 pm. Food is being provided, because Title I Staff are offsite from their buildings for a full day meeting that only pertains to Title I Guidelines and Compliance. .  Title I Program Managers will provide ongoing professional development throughout the year for new Title I Admin/Teachers/Teams. All meetings are held from 8:30 am to 11:30 am.	Supplies to Support Systemwide Professional Development: Title I Math Journals \$10 each x 30 = \$300  Title I Budget Meetings x 2 (Fall & Spring), Breakfast x 100 Guests @ \$5/guest = \$500, Lunch x 100 @ \$12/guest = \$1,200, Total = \$1,700 each, meeting x 2 meetings = \$3,400  Title I Professional Development Series for New Title I Administrators/Teachers/Teams: Bottled Water/Refreshments/folders/professional development books - related to their position x 8 times/year @ \$100 each = \$800  Total = \$4,500	\$4,500.00
					</	

		Teachers from Title I schools will attend MELFIN and SoMLA to gain knowledge on the most effective reading strategies to promote student achievement.	<p>MELFIN Conference, 5/21/20, College Park, MD:  Registration: 80 Teachers (3 teachers per SW &amp; 2 per TA schools &amp; 13 ELL) @ \$75 = \$6,000  Mileage: Average 60 miles x 80 teachers x .58/mile = \$2,784  Total = \$8,784</p> <p>SOMLA Conference, 4/1-4/3/20, Hunt Valley, MD:  Registration: 54 teachers (2 teachers per SW &amp; TA schools) @ \$250 = \$13,500  Mileage: Average 90 miles per day x 3 days x 54 teachers x .58/mile = \$8,456  Total = 21,956</p> <p>Total = \$30,740</p>	\$30,740.00
Total Districtwide Set Asides		\$59,153		\$59,153

**Table 7-9 LSS RESERVATIONS FROM TITLE I ALLOCATION**

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

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

Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f)		Only costs for administering and oversight of the Title I Program may be charged to this reservation (e.g. technical assistance around Title I program requirements and fiscal compliance). LSSs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation			
		Total Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
7	Management	\$0			

	Staff	\$705,632.00	Title I Central Office Staff in Anne Arundel County Public Schools to maintain, adhere to, and monitor our 27 identified Title I Schools for Federal Guidelines, Compliance, and Budget.	Sr. Program Manager: \$131,059 x .75 Full Time Equivalent = \$98,294 Program Managers: \$126,567 x 1.50 Full Time Equivalent = \$189,850 Budget Technicians: \$51,636 x 2 Full Time Equivalent = \$103,272 Administrative Assistant \$62,405 x 0.50 Full Time Equivalent = \$31,203 Parent Involvement Coordinator: \$111,224 x .75 Full Time Equivalent = \$83,418 A total of 5.5 positions	\$506,037.00
			Fixed Charges for Staff	Full time wages x .242, hourly wages x .8478, health care \$13,841 x Full Time Equivalent, retirement admin fee \$165	\$199,595.00

Office Supeopleies		Toner and general office supeopleies needed for the Central Office Title I Office area	<p>Office Supeopleies: Toner: Canon Printers/Copiers - Canon 118 2pk black toner \$198x2=\$396, Canon 118 Magenta, Yellow, Cyan - 2 of each = 6x\$92 = \$552, HP 972x High Yield Black Toner @ \$80ea x2 = \$160, HP 972x High Yield Magenta, Yellow, Cyan 1 of each = 3 x \$78 = \$234, HP 305x black toner \$80x 2 = \$160, HP 305a Magenta/Yellow/Cyan toner pack \$356, PH Fax Machine Black Toner \$80x2= \$160, HP Fax Machine Magenta/Yellow/Cyan Toner 2 of each = 6 x \$78 = \$468 Total Toner \$2,490</p> <p>General Office Supeopleies: Binders, Binder Dividers, File Folders, Book Case, File Cabinet, Post-it's, Memo Pads, Staples, Tape, Correction Tape, Binder Clips, Pens, Markers, Highlighters \$2,683</p> <p>Subscriptions to the following Title I/ESSA Resource Guides: Renewal of</p>	\$6,163.00
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	\$6,163.00	<p>the Title I Monitor-Newsletter Subscription \$350, Title I Family Engagement in the Field: Partner with Parents to Transform Student Achievement \$155 Total = \$505</p> <p>Title I Resources: Title I Monitor Newsletter for the Central Office - 1 year subscription = \$355, Talk Title I: Everything You Need to Know and Do as an Administrator \$54, Serving Private School Students, Families and Teachers: A Compliance Guide for Title I Practioners \$33, Can Title I Pay for This? A Guide to Determine Allowable Costs \$43 Total = \$485</p> <p>Total \$6,163</p>	

	Other	\$410,998	Personal vehicles from Title I office to visit all Title I schools.	<p>Mileage: 6 Title I Personnel to travel at least 2 x to 27 schools to average \$900 per person x 6 = \$5,400</p> <p>Parent and Family Engagement Specialist to travel 1,000 miles to all Title I schools at \$.58/mile = \$580,</p> <p>Program Managers and Budget Technicians to travel to 27 schools at a per personroximately 250 miles per person x 4 = \$580,</p> <p>2 Title I TSI Teachers to travel to 21 TSI schools, average \$1,400/person x 2 = \$2,800</p> <p>Total = \$9,360</p>	\$9,360.00
			Indirect Costs		\$401,638.00

			<p>Central Office Title I Staff will attend conferences in order to stay up to date on best practices and learn new strategies for improving our Title I program in schools and with parents and families.</p>	<p>Ron Clark Academy, 10/2-10/5/19, Atlanta - 3 people (Title I Sr. Program Manager, Title I Program Manager, Sr. Manager for School Super personort and Equitable Practices)  Registration: <math>995 \times 3 \text{ people} = \\$2,985</math>  Airfare: <math>400 \text{ round trip} \times 3 \text{ people} = \\$1,200</math>  Hotel: <math>225 \text{ per night} \times 3 \text{ nights} = \\$675 \times 3 \text{ people} = \\$2,025</math>  Food: <math>50 \text{ per person} \times 3 \text{ days} = \\$150 \times 3 \text{ people} = \\$450</math>  Transportation Uber to/from Hotel \$150  Total = \$6,810</p> <p>NAECHY Conference, Washington, DC, 11/2-11/5/2019 - 2 people (Pupil Personnel Coordinator, Pupil Personnel Worker)  Registration: <math>675 \times 2 \text{ people} = \\$1,350</math>  Mileage <math>60 \text{ miles per day} \times .58 = 35 \times 4 \text{ days} = 140 \times 2 \text{ people} = \\$280</math>  Total = \$1,630</p>	\$67,250.00
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			<p>Learning Forward Conference, 12/8-12/12/19, St Louis, MO - 3 people (Title I Sr Program Manager, Title I Program Manager, Title I Parent Involvement Coordinator)</p> <p>Registration: \$612 x 3 people = \$1,836</p> <p>Airfare: \$500 round trip x 3 people = \$1,500</p> <p>Hotel: \$250 per night x 4 nights = \$1,000 x 3 people = \$3,000</p> <p>Food: \$50 per person x 4 days = \$200 x 3 people = \$600</p> <p>Transportation Uber to/from Hotel \$100</p> <p>Total = \$7,036</p> <p>National ESEA Conference 2/4-2/7/20 Atlanta, GA - 7 people (Title I Sr. Program Manager, 2 Title I Program Managers, Title I Parent Involvement Coordinator, 2 Title I Budget Technicians, Title I Administrative Assistant)</p> <p>Registration: \$600 x 7 people = \$4,200</p> <p>Airfare: \$480 round trip x 7 people =</p>	
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\$67,250

\$3,360

Hotel: \$282 per night x 5 nights = \$1,410  
x 7 people = \$9,870

Food: \$50 per person x 5 days = \$250 x 7  
people = \$1,750

Transportation Uber to/from Hotel \$200

Total = \$19,380

Creating Trauma Sensitive Schools, 2/15-  
2/19/20, Atlanta - 3 people (Title I Sr  
Program Manager, Title I Program  
Manager, Title I Parent Involvement  
Coordinator)

Registration: \$485 x 3 people = \$1,455

Airfare: \$400 round trip x 3 people =  
\$1,200

Hotel: \$225 per night x 4 nights = \$900 x  
3 people = \$2,700

Food: \$50 per person x 4 days = \$200 x 3  
people = \$600

Transportation Uber to/from Hotel \$150

Total = \$6,105

National Youth at Risk Conference, 3/7-3/12/20, Savannah, GA - 1 Person (Title I Budget Technician)  
 Registration: \$450  
 Airfare: \$500 round trip  
 Hotel: \$225 per night x 5 nights = \$1,125  
 Food: \$50 per person x 5 days = \$250  
 Transportation Uber to/from Hotel \$100  
 Total = \$2,425

ASCD Empower20, 3/13-3/17/20, Los Angeles - 3 people (2 Title I Program Managers, Title I Parent Involvement Coordinator)  
 Registration: \$689 x 3 people = \$2,067  
 Airfare: \$500 round trip x 3 people = \$1,500  
 Hotel: \$250 per night x 4 nights = \$1,000 x 3 people = \$3,000  
 Food: \$50 per person x 4 days = \$200 x 3 people = \$600  
 Transportation Uber to/from Hotel \$150

Total = \$7,317
NCTM Conference, 3/31-4/5/20, Chicago - 1 person (Title I Parent Involvement Coordinator)
Registration: \$600
Airfare: \$500 round trip
Hotel: \$250 per night x 5 nights = \$1,250
Food: \$50 per person x 5 days = \$250
Transportation Uber to/from Hotel \$100
Total = \$2,700
SOMLA Conference, Hunt Valley, MD, 5/21/20 - 2 people (Title I Program Manager, Title I Parent Involvement Coordinator):
Registration: \$250 x 2 people = \$500
Common Ground Education Conference, May 2020, Ocean City, MD - 3 people (Title I Sr. Program Manager, 2 Title I Program Managers)

			<p>Registration: <math>\\$325 \times 3 \text{ people} = \\$975</math>  Mileage: <math>300 \text{ miles round trip} \times .58 = \\$174</math>  <math>\times 3 \text{ people} = \\$522</math>  Hotel: <math>\\$250 \text{ per night} \times 4 \text{ nights} = \\$1,000</math>  <math>\times 3 \text{ people} = \\$3,000</math>  Food: <math>\\$50 \text{ per person} \times 4 \text{ days} = \\$200 \times 3</math>  people = <math>\\$600</math>  Total = <math>\\$5,097</math></p> <p>Admin Pro Forum, 5/26-5/30/20, Orlando -  3 people (2 Title I Budget Technicians,  Title I Administrative Assistant)  Registration: <math>\\$1,150 \times 3 \text{ people} = \\$3,450</math>  Airfare: <math>\\$450 \text{ round trip} \times 3 \text{ people} =</math>  <math>\\$1,350</math>  Hotel: <math>\\$225 \text{ per night} \times 4 \text{ nights} = \\$900 \times</math>  3 people = <math>\\$2,700</math>  Food: <math>\\$50 \text{ per person} \times 4 \text{ days} = \\$200 \times 3</math>  people = <math>\\$600</math>  Transportation Uber to/from Hotel <math>\\$150</math>  Total = <math>\\$8,250</math>  <b>Total = <math>\\$67,250</math></b></p>	
<b>Total Administrative Reservations</b>	<b>\$1,190,043</b>			<b>\$1,190,043.00</b>



**Table 7-9 LSS RESERVATIONS FOR CSI AND Title I TSI SCHOOLS FROM TITLE I ALLOCATION**

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

LIST of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Schools		Total Reservations	CSI School (List each school on a separate line)	Total Amount of Allocation
8	Does the LSS provide additional Title I Part A funds to support CSI Schools?	\$0		
	YES ____ NO <u>X</u> ____			
9	Does the LSS provide additional Title I Part A funds to support Title I TSI Schools?	\$191,757	TSI Support Teachers provide support to ensure TSI student groups are provided extra support and interventions are implemented with fidelity 2 Teachers @ \$65,920 each = \$131,840	\$131,840.00
	YES <u>X</u> ____ NO ____		Fixed Charges 2 Teachers @ \$29,958.50 = \$59,917	\$59,917.00
Total LSS Reservation		\$191,757		

List the 2019-2020 CSI school(s) and the total amount each school received from the 7% set aside.

LIST of Comprehensive Support and Improvement (CSI) Schools		CSI School (List each school on a separate line)	Total Amount of Allocation
	The LSS has CSI Schools YES <u>  x  </u> NO <u>      </u>	Phoenix Academy	\$155,250.00
		Anne Arundel Evening School	\$125,100.00
Total			\$280,350.00

**Link for School Improvement Resource Hub**

<https://www.marylandresourcehub.com/>

<https://www.marylandresourcehub.com/csi-tsi-schools>

**List the 2019-2020 TSI school(s) and the total amount each school received from the LSS District Level set aside (not federal funds)**

	LIST of Targeted Support and Improvement (TSI) Schools	TSI School (List each school on a separate line)	Total LSS district level set aside
	The LSS has TSI Schools: YES   X   NO_____	1. Annapolis High	\$0.00
		2. Annapolis Middle	\$0.00
		3. Belvedere Elementary	\$0.00
		4. Broadneck Elementary	\$0.00
		5. Chesapeake High	\$0.00
		6. George T. Cromwell Elementary	\$0.00
		7. Glen Burnie High	\$0.00
		8. High Point Elementary	\$0.00
		9. Hillmere Elementary	\$0.00
		10. Jacobsville Elementary	\$0.00
		11. Jessup Elementary	\$0.00
		12. Meade High	\$0.00
		13. Monarch Academy	\$0.00
		14. Nantucket Elementary	\$0.00
		15. Odenton Elementary	\$0.00
		16. Old Mill High	\$0.00
		17. Old Mill Middle South	\$0.00
		18. Point Pleasant Elementary	\$0.00
		19. Pershing Hill Elementary	\$0.00
		20. Ridgeway Elementary	\$0.00
		21. Seven Oaks Elementary	\$0.00
		22. Shady Side Elementary	\$0.00
		23. Southern High	\$0.00
		24. Waugh Chapel Elementary	\$0.00
		Total	

**Link for School Improvement Resource Hub**

<https://www.marylandresourcehub.com/>

<https://www.marylandresourcehub.com/csi-tsi-schools>

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

1	Total Title I Allocation (Use amount shown on C-1-25)	----	\$ 13,789,675
2	Equitable share total reported in Table 7-8	minus	\$ 34,474
3	Mandated set-asides total reported in Table 7-9.1	minus	\$ 209,348
4	District-wide Reservations total reported in Table 7-9.2	minus	\$ 59,153
5	Administration total reported in Table 7-9.3	minus	\$ 1,190,043
6	Additional Support for CSI /TSI schools total reported in Table 7-9.4	minus	\$ 191,757
7	<b>Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount.</b> <i>(LSSs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)</i>	equals	\$ 12,104,900

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

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

**Updated Carryover guidance for Equitable Services:**

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

1. Total amount of Title I 2018-2019 allocation:

**\$13,931,820.00**

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

**1,114,943**

1. The estimated percentage of carryover Title I funds as of September 30, 2019 :

**8.00%**

**THIS IS A PROJECTION**

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

Yes ☐ No ☒

Original Grant Budget	\$13,789,675	Amended budget #	
Grant Name	Title I, Part A	Grant Recipient Name	
MSDE Grant #		Recipient Grant #	
Revenue Source		Recipient Agency Name	
Fund Source Code		Grand Period	

Request Date	
Anne Arundel County Public Schools	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
<b>201 Administration</b>							
Prog. 21 General Support							
Prog. 22 Business Support						401,638.00	401,638.00
Prog. 23 Centralized Support							
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal	10,423.00			57,363.00			67,786.00
Prog. 16 Inst. Admin. & Supv.	536,037.00		6,163.00	73,910.00			616,110.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	67,760.00	32,564.00	102,349.00	4,300.00			206,973.00
Prog. 02 Special Prog.	7,884,226.00	82,803.00	277,818.00	2,800.00			8,247,647.00
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 07 Non Public Transfers						34,474.00	34,474.00
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	71,580.00	16,400.00	16,246.00	219,858.00			324,084.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Superv.							
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>		37,965.00					37,965.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				3,852,998.00			3,852,998.00
<b>214 Community Services</b>							

<b>215 Capital Outlay</b>								
Prog.	34	Land & Improvements						
Prog.	35	Buildings & Additions						
Prog.	36	Remodeling						
<b>Total Expenditures By Object</b>			8,570,026.00	169,732.00	402,576.00	4,211,229.00	0.00	436,112.00
								13,789,675.00

FY 2020

Title | Budget Narrative

Description/Purpose:  
Include Expected  
Outcome

School / District

Title | Table 7-9, 7-9  
Crosswalk

Category / Program Number (Aligns with C-125)

Line Item

Calculation

Total

Notes

ESSA Annual Report 2019

386

Anne Arundel County Public Schools

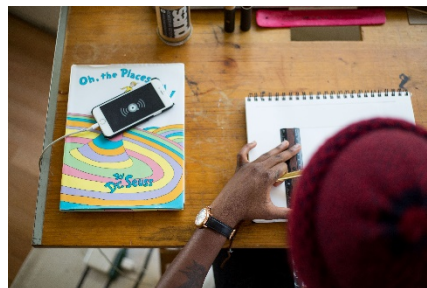
Category / Program Number (Aligns with C-125)	Line Item	Calculation	Total	Notes
203-205 - 07- Inst. Categories-Non Public Transfer	Equitable Services	See Table 7-8	34,474.00	
203-205 - 01- Inst. Categories-Regular Prog.	Salaries to support systemwide activities	See Table 7-9.1 for further details	3,000.00	
212 - Fixed Charges	Fixed Charges to support systemwide activities	See Table 7-9.1 for further details	254	
203-205 - 04- Inst. Categories-Regular Prog.	Contracted Services to support systemwide activities	See Table 7-9.1 for further details	5,000.00	
203-205 - 01- Inst. Categories-Regular Prog.	Supplies to support systemwide activities	See Table 7-9.1 for further details	12,970.00	
202 - 16- Mid-level Admin-Instr. Admin. & Supv.	MCV Homeless Support Position	See Table 7-9.1 for further details	30,000.00	
212 - Fixed Charges	Fixed Charges for Homeless Support Position	See Table 7-9.1 for further details	21,166.00	
203 - 16- Mid-level Admin-Instr. Admin. & Supv.	Mileage for MCV Homeless Support Position	See Table 7-9.1 for further details	100	
203-205 - 02- Inst. Categories-Special Prog.	Supplies	See Table 7-9.2 for further details	20,313.00	
203-205 - 09- Inst. Categories-Instruction Staff Dev.	Contracted Services to support systemwide professional development	See Table 7-9.2 for further details	3,600.00	
203-205 - 09- Inst. Categories-Instruction Staff Dev.	Supplies to support systemwide professional development	See Table 7-9.2 for further details	4,500.00	
203-205 - 09- Inst. Categories-Instruction Staff Dev.	Conferences to support systemwide professional development	See Table 7-9.2 for further details	30,740.00	
203-205 - 09- Inst. Categories-Instruction Staff Dev.	St. Program Manager \$131,059 x .75% = \$98,294/Program Manager	See Table 7-9.3 for further details	505,037.00	
212 - Fixed Charges	Fixed Charges for Staff	See Table 7-9.3 for further details	199,595.00	
203-205 - 01- Inst. Categories-Regular Prog.	Toner and general office supplies needed for the Central Office IT	See Table 7-9.3 for further details	6,163.00	
203-205 - 01- Inst. Categories-Regular Prog.	Conferences for staff	See Table 7-9.3 for further details	67,250.00	
203-205 - 01- Inst. Categories-Regular Prog.	Mileage for staff	See Table 7-9.3 for further details	6,550.00	
203-205 - 01- Inst. Categories-Regular Prog.	Indirect costs	See Table 7-9.3 for further details	401,638.00	
203-205 - 01- Inst. Categories-Regular Prog.	TS Support Teachers provide support to ensure TS student group	See Table 7-9.4 for further details	331,840.00	
203-205 - 01- Inst. Categories-Regular Prog.	Fixed Charges for TS Support Teachers	See Table 7-9.4 for further details	59,917.00	
203-205 - 01- Inst. Categories-Regular Prog.	Mileage for TS Support Teachers	See Table 7-9.4 for further details	2,800.00	
203-205 - 01- Inst. Categories-Regular Prog.	Stipends to support Parent Events	Teachers stipends @ \$30 per hour to support PPE activities	64,760.00	
203-205 - 01- Inst. Categories-Regular Prog.	Stipends to support Parent Events	Stipends to support Parent Events	PPE 1% allocation	
203-205 - 01- Inst. Categories-Regular Prog.	Contracted Services to support Parent Events	Contracts to support parents events & train	27,564.00	
203-205 - 01- Inst. Categories-Regular Prog.	Parent Event Supplies	Supplies and refreshments for parent event	PPE 1% allocation	
203-205 - 01- Inst. Categories-Regular Prog.	Parent Event Conferences	Supplies and refreshments for parent events	PPE 1% allocation	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Substitutes	Substitutes @ 100 per day	4,300.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Permanent Substitutes	Teachers stipends @ \$30 per hour	45,500.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Temporary Teacher Assistants	Permanent Substitute Teachers	146,708.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Temporary teacher assistants @ \$12.50 per	222,976.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Allocations based on each school's budget narrative	117,100.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Allocations based on each school's budget narrative	674,738.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Teacher positions	6,543,364.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Contracts to support student learning costs	82,803.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Support for Homeless students from school	6,654.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Materials to support student learning cost	249,424.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Substitutes @ \$100 per day	15,750.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Teachers stipends @ \$30 per hour	55,880.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Allocations based on each school's budget narrative	13,500.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Purchase books and other materials to enhance	11,746.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Conferences for teachers to build instruction	150,545.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Allocations based on each school's budget narrative	57,363.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Conferences for principals and assistant prin	37,965.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Provide buses for students for field trips an	3,572,066.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Full time wages x .242, hourly wages x .084	10,423.00	
203-205 - 01- Inst. Categories-Regular Prog.	Personnel & Temporary Salaries - Teacher Assistants	Administrative support for school		



# TITLE II

## Appendix D

**Revised June 2019**



## Title II, Part A

### Systems of Support for Excellent Teaching and Leading

## TITLE II, PART: A SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

**Local School System:** Anne Arundel County Public Schools **Fiscal Year** 2020

**Title II-A Coordinator:** Zipporah Miller Ed.D

**Telephone:** 410-721-8300

**E-mail:** [zmiller@aacps.org](mailto: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)

**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 teacher and opportunities to develop meaningful teacher leadership.

(C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities.

(D) Use of data and ongoing consultation to continually update and improve activities

(E) Provide equitable services and timely consultation to private school children and teachers

**Consultation: In developing the application a local school system will:**

(A) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the 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) Coordinate activities with related strategies, programs, and activities being conducted in the community.

(D) Required consultation cannot interfere with the timely submission of the application

**TITLE II, PART A**  
**SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

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**Local School System: Anne Arundel County Public Schools**

**Fiscal Year: 2020**

**1.0 TARGETED SUPPORTS AND CONSULTATION – Required**

Please provide a description of how the local school system activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

Achievement and opportunity gaps between student groups continue to exist. In the area of elementary English Language Arts, White students are out-performing 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. The above data and information has stoked a greater sense of urgency to provide more intensive professional learning for teachers and leaders within our school district. Additionally, we have taken time to focus on issues of equity and inclusion, we strongly believe that this is our moral imperative.

The intentional foci for the elementary, middle and high school levels in AACPS remain the same. The intentional focus at the elementary level is to ensure that every student can read at or above grade level by the end of second grade. At the middle school level, the focus is on increasing students' knowledge and skills in mathematics. At the high school level the focus is on making every ninth grader successful thus providing a strong foundation for their success in high school. These foci will continue during this academic year as we build on the work that is already in place. In order to meet these goals, AACPS will continue to invest in recruiting and retaining effective teachers and investing 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. 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.
- **Class Size Reduction** – AACPS places priority on high need schools and will use positions to yield the best possible class ratio to improve academic outcomes of students. Research on class size and student achievement has revealed that student performance increases in a well-designed class size reduction program in the primary grades (K-3).

- 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. 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.
- 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 behaviors of the principal impacts student learning. .
- 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. 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.
- Growth Mindset, Engaging Instruction and School Culture – Based on the work of Carol Dweck, AACPS is providing on-going professional development on growth mindset. Research revealed that students who believed their intelligence could be developed out performed those who believed their intelligence was fixed. Teachers therefore are being equipped with strategies that allow students to focus on the process that leads to learning.
- 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 to ensure they are equipped to successfully prepare our future teachers.
- Conditional Teacher Support – AAPS is committed to providing ongoing job embedded professional development for conditional teachers in high needs schools. Coaching has served as an effective means of providing ongoing professional development to teachers in order to increase their effectiveness.
- 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 – AACP 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.
- 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.

- Retention – AACPS continues to invest in a robust teacher induction program that supports 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 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. 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 that are recruited from areas outside of Maryland 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 in Attachment 8 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



## TITLE II, PART A

### SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

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**Local School System: Anne Arundel County Public Schools**

**Fiscal Year: 2020**

To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

**Administrative Costs:** Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

2.0 ADMINISTRATIVE COST - Allowable			
Item	Line Item	Description	Public School Costs
2.1	Budget Technician		\$68,991.00
2.2			
2.3			
2.4			
		Total for Section 2.0	

**TITLE II, PART A**

**SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

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	<b>Local School System: Anne Arundel County Public Schools</b>	<b>Fiscal Year: 2020</b>	
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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.**

The PARCC data for the past three years show there is an equity gap in both mathematics and english language arts in elementary and middle schools. The African American and Hispanic students performed below the county average in both content areas in elementary and middle school. Students receiving free and reduced meals also performed below the county average in mathematics and language arts. The data also reveals that the county average showed a slight increase in elementary and middle school language arts and a slight decrease in elementary and middle school mathematics. In both mathematics and language arts, the African American and Hispanic students performed below the county average. Students receiving free and reduced meals also performed below the county average in both areas.

Our 2018/2019 data indicates that White students are outperforming Black or African American, Native Hawaiian/Pacific Islander and Hispanic students in AP Exams. The Advanced Placement exam score data shows the mean score for African American test takers as the lowest at 2.30, this however is an increase from last year.

Over the past eight years the percentage of Hispanic/Latino students has doubled from 6.7% to 14.83%. While we are improving in this area, our teaching staff does not reflect our student body, only 14.29% of AACPS teachers are from diverse backgrounds.

PARCC English Language Arts – Elementary School	14/15	15/16	16/17	17/18	18/19
	PARCC 4/5	PARCC 4/5	PARCC 4/5	PARCC 4/5	PARCC 4/5
AACPS Elementary County Average	52.1%	51.1%	51.8%	48.2%	49.8%
American Indian/Alaska Native	44.7%	48.1%	50.0%	39.7%	38.2%
Asian	65.1%	65.5%	66.7%	60.8%	67.0%

Black/African American	33.0%	31.5%	34.7%	31.5%	30.5%
Hispanic	35.1%	34.5%	34.9%	32.0%	35.4%
Multi-Racial	53.7%	54.7%	54.6%	50.7%	51.0%
Native Hawaiian/Pacific Islander	51.1%	48.8%	34.8%	30.2%	57.1%
White	61.4%	60.9%	61.7%	58.5%	60.9%
FARMS	30.8%	29.8%	30.0%	26.2%	30.4%

PARCC Mathematics – Elementary School	14/15	15/16	16/17	17/18	18/19
	PARC C 4/5	PARCC 4/5	PARCC 4/5	PARCC 4/5	PARCC 4/5
AACPS Elementary County Average	41.2%	45.2%	41.2%	41.8%	41.5%
American Indian/Alaska Native	34.2%	34.6%	39.1%	36.5%	21.8%
Asian	60.7%	65.2%	60.9%	61.9%	63.3%
Black/African American	20.9%	24.4%	21.2%	22.5%	20.7%
Hispanic	25.5%	30.6%	26.1%	25.9%	25.9%
Multi-Racial	40.8%	45.3%	42.5%	40.4%	41.1%
Native Hawaiian/Pacific Islander	25.5%	41.9%	39.1%	23.3%	45.7%
White	50.6%	55.1%	51.7%	53.1%	53.7%
FARMS	21.5%	24.4%	20.6%	20.1%	22.4%

<b>PARCC English Language Arts – Middle School</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>
	<b>PARCC 4/5</b>	<b>PARCC 4/5</b>	<b>PARCC 4/5</b>	<b>PARCC 4/5</b>	<b>PARCC 4/5</b>
AACPS Elementary County Average	44.3%	41.9%	44.6%	46.3%	48.4%
American Indian/Alaska Native	29.9%	25.5%	26.7%	25.6%	46.2%
Asian	61.2%	62.5%	62.2%	63.9%	67.0%
Black/African American	23.8%	23.6%	24.6%	27.3%	29.8%
Hispanic	33.2%	29.8%	30.4%	28.3%	31.1%
Multi-Racial	45.1%	42.6%	44.6%	47.9%	52.3%
Native Hawaiian/Pacific Islander	34.1%	37.5%	44.2%	60.0%	57.9%
White	52.3%	49.6%	54.1%	57.3%	59.6%
FARMS	22.6%	21.3%	21.9%	22.7%	28.0%

<b>PARCC Mathematics – Middle School</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>
<b>(Excludes Algebra)</b>	<b>PARCC 4/5</b>	<b>PARCC 4/5</b>	<b>PARCC 4/5</b>	<b>PARCC 4/5</b>	<b>PARCC 4/5</b>
AACPS Elementary County Average	28.1%	29.3%	31.7%	33.7%	32.1%
American Indian/Alaska Native	18.6%	16.7%	17.4%	15.0%	30.8%
Asian	44.9%	47.3%	49.0%	52.9%	51.6%
Black/African American	10.4%	10.8%	12.2%	14.0%	13.9%
Hispanic	26.5%	18.4%	16.8%	18.9%	18.6%
Multi-Racial	26.5%	27.8%	32.4%	36.2%	33.7%

Native Hawaiian/Pacific Islander	26.3%	25.6%	25.6%	51.5%	35.3%
White	36.0%	38.5%	42.6%	45.6%	43.9%
FARMS	11.4%	12.4%	12.7%	13.9%	16.3%

### Advanced Placement Exam Scores

SY 18-19

Student Group	1	2	3	4	5	Blank	Grand Total	% Total Tests	% 3 or greater	Mean Score
African American/Black	259	281	208	94	45	6	893	8.49%	38.86%	2.30
American Indian/Alaska Native	6	5	5	7	6		29	0.28%	62.07%	3.07
Asian	71	174	211	183	133	4	776	7.38%	67.91%	3.17
Hispanic	142	203	225	156	112	3	841	7.99%	58.62%	2.87
Multi-Racial	71	167	178	139	65	2	622	5.91%	61.41%	2.94
Native Hawaiian/Pacific Islander	4	14	3	5			26	0.25%	30.77%	2.34
White	687	1673	2198	1655	1100	22	7335	69.70%	67.53%	3.11
<b>Grand Total</b>	<b>1240</b>	<b>2517</b>	<b>3028</b>	<b>2239</b>	<b>1461</b>	<b>37</b>	<b>10522</b>	<b>100.00%</b>	<b>63.94%</b>	<b>3.02</b>

AACPS Advanced Placement Enrollment Data										
SY 18-19	All Students			Not FARMS			FARMS			
Race	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
Am. Indian/Alaska Native	64	23	36%	45	18	40%	19	5	26%	30%
Asian	913	483	53%	689	385	56%	224	98	44%	25%
Black/African American	4774	978	20%	2511	664	26%	2263	314	14%	47%
Hispanic	3110	782	25%	1468	467	32%	1642	315	19%	53%
Multiracial	1212	439	36%	874	374	43%	338	65	19%	28%
Native Hawaiian/Pacific Islander	59	18	31%	41	14	34%	18	4	22%	31%
White	12391	5257	42%	10684	4898	46%	1707	359	21%	14%
Total	<b>22523</b>	<b>7980</b>	35%	<b>16312</b>	<b>6820</b>	42%	<b>6211</b>	<b>1160</b>	19%	28%

<b>2009</b>	<b>Teacher Diversity</b>	<b>Student Diversity</b>
African American	7.8%	23.00%
Asian	1.3%	3.99%
Native American	0.2%	0.11%
Hispanic	1.3%	6.70%
Two or More Races	0.2%	0.33%
White	89.2%	66.00%
<b>2017</b>	<b>Teacher Diversity</b>	<b>Student Diversity</b>
African American	7.4%	20.6%
Asian	1.9%	3.7%
Native American	0.18%	0.3%
Hispanic	3.1%	13.7%
Two or More Races	1.3%	6.1%
White	86.2%	55.4%



	2018	Teacher Diversity	Student Diversity
	African American	7.40%	20.90%
	Asian	1.90%	3.70%
	Native American	0.18%	0.28%
	Hispanic	3.10%	14.83%
	Two or More Races	1.30%	6.12%
	White	86.20%	53.92%

2019	Teacher Diversity
African American	7.60%
Asian	1.90%
Native American	0.16%
Hispanic	3.20%
Pacific Islander	0.03%
Two or More Races	1.40%
White	85.60%

**Section 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 Specific Services including: <ul style="list-style-type: none"> <li>Timeline</li> <li>Audience</li> <li>Implementation Evaluation</li> </ul>	Cite: <ul style="list-style-type: none"> <li>the level of evidence</li> <li>study or studies that support this activity/series</li> <li>the rationale for your rating</li> </ul>	Public School Costs
1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals				
1.1	Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).			

	<b>The LSS may develop initiatives that provide:</b>			
1.1.1	expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)	<p><b>1.1.1.A - Program: Human Resources – Recruitment</b></p> <p><b><u>Brief Description of Specific Services</u></b></p> <p>AACPS HR Recruiters &amp; Administrators will 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>Increase the number of diverse teacher candidates in an effort to ensure that teaching staff reflect our current student population.</p> <p><b><u>Timeline</u></b> July 2019 to June 2021</p> <p><b><u>Audience</u></b> AACPS seeks to hire diverse educators from numerous racial and ethnic backgrounds with a focus on African</p>	<p><b>Level 4: Demonstrates a Rationale</b></p> <p>“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</p> <p>“For the most disadvantaged black males, conservative estimates <b>suggest</b> that exposure to a black teacher in primary school cuts high school dropout rates 39%.”</p>	\$12,000.00

		<p>American &amp; Hispanic/Latino teachers as these are the two largest diverse student groups in our county. 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><b><u>Implementation</u></b></p> <p>AACPS will research institutions or areas where large numbers of diverse educators are located.</p> <ul style="list-style-type: none"> <li>• AACPS will attend or host events that will attract a large number of diverse educators</li> <li>• AACPS host recruitment events in the US territory of Puerto Rico and other areas where a large number of Hispanic teachers are located and where teaching certification is reciprocal with Maryland.</li> </ul> <p>To attract diverse candidates to AACPS hosted events we will:</p> <ul style="list-style-type: none"> <li>• Develop relationships with colleges and universities with a high percentage of minority students including those in the US territory of Puerto Rico</li> <li>• Advertise teaching opportunities within AACPS in local publications in Puerto Rico and on minority focused recruitment sites to attract experienced diverse educators</li> <li>• Attend or host recruitment events and identify the best candidates for Open Offers of employment with our school system</li> <li>• Provide relocation stipends for new teachers who work at high needs or high minority schools</li> </ul>	<p>A study by the Albert Shanker Institute found:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Minority teachers tend to have higher academic expectation for minority students, which can result in increased academic and social growth</li> </ul> <p><b>Bond, B., Quintero, E., Casey, L., &amp; DiCarlo, M. (2015, September). The State of Teacher Diversity in American Education. Retrieved from <a href="http://www.shankerinstitute.org/resource/teacherdiversity">http://www.shankerinstitute.org/resource/teacherdiversity</a></b></p> <p>A study by the IZA Institute of Labor Economics found that</p>	
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		<p><b><u>Evaluation</u></b></p> <p>AACPS will evaluate the number of teachers who are offered and accept teaching positions from the various recruitment events attended.</p> <p>AACPS will evaluate the number of teachers employed from these recruitment efforts working in high needs/high minority schools.</p>	<p>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., &amp; Papageorge, N. W. (n.d.). The Long-Run Impacts of Same-Race Teachers. Retrieved March, 2017, from <a href="http://ftp.iza.org/dp10630.pdf">http://ftp.iza.org/dp10630.pdf</a></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 academic achievement produced by the</i></p>	<p><b>1.1.2.A - Program: Human Resources – Recruitment Incentives</b></p> <p>Goal: To increase the number of highly qualified educators in high needs schools and to decrease the disparity between students and teachers of color.</p> <p>As recruitment efforts increase the number of diverse candidates, the recruitment incentives are in place to help in retention of these teachers.</p> <p><b><u>Brief Description of Specific Services including</u></b></p> <p>As part of our recruitment efforts, AACPS will provide relocation stipends of up to \$2500 for new teachers who teach in high needs/high poverty schools. Relocation</p>	<p><b>Level 4: Demonstrates a Rationale</b></p> <p>The policy brief provide evidence that 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> <p>“As Hough and Loeb note, higher salaries <b>can</b> attract a stronger pool of teachers, but the district still must hire</p>	\$27,120.00

	<p><i>efforts of the teacher or principal [section 2101(1)].</i></p>	<p>stipends will be paid to new teachers who meet the State Certification criteria, working in high needs or high minority schools.</p> <p>Over the past 10 years the Hispanic/Latino student population at AACPS has risen dramatically from 6.5% in 2009 to 16% in 2019. Approximately 40% of our Hispanic students are English Language Learners (ELL). The increase in Hispanic students is being seen in more schools where there has traditionally been little diversity. These schools have been ill prepared for the increase in Hispanic students and have few if any teachers of similar ethnic origins which leaves these students without role models from similar racial and ethnic backgrounds. To combat this trend AACPS will consider some schools with increasing Hispanic student populations and little to no Hispanic teachers as “high needs” for the purpose of this grant.</p> <p><b><u>Timeline</u></b> July 2019 – June 2021</p> <p><b><u>Audience</u></b> Newly hired educators working in high needs/high minority schools or working in schools with increasing Hispanic student populations and little to no Hispanic teacher diversity.</p> <p><b><u>Implementation</u></b></p> <ul style="list-style-type: none"> <li>• AACPS will analyze data on new teachers who have accepted positions in high needs/high minority schools.</li> </ul>	<p>strategically from the pool and work to retain the high quality teachers they recruit.”</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> <p>Hough, H., &amp; Loeb, S. (2013). Can a District-Level Teacher Salary Incentive Policy Improve Teacher Recruitment and Retention?. <i>Policy Analysis for California Education</i>.</p>	
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		<ul style="list-style-type: none"> <li>• Stipends will be prioritized for teachers were actively recruited to join the district (i.e. teachers interviewed Puerto Rico Hiring Event)</li> </ul> <p><b><u>Evaluation</u></b></p> <p>AACPS will evaluate the number of teachers who begin employment in a high needs or high minority schools.</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><b>1.1.3.A - Program: Praxis Exam Fees</b></p> <p>Goal: To increase the number of highly qualified teachers.</p> <p><b><u>Brief Description of Specific Services including</u></b></p> <p>Praxis exam fees for teachers primarily at the middle &amp; high school levels. Passing the praxis increases the number of certified teachers.</p> <p><b><u>Timeline</u></b></p> <p>July 2019 – June 2021</p> <p><b><u>Audience</u></b></p> <p>Teachers</p> <p><b><u>Implementation</u></b></p> <p>This activity provides payment and/or reimbursement of exam fees for the Praxis for teachers, primarily at the middle and high school level. The purpose is to increase the number of certified teachers.</p>	<p><b>Level 4: Demonstrates a Rationale</b></p> <p>The study below finds that highly qualified teachers make an impact on the lives of children and young adults.</p> <p>Chetty, R., Friedman, J. N., &amp; Rockoff, J. E. (2011). The Long-Term Impacts of Teachers: Teacher Value-Added And Student Outcomes In Adulthood. Cambridge, MA: National Bureau of Economic Research.</p> <p><a href="https://online.sju.edu/graduate/masters-secondary-education/resources/articles/high">https://online.sju.edu/graduate/masters-secondary-education/resources/articles/high</a></p>	\$5,000.00

		<p>The funding of this activity, has allowed AACPS to increase the number of certified teachers to serve in high needs schools.</p> <p><b><u>Evaluation</u></b> The effectiveness will be determined by monitoring the increase in the number of certified teachers.</p>	<a href="#">ly-qualified-teachers-make-a-substantial-impact-on-students</a>	
1.2	<p><b>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;</b></p>			
1.3	<p><b>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</b></p>	<p><b>1.3.1.A - Program: Class Size Reduction</b></p> <p><b><u>Brief Description of Specific Services including</u></b></p> <p>Provide funding for 8 Positions for the purpose of Elementary Class Size Reduction in schools with 50% or more of the student population receiving free and reduced meals. All teachers funded by this source will meet state certification requirements. Positions are used to yield the</p>	<p><b>Level 3: Promising Evidence</b></p> <p>“Some researchers have not found a connection between smaller classes and higher student achievement, but most of the research shows that <b>when class size reduction programs are well-designed and</b></p>	\$176,082.00



		<p>best possible class size to improve academic outcomes for all students, with an emphasis on our high needs schools. Based on class size data to reduce class size to the same or less than the current average in AACPS classrooms.</p> <p><b><u>Timeline</u></b> July 2019 – June 2021</p> <p><b><u>Audience</u></b> Schools with 50% or more of the student population receiving free and reduced meals.</p> <p><b><u>Implementation</u></b> Review school data and assign position to schools that show need.</p> <p><b><u>Evaluation</u></b>  Mathematics and reading performance will be monitored at the school and district level. At the school level teachers will review the data regularly as a means to monitor student performance regularly. At a system level the reading and math assessment data on county assessments will be reviewed as well as the state assessments.</p>	<p><b>implemented</b> in the primary grades (K-3), student achievement rises as class size drops.”</p> <p>In a research review on the relationship between class size and student achievement, finding show when class size reduction programs are well designed and implemented in the primary grades (K-3), student achievement increases in smaller class sizes.</p> <p><a href="http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html">http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html</a></p>	
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			<p>How Class Size Makes a Difference</p> <p>The Regional Laboratory at SERVE - Associated with the School of Education. University of North Carolina, Greenboro. (2002).</p> <p>Paula Egelson, Literacy Project Director, School Development and Reform, SERVE</p> <p>Patrick Harman, Executive Director, Hayden-Harman Foundation</p> <p>Art Hood, Assistant Program Specialist, School Development and Reform, SERVE</p> <p>C. M. Achilles, Professor of Education Leadership, Eastern Michigan University</p>	
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			<a href="https://www.classsizematters.org/wp-content/uploads/2012/10/SERVE_how_class_size_makes_a_difference1.pdf">https://www.classsizematters.org/wp-content/uploads/2012/10/SERVE_how_class_size_makes_a_difference1.pdf</a>	
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:			
<b>2. Strategies and Activities to Improve the Quality of the Teaching Force</b>				
<b>2.1</b>	<b>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,</b>			

	<p>that is focused on improving teaching and student learning and achievement.</p> <p>The LSS may develop initiatives that:</p>			
2.1.1	<p>help all students develop the skills essential for learning readiness and academic success;</p>	<p><b>2.1.1.A - Program: National Board Certification Program</b></p> <p><b><u>Brief Description of Specific Services including</u></b></p> <p>Increasing the number of NBCTs in at risk and challenged schools, we can increase greater access to highly reflective and effective teachers which will improve student academic achievement in schools.</p> <p>The AACPS NBC MD Network provides personalized, differentiated professional development and support for teachers pursuing National Board Certification (NBC) to increase the “pass rate” for current National Board Candidates and build teacher capacity. Through this specific, reflective professional development, <i>the quality and effectiveness of teachers</i> improve as teachers delve into their own teaching practice and learn how best to know their students, design and deliver instruction to their students, differentiate and assess their students by <i>using data to improve student achievement</i> and impact their learning. AACPS NBC MD Network provides high-quality, personalized, professional development that is evidence-</p>	<p><b>Level 1: Strong Evidence</b></p> <p>Research has found that students taught by NBCT produce student gains on standardized tests that are greater than their non-NBCT counterparts.</p> <p><a href="https://edexcellence.net/articles/national-board-certification-and-teacher-effectiveness-evidence-from-washington">https://edexcellence.net/articles/national-board-certification-and-teacher-effectiveness-evidence-from-washington</a></p> <p>“Based on value-added models in math and reading, we find that NBPTS</p> <p>certified teachers are about 0.01-0.05 student standard deviations more effective</p> <p>than non-NBCTS with similar levels of experience.”</p>	\$29,940.00

		<p>based, <i>and builds capacity</i> and content knowledge for teachers that are focused on improving teaching practice and student learning and achievement. By increasing the number of NBCTs in at risk and challenged schools, we can <i>increase greater access to highly reflective and effective teachers</i> which will <i>improve student academic achievement</i> in school. Through monthly cohort meetings, teachers participate in opportunities for <i>experiential learning through observation</i> of entry writing and video clips of fellow teachers in which they give and receive feedback upon reflection of their featured lessons. They then submit their portfolios to National Board for Professional Teaching Standards (NBPTS) to be evaluated through a rigorous, peer-reviewed and performance-based process according to National Board for Professional Teaching Standards (NBPTS). Currently, AACPS has 110 of 118 schools with NBC participation (NBCTs/NBC candidates). AACPS is 2<sup>nd</sup> in the state of Maryland for number of NBCTs.</p> <p><b><u>Timeline</u></b> July 2019 – June 2021</p> <p><b><u>Audience</u></b> Any AACPS teacher with a SPC or APC MD certification with 3 or more years of experience.</p> <p><b><u>Implementation</u></b></p> <ul style="list-style-type: none"> <li>Professional release time for NBC candidates to complete required portfolio entries and to collaborate with current NBC teachers for review and feedback of entry</li> </ul>	<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><a href="https://edexcellence.net/articles/national-board-certification-and-teacher-effectiveness-evidence-from-washington">https://edexcellence.net/articles/national-board-certification-and-teacher-effectiveness-evidence-from-washington</a></p> <p>James Cowan and Dan Goldhaber, “National Board Certification and Teacher Effectiveness: Evidence from Washington.” Center for Education Data &amp; Research (February 2015).</p> <p><a href="http://www.cedr.us/papers/working/CEDR%20WP%202015-3_NBPTS%20Cert.pdf">http://www.cedr.us/papers/working/CEDR%20WP%202015-3_NBPTS%20Cert.pdf</a></p>	
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		<p>submissions. This enables NBC Candidates to complete their entries and submit them to NBPTS to be assessed.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for NBC candidate support providers/facilitators to review and provide written feedback for 4 portfolio entries from NBC candidates. Teachers were able to utilize Professional Learning Facilitator feedback to further edit their portfolios, incorporating the standards and the core propositions of National Board.</li> </ul> <p>Provide funding for lead support facilitators to participate in National Board Academy, an intensive, national academy which provides:</p> <ul style="list-style-type: none"> <li>• The most current training and research-based professional development for NBC networks such as AACPS MD NBC Network.</li> <li>• The NBC Academy teaches best practices, how to increase recruitment of teachers in challenged, comprehensive needs, and Title I schools to further impact student learning.</li> <li>• The NBC Academy also provides a collaborative environment to network with other NBC support programs from across the nation to share resources, best practices, recruiting resources, etc.</li> </ul> <p>Using NBCTs to screen substitute applicants increases the ability to identify and tag more applicants who are</p>		
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		<p>experienced in education as well as those who have excellent backgrounds in Mathematics and Reading/English/Language Arts to provide the best possible substitute for our classrooms.</p> <p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• AACPS pass rate is equal to or better than the national pass rate for NBC candidates.</li> <li>• Candidate reflections on how NBC candidacy impacted their teaching practice.</li> </ul>		
2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p><b>2.1.1.B - Program: Advanced Studies and Programs – Advanced Placement</b></p> <p><b><u>Brief Description</u></b></p> <p>Enhance the content and pedagogical knowledge of educators teaching advanced placement courses to increase the number of students taking the advanced placements exams and passing it with a score of 3 or better.</p> <p>Provide opportunities for teachers teaching advanced placement courses to enhance their content and pedagogical knowledge in the subject areas they teach. College Board–endorsed AP Summer Institutes provide teachers with in-depth training in AP courses and teaching strategies. Participants engage in at least 30 hours of pedagogical and content-rich instruction led by College Board–endorsed consultants.</p> <p><b><u>Timeline</u></b></p> <p>July 2019 – June 2021</p>	<p><b>Level 3: Promising Evidence</b></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><a href="https://research.collegeboard.org/sites/default/files/publications/2014/1/research-report-2013-5-are-ap-students-more-likely-graduate-college.pdf">https://research.collegeboard.org/sites/default/files/publications/2014/1/research-report-2013-5-are-ap-students-more-likely-graduate-college.pdf</a></p> <p>“Two national samples were used to test these research questions, and the results <b>confirmed a positive</b></p>	\$40,175.00

		<p><b><u>Audience</u></b> New Advanced Placement teachers and teachers of an AP course that has been redesigned.</p> <p><b><u>Implementation</u></b> Teachers will attend a 1 week subject-specific Summer Institute (equivalent to 30 hours). The institute will provide an in-depth look at the course they will be teaching. As the culminating activity, teachers will complete their AP Audit syllabus. Increasing the number of trained teachers will aid in closing the gap in AP exam participation and performance of minority students. By having access to more AP course taught by trained teachers, an increase will be seen in minority students attending and graduating from four-year colleges.</p> <p><b><u>Evaluation</u></b> The effectiveness of Summer Institutes will be determined through:</p> <ul style="list-style-type: none"> <li>• Analysis of AP score data at the district, school, and subject and teacher level.</li> <li>• Create and share AP data profiles at the school level.</li> <li>• Debriefing with principals and recommending changes to subject offerings and teachers.</li> <li>• Changes in teacher practice</li> </ul> <p>Direct teachers to additional professional development opportunities offered by the district.</p>	<p><b>relationship between both AP Exam participation and performance with graduation within four years.</b> 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><a href="https://research.collegeboard.org/sites/default/files/publications/2014/1/research-report-2013-5-are-ap-students-more-likely-graduate-college.pdf">https://research.collegeboard.org/sites/default/files/publications/2014/1/research-report-2013-5-are-ap-students-more-likely-graduate-college.pdf</a></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</p>	
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2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p><b>2.1.1.C - Program: Office of Equity and Accelerated Student Achievement</b></p> <p><b><u>Brief Description</u></b></p> <p>Provide professional development for Equity Liaisons through professional learning opportunities that address increasing student achievement for all learners with a focus on topics such as; engaging instructional practices, Growth Mindset, Differentiated Instruction, positive classroom and school culture efforts, and forming positive relationships to improve school and academic achievement.</p> <p>Anne Arundel County Schools continues to be beleaguered with growing achievement gaps. While some progress has been made, there is still much work to be done according to the most recently released PARCC data. The Office of Equity and Accelerated Student Achievement will provide professional development for Equity Liaisons through professional learning opportunities that address increasing student achievement for all learners with a focus on topics such as; engaging instructional practices, Growth Mindset, Differentiated Instruction, positive classroom and school culture efforts, and forming positive relationships to improve school and academic achievement.</p> <p>Equity Liaisons will engage in targeted professional learning in order to lead professional learning at their schools.</p>	<p><b>Level 4: Demonstrates Rationale</b></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>Studies show that teachers who participate in professional development have a positive impact on their professional growth and behaviors. Teacher's instructional practice will be positively impacted by the modeling of research based instructional practices and educational research.</p> <p><a href="http://proxy-ln.researchport.umd.edu/login?url=http://search.ebscohost.com/lo">http://proxy-ln.researchport.umd.edu/login?url=http://search.ebscohost.com/lo</a></p>	\$61,052.00

		<p>Nineteen schools have been identified as Equitable Opportunity for Children (EOC) schools based on disproportionality data. These schools are identified as either Tier 1 or Tier 2 schools with Tier 1 schools requiring more targeted inter-departmental supports and stricter central office oversight. Tier 2 schools are also provided targeted inter-departmental supports; however, the school facilitate problem of practice sessions to address disproportionality with central office oversight being more selective.</p> <p>There are five Tier 1 EOC schools. The Tier 1 schools will be supported by having access to more intense professional learning to include but not be limited to: conferences, multi-disciplinary convenings to implement action research, and consultants.</p> <p><b><u>Timeline</u></b> July 2019 – June 2021</p> <p><b><u>Audience</u></b> Equity Liaisons EOC Schools</p> <p><b><u>Implementation</u></b> Substitutes to provide release time for teachers to provide all day professional development and collaborative learning sessions. Professional learning activities will include:</p> <ul style="list-style-type: none"> <li>• Quarterly Equity Liaison professional development sessions</li> <li>• Support Equity Liaisons during early dismissal</li> </ul>	<p>gin.aspx?direct=true&amp;db=eric&amp;AN=EJ997269&amp;site=ehost-live&amp;scope=site</p> <p><a href="http://psycnet.apa.org.proxy-lin.researchport.umd.edu/doiLand ing?doi=10.1037%2Fedu0000098">http://psycnet.apa.org.proxy-lin.researchport.umd.edu/doiLand ing?doi=10.1037%2Fedu0000098</a></p> <p><a href="http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Growth-Mindset.pdf">http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Growth-Mindset.pdf</a></p> <p>Growth Mindset</p> <p>“Researchers recently examined the relationship between 10th grade students’ mindsets and performance on a national achievement test in Chile.<sup>2</sup> <b>Students who held a growth mindset were three times more likely to score in the top 20% on the test</b>, while students with a fixed mindset were four times</p>	
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		<p>professional implementation days</p> <ul style="list-style-type: none"> <li>• On-site coaching support will be provided to Equity Liaisons</li> </ul> <p>Tier 1 EOC school-based leadership will be provided conference opportunities to learn strategies for closing the achievement gap and instituting school-wide equitable practices. Materials of Instruction will also be used to supplement professional development learning. School based leaders will be expected to become a Trainer of Trainers to build their staff's capacity. Educational consultants will be engaged to provide leadership learning with appropriate deliverables based on schools' needs.</p> <p><b><u>Evaluation</u></b></p> <p>The effectiveness of the Equity Liaisons PD sessions include an impact on classroom instruction and student achievement may be determined through:</p> <ul style="list-style-type: none"> <li>• Professional Development session evaluations</li> <li>• Submission of Equity Liaison logs</li> <li>• Surveys of Equity Liaisons and Principals</li> <li>• Equity Liaison reflections</li> </ul> <p>The effectiveness of the conferences, materials of instruction, and consultants will be a change in schools' existing practices. School staffs will complete professional development surveys and school based leaders will be expected to denote changed pedagogical practices during instructional walk-throughs. Consultants will be expected to provide certain deliverables to support their school consultancy.</p> <ul style="list-style-type: none"> <li>• Observations from school visits</li> </ul>	<p>more likely to score in the bottom 20%.”</p> <p>Studies show that teachers who participate in professional development have a positive impact on their professional growth and behaviors. Teacher's instructional practice will be positively impacted by the modeling of research based instructional practices and educational research.</p> <p><b><u>Differentiated Instruction</u></b></p> <p><a href="http://proxy-ln.researchport.umd.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eric&amp;AN=EJ997269&amp;site=ehost-live&amp;scope=site">http://proxy-ln.researchport.umd.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=eric&amp;AN=EJ997269&amp;site=ehost-live&amp;scope=site</a></p> <p>Using a cross-sectional survey design, this study was conducted to explore teacher educators' perceptions and use of differentiated instruction practices. Data were collected using an original questionnaire that was designed to reflect</p>	
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			<p>Tomlinson's model of differentiation. Although the results suggest some congruence between teacher educators' beliefs and practices and Tomlinson's model, there was little indication that teacher educators implement a comprehensive model of differentiation.</p> <p>This finding is consistent with previous research documenting that teacher educators have yet to fully recognize or realize the benefits associated with modeling. It also raises concerns about whether</p> <p>teacher educators are adequately responsive to candidates' varied needs and are effectively preparing</p> <p>candidates for teaching in classrooms with increasingly diverse and complex student populations.</p>	
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			<p>Recommendations for practice and future research are offered.</p> <p><u>Growth Mindset</u></p> <p><a href="http://psycnet.apa.org.proxy-in.researchport.umd.edu/doiLanding?doi=10.1037%2Fedu0000098">http://psycnet.apa.org.proxy-in.researchport.umd.edu/doiLanding?doi=10.1037%2Fedu0000098</a></p> <p><a href="http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Growth-Mindset.pdf">http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Growth-Mindset.pdf</a></p> <p>There are many promising psychological interventions on the horizon, but there is no clear methodology for preparing them to be scaled up. Drawing on design thinking, the present research formalizes a methodology for redesigning and tailoring initial interventions. We test the methodology using the case of fixed versus growth mindsets during the transition to high school. Qualitative inquiry</p>	
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			<p>and rapid, iterative, randomized "A/B" experiments were conducted with ~3,000 participants to inform intervention revisions for this population. Next, 2 experimental evaluations showed that the revised growth mindset intervention was an improvement over previous versions in terms of short-term proxy outcomes (Study 1, N = 7,501), and it improved 9th grade core-course GPA and reduced D/F GPAs for lower achieving students when delivered via the Internet under routine conditions with ~95% of students at 10 schools (Study 2, N = 3,676). Although the intervention could still be improved even further, the current research provides a model for how to improve and scale interventions that begin to address pressing educational problems. It also provides insight into how to teach a growth mindset more effectively.</p>	
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			<p><u>Positive classroom and School Culture</u></p> <p><a href="https://search-proquest-com.proxy-&lt;br/&gt;in.researchport.umd.edu/pqdtglobal/docview/1794656390/abstract/17640D499EEC4BD9PQ/18?accountid=12164">https://search-proquest-com.proxy- in.researchport.umd.edu/pqdtglobal/docview/1794656390/abstract/17640D499EEC4BD9PQ/18?accountid=12164</a></p> <p>District leaders are under tremendous pressure to narrow disparities in achievement in an effort to close the achievement gap without tremendous guidance from policy makers, researchers or literature. Rorrer, Skrla, and Scheurich (2008) proposed a theory that district leaders enact four essential roles when engaging in systemic reform that improves achievement and equity: (1) providing instructional leadership which consists of building capacity and generating will, (2) reorienting the organization, (3) establishing policy coherence, and (4) maintaining an equity focus. This research examined the</p>	
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			<p>essential role of maintaining a focus on equity as a complex multiple construct. This qualitative case study explored how leaders in a Massachusetts public school district that made gains in improving achievement, attempted to maintain a focus on equity when enacting the role of instructional leadership.</p> <p>Drawing upon semi-structured interviews and a review of documents, this study concluded that leaders enacted the role to varying degrees in some ways that were consistent with Rorrer, et al. (2008). Data revealed that leaders attempted to address inequities through responsive leadership practices that connected with their notion of equity as it related to language, special needs, emotional wellness and poverty. Recommendations include how leaders can enact the role in a more informed, intentional, and deliberate manner through the development of Culturally Responsive Instructional Leadership.</p>	
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			<p><u>Forming positive relationships</u></p> <p><a href="https://search-proquest-com.proxy-&lt;br/&gt;ln.researchport.umd.edu/pqdtglobal/docview/1906296033/abstract/72B913382D854532PQ/5?accountid=12164">https://search-proquest-com.proxy- ln.researchport.umd.edu/pqdtglobal/docview/1906296033/abstract/72B913382D854532PQ/5?accountid=12164</a></p> <p>Toward the improvement of interactions between teachers and at-risk students, and academic achievement, this correlation study explored teachers' attitudes about cultivating teacher-student relationships and the connection to academic gains. Specifically, the current study investigated the relationship among three constructs: teacher support for student autonomy, teacher sense of responsibility for positive teacher-student relationships, and student academic gains among middle school students in a high minority, low socioeconomic middle school</p>	
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			<p>district in Georgia. Based on self-determination theory, teacher valuation of fostering teacher-student interactions was operationalized by the Problems in Schools Questionnaire (PIS) and Teacher Responsibility Scale (TRS). Teacher level growth percentile median data from the 2013–2014 Criterion Referenced Competency Test (CRCT) administration were used to assess student achievement. Information from the PIS and TRS, administered online to 43 middle school teachers, was paired with teacher growth percentile medians. Pearson and Spearman Rho correlations were run in SPSS v24 to determine relationships between teacher sense of responsibility for teacher-student relationships, their support for student autonomy and performance of their students on the 2013–2014 CRCT. Though no significant association between teachers’ beliefs about</p>	
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			<p>teacher-student interactions and student achievement was found, this study found that teachers of at-risk students support student autonomy and indicate a sense of responsibility for fostering positive teacher-student relationships.</p> <p><u>Engaging instructional practices</u></p> <p><a href="https://search-proquest-com.proxy-&lt;br/&gt;in.researchport.umd.edu/pqdtglobal/docview/1930963941/abstract/2AC43EE884CB46E3PQ/8?ac&lt;br/&gt;countid=12164">https://search-proquest- com.proxy- in.researchport.umd.edu/pqdtglobal/docview/1930963941/abstract/2AC43EE884CB46E3PQ/8?ac countid=12164</a></p> <p>The purpose of this qualitative action research study was to describe one sixth grade English Language Arts (ELA) teacher's pedagogical practices in her heterogeneous grouped classroom and her homogeneous grouped classroom. The focus of this study was on instructional practices in two classes, one homogeneously grouped based</p>	
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			<p>on high English Language Arts ability; the other heterogeneously grouped. Through the data generated, the participant-researcher reflected upon the English Language Arts instruction in both classes and described the teacher's instructional practices in this middle school. Semi-structured interviews, a questionnaire, field observations, videotapes and lesson plans provided the qualitative research data for this action research. Findings include lack of challenge and rigor for honors/gifted and talented ELA students, low teacher goals and expectations for all students, and traditional pedagogy within both class types. The participant-researcher reflected on the data with the teacher-participant to design an action plan to improve instruction within her sixth grade homogeneous and heterogeneous ability grouped English Language Arts classes.</p>	
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2.1.1	<p>help all students develop the skills essential for learning readiness and academic success;</p>	<p><b>2.1.1.D – Program: Advanced Studies and Programs</b></p> <p><b><u>Brief Description of Specific Services</u></b>          Provide professional learning opportunities to expand instructional practices/build teacher capacity to implement strategies that meet diverse learning needs with educational leaders’ ability to analyze student assessments and data in a continuous growth cycle.</p> <p>Instructional Targets:</p> <ul style="list-style-type: none"> <li>• STEM and Arts Integration Education</li> <li>• Accelerated Learning Frameworks for ALL Learners</li> <li>• Instructional Pedagogy</li> <li>• Design and Systems Thinking</li> <li>• Engagement Platforms (Focus on Inquiry)</li> <li>• Transdisciplinary Learning/PBL</li> </ul> <p><b><u>Timeline</u></b>          July 2019 – June 2021</p> <p><b><u>Audience</u></b>          County Educators (Teacher and Teacher Leaders)          Instructional/Program Leaders          Administrators          Central Office Staff</p> <p><b><u>Implementation</u></b>          Attendance of conferences, workshops, site-based study groups, and job-embedded professional development activities such as collaborative learning sessions, study groups, book studies, peer observations, and coaching. Application of newly acquired and or expanded knowledge with reflection in the class or school setting.</p>	<p><b>Level 4: Demonstrates Rationale</b>          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>However, 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; 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</p>	\$18,068.00
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		<p>Contributing to System efforts/initiatives through the provision of professional development at the school or district level.</p> <p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Attendance documentation</li> <li>• Workshop Evaluations</li> <li>• School Visits</li> <li>• Conference Evaluation</li> </ul> <p>Application reflection artifact</p>	<p>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><a href="https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report">https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</a></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</p>	
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			<p>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><a href="https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report">https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</a></p> <p>“According to the U.S. Department of Education, research confirms that teachers are the single most important factor in raising student achievement.”</p> <p><a href="http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf">http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf</a></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.”</p>	
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			<a href="http://www.centerforpubliceducation.org/teachingtheteachers">http://www.centerforpubliceducation.org/teachingtheteachers</a>	
2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p><b>2.1.1.E- Program: Professional Growth and Development - Professional Development Schools</b></p> <p><b><u>Brief Description of Specific Services</u></b></p> <p>The goal of the Professional Development Schools (PDS) Program is to prepare teaching interns and to recruiting those same interns to address the teacher shortage in AACPS. Our PDS professional development plan addresses the needs of our site coordinators, school administrators, mentor teachers, and our interns. Site coordinators participate in professional development to keep them current in the research on effective teaching practices. Site coordinators also provide job-embedded professional development to our mentor teachers at each site, allowing them to serve as effective mentors to our future teachers. Ongoing professional development allows mentor teachers to continue to enhance their teaching practice. By strengthening the teaching practices of site coordinators and mentor teachers, as well as strengthening their abilities to provide effective coaching and mentorship to our interns, we expect to retain the majority of the 113 teaching candidates that complete their internships with AACPS.</p> <p><u>MAAPP/RTC Program Manager</u></p> <p>For several years AACPS has seen an increase in the number of conditional teachers hired. While these</p>	<p><b>Level 3: Promising Evidence</b></p> <p>Studies show that teachers who participated in PDS sites build strong relationships with colleagues and stay in teaching longer.</p> <p><a href="#">Does the Match Matter? Exploring Whether Student Teaching Experiences Affect Teacher Effectiveness and Attrition</a></p> <p>Goldhaber, Dan, Krieg, John, &amp; Theobold, Roddy (2016).</p> <p>Review of costs of Teacher Preparation Programs and Teacher Attrition</p> <p><a href="#">Excavating the Teacher Pipeline</a></p>	\$150,549.00



		<p>teachers typically have experience in their field, they require support in instructional practices. The coordinator of the MAAPP/ RTC program acts as liaison between AACC, MSDE and AACPS. Guided by the MAAPP/RTC agreement, the coordinator organizes, develops, and facilitates pre-service coursework and internships, summer seminars, fieldwork experiences, residency experiences, and continued coursework for teachers new to AACPS, so these educators become “highly- qualified” within a short span of time.</p> <p><b><u>Timeline</u></b> July 2019 - June 2021</p> <p><b><u>Implementation</u></b> Approved mentors provide supervision for pre-service interns/student teachers through a co-teaching format. PDS site coordinators will provide approximately 200 hours of job-embedded professional development for mentor teachers and interns (Note: Stipends are paid for the fall and spring semester for providing job-embedded professional development).</p> <p>PDS Site Coordinators and teachers who mentor pre-service interns at over 40 schools will be provided with professional development to support their work. Through workshops, collaborative sessions, and conferences these teacher-leaders will have the opportunity to strengthen their ability to support interns during their internship experience. Some possible topics include instructional planning, understanding assessments, application of data in meeting the needs of diverse learners, creating</p>	<p><a href="#">Goldhaber</a>, Dan &amp; <a href="#">Cowan</a>, James (2014).</p> <p><a href="#">Student Teaching and Attrition in Special Education</a></p> <p>Connelly, Vincent &amp; Graham, Suzanne (2009). Professional Development Schools: Weighing the Evidence <a href="https://eric.ed.gov/?id=ED415226">https://eric.ed.gov/?id=ED415226</a></p>	
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		<p>systems of support for pre-service interns.</p> <p>To keep current with PDS Program practices, a PDS leadership team will be sent to a national, regional, or local conference such as the NAPDS conference. Their focus will be on strategies and systems that effectively support pre-service interns while also strengthening the AACPS's PDS Program. This team will bring back the information they've shared to educate other PDS site coordinators, mentor teachers, and administrators, as well as to use in the PDS planning process. Stipends will be paid to site coordinators and mentor teachers for any activities, such as professional development and strategic planning, that occur after-school hours. Substitutes will be provided when meetings occur during the school day.</p> <p>PDS Site Coordinators attend IHE campus based professional development, planning, and observations as well as release time for mentor teachers to attend conference with interns.</p> <p><u>MAAPP/RTC Program Manager</u> The MAAPP/RTC Program Manager collaborates with AACPS HR personnel in the identification of possible candidates for the MAAPP/RTC Program. From that list of candidates, the Program Manager recruits teachers into the RTC Program by explaining the certification process, the supports the candidate will receive through the RTC Program, and by answering any individual questions or concerns the candidate may have. The Program Manager also collaborates with HR</p>		
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		<p>personnel to host several recruitment events in order to attract potential RTC candidates into teaching positions.</p> <p>The MAAPP/RTC Program Manager coordinates the MAAPP/RTC Advisory Board Meets (which includes AACPS, AACC and other state Personnel) in order to strategically plan and implement the supports for RTC candidates. RTC candidates are provided with an in-school mentor who assists with lesson planning, setting up classroom structures, analyzing and utilizing student data, and any other needs a conditional teacher may have. In addition, the MAAPP/RTC Program Manager meets with individual candidates several times throughout the program to provide feedback and coaching.</p> <p>Throughout the school year the MAAPP/RTC Program Manager continues to re-design the MAAPP/RTC Program to reflect MSDE changes and needs of AACPS. This may include providing ongoing training for mentor teachers in providing meaningful feedback and in coaching struggling candidates. The Program Manager is also responsible for documentation related to the MAAPP/RTC Program.</p> <p><b><u>Evaluation</u></b></p> <p>The effectiveness of the PDS program, including impact on classroom instruction, P-12 student impact, and new teacher hiring &amp; retention will be determined through:</p> <ul style="list-style-type: none"> <li>• Professional development session evaluations</li> <li>• Surveys of Interns and Mentors</li> <li>• New teacher hiring data</li> <li>• Focus Groups (as needed)</li> </ul>		
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		<p><u>MAAPP/RTC Program Manager</u></p> <p>The effectiveness of the MAAPP/ RTC program, including impact on classroom instruction, P-12 student impact, and new teacher hiring &amp; retention will be determined through:</p> <ul style="list-style-type: none"> <li>• Number of MAAPP/RTC candidates who earn certification</li> <li>• Number of years MAAPP/RTC candidates teach after earning their certification</li> <li>• Surveys of candidates completing the MAAPP/RTC program</li> <li>• Surveys of candidates exiting the MAAP/RTC program before earning certification</li> <li>• Survey of Mentors</li> </ul> <p>Focus Groups (as needed)</p>		
2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p><b>2.1.1.F - Program: Professional Growth and Development – Professional Development Conditional Teacher and Teacher Development Coach</b></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. 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</p>	<p><b>Level 3: Promising Evidence</b></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, &amp; Killion, 2010).</p> <p><a href="https://learningforward.org/journal/august-2018-vol-39-no-4/the-">https://learningforward.org/journal/august-2018-vol-39-no-4/the-</a></p>	\$116,290.00

		<p>taught in a school with similar demographics as 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>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. 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 instructional leaders who can support teachers at the school level.</p> <p><b><u>Timeline</u></b> July 2019 – June 2021</p> <p><b><u>Audience</u></b> Conditional Teachers Classroom Teachers who will be developed into teacher leaders.</p> <p><b><u>Implementation</u></b> We will design and implement a summer program that provides conditional teachers with initial professional development on classroom culture, management and practices. In addition, conditional teachers will serve</p>	<p><a href="#">impact-of-coaching-on-teacher-practice-and-student-achievement/</a></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> <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 <a href="https://caldercenter.org/sites/default/files/WP%20149%20Fixed_0.pdf">https://caldercenter.org/sites/default/files/WP%20149%20Fixed_0.pdf</a></p> <p>Source: Smith &amp; Ingersoll. 2004. “What are the Effects of Induction and Mentoring on Beginning Teacher Turnover?”</p>	
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		<p>as observers and co-teach in summer classes. Provide ongoing support to conditional teachers at the school level. Facilitate a professional learning community with conditional teachers.</p> <p>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.</p> <p><b><u>Evaluation</u></b></p> <p>In an effort to evaluate efforts, learning, and impact, we will use a variety to metrics including, pre and post questionnaires, focus groups, and post evaluation surveys</p> <p>Session evaluations</p> <p>Teacher Reflections</p>	<p><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><a href="https://www.gse.harvard.edu/~ngt/par/parinfo/">https://www.gse.harvard.edu/~ngt/par/parinfo/</a></p>	
2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p><b>2.1.1.G - Program: Professional Growth and Development – Leadership Development</b></p> <p><b><u>Brief Description</u></b></p> <p>The mission of the Office of Professional Growth and Development is to provide continuous and focused learning for all employees, serve as a school system professional learning network, and to advance individual and organizational development in order to ensure achievement for every student. The epi center of our mission to facilitate and support continuous improvement. As continuous improvement takes on a multitude of forms for a variety of professionals, our</p>	<p><b>Level 4: Demonstrates Rationale</b></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>	\$80,000.00

		<p>leadership development professional learning offerings will allow for customization and differentiation.</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><b><u>Timeline</u></b> July 2019 – June 2021</p> <p><b><u>Audience</u></b> Building, Central Office, and Support Staff</p> <p><b><u>Implementation</u></b> We will design and seek guidance to develop in-district, professional learning, development, and training opportunities to enhance leadership capacity that include, Professional Learning Communities, Face-to-Face meetings, On-line collaborations, job embedded, at-elbow coaching, conferences, and lectures from industry experts.</p> <p><b><u>Evaluation</u></b></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><a href="https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf">https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf</a></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, <b>high-quality training</b>, selective hiring, and on-the-job evaluation and support.”</p>	
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		In an effort to evaluate efforts, learning, and impact, we will use a variety to metrics including, pre and post questionnaires, focus groups, and post evaluation surveys.	Wallace Foundation – Perspective: Building Principal Pipeline <a href="http://www.wallacefoundation.org/knowledge-center/Pages/Perspective-Building-Principal-Pipelines.aspx">http://www.wallacefoundation.org/knowledge-center/Pages/Perspective-Building-Principal-Pipelines.aspx</a>  <a href="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">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</a>	
2.1.1	help all students develop the skills essential for learning readiness and academic success;	<p><b>2.1.1.H - Program: Professional Growth and Development – Teacher Development</b></p> <p><b><u>Brief Description</u></b> 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. This group of teachers will meet several times throughout the year. These sessions will focus on topics such as engaging strategies for students, use of data to improve instruction, establishing a positive classroom culture and also incorporating the 21<sup>st</sup> century skill in their teaching. The goal is to have teachers learn and apply these strategies in their classrooms. In addition teachers will be asked to share</p>	<p><b>Level 4: Demonstrates Rationale</b></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</p>	\$77,488.00



		<p>their new knowledge and skills with their teams at their schools.</p> <p><b><u>Timeline</u></b> July 2019 – June 2021</p> <p><b><u>Audience</u></b> Teachers</p> <p><b><u>Implementation</u></b> Teachers will attend face-to-face professional development sessions several times during the school year. Teachers will implement the strategies learned during each session and return to reflect on implementation with their learning community.</p> <p><b><u>Evaluation</u></b> Session Evaluations Teacher Reflections</p>	<p>level result in increases in student learning.</p> <p>What Does the Research Tell Us About Teacher Leadership? By: The Center for Comprehensive School Reform and Improvement</p> <p><a href="https://www.readingrockets.org/article/what-does-research-tell-us-about-teacher-leadership">https://www.readingrockets.org/article/what-does-research-tell-us-about-teacher-leadership</a></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>Research on Professional Development and Teacher Change: Implications for Basic Education Cristine Smith and Marilyn Gillespie</p>	
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2.1.2	use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the 'Family Educational Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;			
2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;			
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);			

2.1.5	provide opportunities for experiential learning through observation			
2.1.6	provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate)			
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><b>2.1.7.A - Program: Curriculum and Instruction – K-12 Mathematics</b></p> <p><b><u>Brief Description of Specific Services</u></b></p> <p>This request is based on the principle that teacher effectiveness increase 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. 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,</p>	<p><b>Level 3 - Promising Evidence</b></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, &amp; Killion, 2010).</p> <p><a href="https://learningforward.org/journal/august-2018-vol-39-no-4/the-impact-of-coaching-on-teacher-">https://learningforward.org/journal/august-2018-vol-39-no-4/the-impact-of-coaching-on-teacher-</a></p>	\$193,102.00

		<p>during modeling sessions and through appropriate non-evaluative feedback.</p> <p>Qualitative data gathered at both ES and MS levels demonstrate a need to enhance whole school culture in support of a growth mindset as well as pedagogy and content knowledge specific to mathematics. Teacher practices need specific attention including the ability to analyze student data to address problems in a timely manner, supporting a discourse rich environment and the use of appropriate manipulatives in the math classroom.</p> <p>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.</p> <ul style="list-style-type: none"> <li>- To mitigate gaps in foundational learning necessary for struggling students to access grade level content.</li> <li>- To increase teacher capacity around content knowledge to ensure rigor for all students.</li> <li>- To decrease inequities in instruction around the teaching and delivery of mathematics.</li> </ul> <p><b><u>Timeline</u></b> July 2019 - June 2021</p> <p><b><u>Audience</u></b> Area of Focus: Identified Elementary and Middle Schools – Staff including teachers, admin and support staff. Hebron-Harmon ES, High Point ES, Odenton ES Meade MS, George Fox MS, Annapolis MS</p>	<p><a href="#">practice-and-student-achievement/</a></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>	
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		<p><b><u>Implementation</u></b></p> <p>Hire two elementary and two middle school, highly qualified mathematics resource 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>Participate in a coaching cycle with individuals and groups of teachers – shared learning, planning and practice and assessing student progress. Small groups and individuals will participate in the cycle including content specific PD on content, an individual, non-evaluative observation and coaching to provide differentiated support and feedback for individual teachers.</p> <p>Facilitate quarterly data reviews to strengthen the capacity to analyze data, particularly focused on the evidence of teacher practice on student achievement.</p> <p>Provide support inside the classroom to refine learned skills and practices that have to do with culture and content.</p> <p><b><u>Evaluation</u></b></p> <p>Analyze survey data from teachers and students in assigned buildings around the provided support.</p> <p>Review and conduct formal and informal observations to collect data on teacher practices and student behaviors.</p>		
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		<p>Analyze student achievement data on formative and summative assessments.</p> <p>Ongoing feedback from informal observations based on teacher-set, individual goals.</p>		
2.2	<p><b>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</b></p> <p><b>The LSS may develop initiatives that increase:</b></p>			
2.2.1	<p>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;</p>			

2.2.2	the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;			
2.2.3	use of techniques and supports needed to help educators understand when and how to refer students affected by trauma and children with, or at risk of, mental illness			
2.2.4	the ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism			
2.2.5	the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate			
2.2.6	providing training to support the identification of students who are gifted and talented, including high			

	ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students			
2.2.7	providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse			
2.2.8	provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate)			
	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:			



<b>3. Strategies and Activities to Retain and Provide Support to Effective Educators</b>				
3.1	<p><b>Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</b></p> <p><b>The LSS may develop initiatives that:</b></p>			
3.1.1	<p>provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders</p>	<p><b>3.1.1.A - Program: Professional Growth and Development - New Teacher Support</b></p> <p><b><u>Brief Description of Specific Services including</u></b></p> <p>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.</p> <p>The goal of the program is to develop and retain effective classroom teachers.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>The goal of the program is to develop and retain effective classroom teachers.</p>	<p><b>Level 3: Promising Evidence</b></p> <p>“Most of the studies reviewed provide empirical support for the claim that support and assistance for beginning teachers <b>have a positive impact</b> on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement.”</p> <p>The Impact of Induction and Mentoring Programs for Beginning</p>	\$196,201.00

	<ul style="list-style-type: none"><li>The New Teacher Support Program provides services to 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year teachers and experienced new hires. The program supports approximately 20% of the district's teaching force.</li></ul> <table><tr><th>School Year</th><th>Number of teachers participating in induction program</th></tr><tr><td>2018-2019</td><td>1,129</td></tr><tr><td>2017-2018</td><td>1,118</td></tr><tr><td>2016-2017</td><td>1,297</td></tr><tr><td>2015-2016</td><td>1,114</td></tr><tr><td>2014-2015</td><td>1,183</td></tr></table> <p>For the 2019-2020 school year, the initial count of teachers participating in the program is 1, 274. Approximately 796 of that number are 1<sup>st</sup> year teaches and experienced hires new to the district. Of the 796 teachers hired for 2019-2020, approximately 263 (33%) are assigned to schools monitored by the Executive Oversight Committee.</p> <p><b><u>Timeline</u></b> July 2019 – June 2021</p> <p><b><u>Audience</u></b> 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year teachers and new hires for one year.</p> <p><b><u>Implementation</u></b> Professional learning activities are designed to provide new teachers with the knowledge and skills necessary to improve instruction and increase student achievement. All activities</p>	School Year	Number of teachers participating in induction program	2018-2019	1,129	2017-2018	1,118	2016-2017	1,297	2015-2016	1,114	2014-2015	1,183	<p>Teachers: A Critical Review of the Research Richard Ingersoll Michael Strong <a href="https://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&amp;context=gse_pubs">https://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&amp;context=gse_pubs</a></p> <p>Students in grade-levels with high turnover score lower in both ELA and Math and this effect is particularly strong in schools with more low-performing and African American students.</p> <p>Ronfeldt, M., Loeb, S., &amp; Wyckoff, J. (2013). How teacher turnover harms student achievement. <i>American Education Research Journal</i>, 50(1), 4-36. doi:10.3386/w17176</p> <p>Schools that provide teachers with opportunities to network, collaborate and participate in professional development activities have higher retention rates.</p> <p>Achinstein, B., Ogawa, R. T., Sexton, D., &amp; Freitas, C. (2010).</p>	
School Year	Number of teachers participating in induction program														
2018-2019	1,129														
2017-2018	1,118														
2016-2017	1,297														
2015-2016	1,114														
2014-2015	1,183														

		<p>are aligned with the district’s framework for teaching. Professional learning activities may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Monthly site-based and/or online sessions</li> <li>• Quarterly Saturday Symposia</li> <li>• Two full-day sessions with release time</li> <li>• Mid-year professional development and reflection</li> <li>• End of year professional development and reflection</li> <li>• Opportunities for new teachers to observe master teachers</li> <li>• Sessions specific to conditionally certified teachers</li> </ul> <p>All beginning teachers are assigned a full-release mentor, known as a Right Start Advisor (RSA). RSAs are selected based on their knowledge of teaching and learning, demonstration of effective teaching practices, interpersonal skills, and belief that all students can excel.</p> <p>RSAs receive intensive professional development at a week-long summer institute. Monthly follow-up forums are designed to grow RSAs’ knowledge and skills related to mentoring, including coaching.</p> <p>RSAs are assigned to all public schools. When determining full time equivalencies (FTEs), consideration is given to the school’s teacher turnover rate and number of beginning teachers, Title I status, and Executive Oversight Committee (EOC) status.</p> <p>Additionally, each school principal selects a teacher to act as a Beginning Teacher Liaison (BTL). The BTL provides an orientation to the school during New Teacher Orientation. BTLs provide institutional and emotional support to new</p>	<p>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: <a href="https://doi.org/10.3102/0034654309355994">https://doi.org/10.3102/0034654309355994</a></p> <p><a href="#">Impacts of comprehensive teacher induction: Results from the first year of a randomized controlled study (NCEE 2009-4034).</a></p> <p>Glazerman, S., Dolfin, S., Bleeker, M., Johnson, A., Isenberg, E., Lugo-Gil, J., Grider, M., &amp; Britton, E. (2008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p> <p><a href="#">The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research</a></p> <p>Ingersoll, Richard &amp; Strong, Michael (2011).</p>	
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		<p>teachers. BTLs build relationships with new teachers and connect new teachers with experienced colleagues.</p> <p><b><u>Evaluation</u></b>  The effectiveness of the induction program, including impact on classroom instruction, student achievement, and teacher retention, may be determined through:</p> <ul style="list-style-type: none"> <li>• Professional development session evaluations</li> <li>• Surveys of new teachers, mentors, and principals</li> <li>• Focus groups</li> <li>• Observations of teacher practice</li> <li>• Teacher reflection</li> <li>• Analysis of student work</li> </ul> <p>New teacher retention data</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><b>3.1.1.B - Program: Human Resources – Teacher Diversity Retention Activities</b></p> <p><b><u>Brief Description of Specific Services including</u></b>  Across the country school districts are battling to retain their diverse educators. Studies have shown that teachers of color have greater levels of job dissatisfaction and higher turnover than white teachers. African American/Latino Teacher turnover is cited as having the highest rates. Therefore, the retention of teachers of color is crucial in order to increase their representation in the workforce. At AACPS, new teacher retention is lower for minority teachers than non-minority teachers 72.3% vs. 84.5% in 2018 and 76.5% vs. 81% in 2019.</p> <p>Teacher retention remains important even after the first year. According to data from the 2015-2016 National Teacher</p>	<p><b>Level 4: Demonstrates Rationale</b></p> <p>Students in grade-levels with high turnover score lower in both ELA and Math and this effect is particularly strong in schools with more low-performing and black students.</p> <p>Ronfeldt, M., Loeb, S., &amp; Wyckoff, J. (2013). How teacher turnover harms student achievement. <i>American Education Research Journal</i>, 50(1), 4-36. doi:10.3386/w17176</p>	\$13,017.00

		<p>Principal Survey, approximately 44% of teachers leave teaching within 5 years. At the end of the 2018-2019 school year, nearly 73% of minority teachers who resigned from AACPS worked for the county for three years or less. 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.</p> <p>In addition to the AACPS induction program administered by the Office of Professional Growth &amp; 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.</p> <p>Our retention program will include Professional development workshops designed to help employees better understand and develop the skills needed to move into various leadership opportunities throughout the county. These workshops may also be open to tenured minority educators. Our exit survey data has shown that diverse educators are more likely than Caucasian teachers to leave AACPS due to a perceived lack of career advancement opportunities.</p> <p>Events will take place throughout the school year to ensure teachers are acclimating to their new surroundings and alleviate any issues/concerns before the teacher makes a decision to separate from the district. These retention activities will with existing teachers to ensure that they are</p>	<p>Schools that provide teachers with opportunities to network, collaborate and participate in professional development activities have higher retention rates.</p> <p>Achinstein, B., Ogawa, R. T., Sexton, D., &amp; 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: <a href="https://doi.org/10.3102/0034654309355994">https://doi.org/10.3102/0034654309355994</a></p> <p>Schools that provide teachers with opportunities to network, collaborate and participate in professional development activities have higher retention rates.</p> <p>Achinstein, B., Ogawa, R. T., Sexton, D., &amp; 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: <a href="https://doi.org/10.3102/0034654309355994">https://doi.org/10.3102/0034654309355994</a></p>	
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		<p>growing in areas that help them serve the students in their school community.</p> <p><b><u>Timeline</u></b> July 2019 – June 2021</p> <p><b><u>Audience</u></b> Retention events will be focused on non-tenured diverse educators including those who have limited experience teaching in the U.S. Some leadership focused workshops may also be open to tenured minority educators.</p> <p><b><u>Implementation</u></b> Teacher retention events would take place shortly after the beginning of the new school year to give the new teachers an opportunity to get acclimated to their new school and community.</p> <p>AACPS will design and offer professional development sessions tailored to help non tenured diverse educators:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Collaborate with other diverse educators from across the county in an effort to build their professional network</li> <li>• Gain a better understanding of leadership opportunities within AACPS and skills needed to be successful in those roles</li> </ul>		
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		<u><b>Evaluation</b></u> Retention of or diverse candidates Session Evaluations		
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><b>3.1.2.A - Program: Professional Growth and Development – Building Instructional Leadership for Teacher Leaders and Administrators</b></p> <p><u><b>Brief Description of Specific Services</b></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>Participants will learn to facilitate changes in educator practice in order to improve student learning. Members of leadership teams will learn to identify expected instructional practices, effectively dialogue with teachers, encourage self-reflection, and provide effective feedback through embedded opportunities to practice observation and feedback skills and engage in instructional coaching simulations. Participants will learn effective instructional practices matched to student needs and provide site-based PD, coaching, and support to other teachers.</p> <p><u><b>Timeline</b></u>  July 2019 – June 2021</p> <p><u><b>Audience</b></u>  School Based Teacher Leaders</p>	<p><b>Level 4: Demonstrates a Rationale</b></p> <p>“The data strongly suggest that teachers who undergo the TES in Cincinnati Public Schools <b>experience lasting improved changes to their teaching practice.</b> 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> <p>This study shows that a relationship exists between the principal observation rating of teachers and their value added measures. In classrooms where</p>	\$242,778.00

		<p>School Based Administrators Central Office Resource Teachers Observed by Central Office Administrators</p> <p><b><u>Implementation</u></b> Professional learning activities will be conducted in a hybrid format. Participants will be engaged in a series of face to face and online sessions, participate in a field experience and other job embedded components.</p> <p>The topics that will be addressed include:</p> <ul style="list-style-type: none"> <li>• Instructional Coaching</li> <li>• Observing Instruction using Teaching &amp; Learning Observation Framework</li> <li>• Descriptive Feedback</li> <li>• Conferencing</li> <li>• Culturally Relevant Instructional Practices</li> <li>• Teacher Professional Practices and Professional Behaviors from the AACPS TPE</li> <li>• Student Learning Objectives</li> <li>• Assessment Literacy</li> <li>• Analyzing data</li> <li>• Collaborative Planning</li> </ul> <p>Additional topics that will be addressed I the subsequent course are :</p> <ul style="list-style-type: none"> <li>• Instructional Coaching Conversations</li> <li>• Observing Instruction using Teaching &amp; Learning Observation Framework</li> <li>• Descriptive Feedback and Conferencing</li> </ul>	<p>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.</p> <p><b>Sartain, L., Stoelinga, S. R., &amp; Brown, E. R. (2011). Rethinking teacher evaluation in Chicago: Lessons learned from classroom observations, principal-teacher conferences, and district implementation. Research report. ERIC.</b></p> <p><a href="https://eric.ed.gov/?id=ED527619">https://eric.ed.gov/?id=ED527619</a></p> <p><a href="https://consortium.uchicago.edu/publications/rethinking-teacher-evaluation-chicago-lessons-">https://consortium.uchicago.edu/publications/rethinking-teacher-evaluation-chicago-lessons-</a></p>	
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		<ul style="list-style-type: none"> <li>• Teacher Professional Practices and Professional Behaviors from the AACPS TPE</li> <li>• Addressing Mediocre Teaching</li> <li>• Navigating Through Change</li> <li>• Building your Conference Skill Repertoire</li> <li>• Dealing with Difficult People, Situations, and Conversations</li> <li>• Building your Own Resilience</li> </ul> <p><b><u>Evaluation</u></b></p> <p>The effectiveness of the Building Instructional Leadership will be determined through:</p> <ul style="list-style-type: none"> <li>• Completion of all online and face to face modules</li> <li>• Professional development session evaluations</li> <li>• Surveys of participants</li> <li>• Focus groups</li> </ul>	<p><a href="#">learned-classroom-observations-principal</a></p> <p>This 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 Schools experience lasting improved changes to their teaching practice.</p> <p>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>	
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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	<p><b>3.1.2.B - Program: Professional Growth and Development - Leadership Succession</b></p> <p><b><u>Brief Description</u></b> The Office of Professional Growth and Development is deeply committed to providing ongoing professional learning opportunities designed to support and grow our workforce. The goal of the Coaching and Mentoring</p>	<p><b>Level 4: Demonstrates Rationale</b> 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</p>	\$104,289.00

	<p>development, improvement strategies, and personnel decisions.</p>	<p>Program for new and novice principals will create opportunities to enhance leadership skills as new and novice school leaders enter the role of the principalship. Coaching is a powerful and highly effective way to help principals develop the skills and strategies necessary for making profound and lasting changes. New and novice principals in AACPS will learn alongside leadership coaches to explore and learn the essential attitudes, behaviors, and skills to perform a job successfully and reach agreed-upon goals.</p> <p><b><u>Timeline</u></b> July 2019 – June 2021</p> <p><b><u>Audience</u></b> School-Based Leaders</p> <p><b><u>Implementation</u></b> Provide mentoring/coaching program to support 1st and 2nd -year principals and assistant principals as well as experienced administrators in need of improvement.</p> <p><b><u>Evaluation</u></b> Mid and End of Year Survey</p>	<p>high-quality research findings cited below.</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><a href="https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf">https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf</a></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, <b>high-quality training</b>, selective hiring, and on-the-job evaluation and support.”</p>	
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			<p>Wallace Foundation – Perspective: Building Principal Pipeline  <a href="http://www.wallacefoundation.org/knowledge-center/Pages/Perspective-Building-Principal-Pipelines.aspx">http://www.wallacefoundation.org/knowledge-center/Pages/Perspective-Building-Principal-Pipelines.aspx</a></p> <p><a href="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">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</a></p>	
3.1.3	provide financial incentives for teachers and principals with a record of helping students to achieve academic success			
3.1.4	include teacher advancement initiatives to promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, instructional coach, or teacher leader) and pay differentiation.	<p><b>3.1.4.A - Program: Office of School Performance – School Based Leader Professional Development</b></p> <p><b><u>Brief Description</u></b></p> <p>The mission of OSP is to relentlessly grow, develop and support our school-based leaders. The Leadership Professional Development program creates a pipeline for the leadership growth of Teachers becoming Assistant Principals. The Aspiring Principals Leadership development pipeline provides novice Assistant Principals with high quality professional development opportunities to better prepare them to be the Instructional Leader of a school. The</p>	<p><b>Level 4: Demonstrates Rationale</b></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>	\$10,250.00

		<p>Principal Leadership Development pipeline provides both novice Principals and Principals of challenging schools with high quality professional development in order to assist their growth as the Instructional Leader.</p> <p><b><u>Timeline</u></b> July 2019 – June 2021</p> <p><b><u>Audience</u></b> School -Based Leaders</p> <p><b><u>Implementation</u></b> Provide professional development opportunities offered by local and national experts for aspiring leaders and school leaders.</p> <p>Professional Development for current school administrators focused on communicating, analyzing data, and collaborative decision making and improving their leadership skills and abilities to lead academic programs to meet the instructional needs of diverse learners. Current administrators will engage in professional learning through conference and workshop attendance and work collaboratively to develop and deliver professional learning opportunities to their colleagues. Professional development activities include traditional workshops, on-line/distance opportunities, collaborative sessions, and study groups.</p> <p><b><u>Evaluation</u></b> Participants will complete session summaries and share newly acquired information with their peers.</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><a href="https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf">https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf</a></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, <b>high-quality training</b>, selective hiring, and on-the-job evaluation and support.”</p>	
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			<p>Some of the key findings on the Wallace Foundation Principal Pipeline Initiative indicate the need to provide Pre-service training to aspiring leaders and on-the job evaluation and support to administrators.</p> <p>Wallace Foundation – Perspective: Building Principal Pipeline  <a href="http://www.wallacefoundation.org/knowledge-center/Pages/Perspective-Building-Principal-Pipelines.aspx">http://www.wallacefoundation.org/knowledge-center/Pages/Perspective-Building-Principal-Pipelines.aspx</a>   <a href="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">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</a> </p>	
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			
	<b>Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:</b>			
<b>4. Use of Funds to Improve Equitable Access to Effective Educators To All Students</b>				
4.1	<b>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.</b>			
<p><b>*Below is a list to “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Evidence for ESSA</a> (Hopkins)</li> <li>• <a href="#">Report on School Leadership Interventions under ESSA</a> (RAND)</li> <li>• <a href="#">Social and Emotional Learning Interventions under ESSA</a> (RAND)</li> <li>• <a href="#">What Works Clearinghouse</a> (IES)</li> <li>• <a href="#">Evidence-Based Intervention Network</a> (University of Missouri)</li> </ul>				

- [National Center on Intensive Intervention](#) (AIR)
- [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
- [Results First Clearinghouse Database](#) (Pew)
- [Best Evidence Encyclopedia](#) (Center for Data-Driven Reform)
- [Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools](#) (Hopkins)
- [Impact of Family Involvement on the Education of Children](#) (MDRC)



## 5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - **Required**

Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards.  
[Section 2102 (b)(2)(A)]

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 Math, and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. In addition, AACPS School Districts aligns provided professional learning services to the Learning Forward Standards for professional learning. Professional Learning activities for section 4.0 support teachers, principals, and school leaders to use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

## TITLE II, PART A

### SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local School System: Anne Arundel County Public Schools

Fiscal Year: 2020

#### 6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

**Equitable Services:** Services and other benefits to private school students must be secular, neutral, and non ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Participating Private Schools and Services: Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil that will benefit from Title II-A services. (Include below or as an attachment)

Participating Non Public Schools	Enrollment	Per Pupil Allocation	Allocation per School
Annapolis Area Christian	943	19.47489346	18,365.00
Archbishop Spalding	1,252	19.47489346	24,383.00
Chestertown Academy	12	19.47489346	234.00
Kennedy Krieger at Southern High School	15	19.47489346	292.00
Monsignor Slade Catholic	507	19.47489346	9,874.00
School of the Incarnation	753	19.47489346	14,665.00
St. Jane Frances	191	19.47489346	3,720.00
St. John the Evangelist	484	19.47489346	9,426.00

St. Mary's Elementary	792	19.47489346	15,425.00
St. Mary's High School	486	19.47489346	9,465.00
St. Paul's Lutheran	183	19.47489346	3,564.00
St. Philip Neri School	405	19.47489346	7,887.00
	6,023	19.47489346	117,300.00

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)

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](http://www.marylandpublicschools.org/nonpublic/nsab_directory/anne_arundel.htm).

Of the schools that were contacted, representatives from 8 non-public school representatives attended information and consultation sessions (sign in sheet included), March 2019 (agendas included) and participated in the planning process. Two consultations dates were offered to accommodate school schedules. In addition, we offered onsite consultation to schools. The following schools requested onsite consultation. Below are the dates we worked with the schools.

- March 21, 2019 – St. Mary's Elementary School
- April 1, 2019 – Chesterfield Academy
- April 10, 2019 – Annapolis Area Christian School
- April 10, 2019 – St. Philips Neri
- April 10, 2019 – Kennedy Krieger at Southern High School
- April 12, 2019 – Archbishop Spalding High School
- April 12, 2019 – Monsignor Slade
- April 15, 2019 – St. Mary's Elementary School
- May 7, 2019 – School of Incarnation
- May 20, 2019 – St. Paul's Lutheran
- May 23, 2019 – St. Jane Francis

Summary plans from the nonpublic school representatives are included.

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/mailling 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 ESEA 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 needs 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 went to the Schools and also consulted over the phone with school staff.

<b>Summary – Nonpublic School Activities and Costs</b>		
<b>Allowable Activities</b>	<b>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</b>	<b>Nonpublic Costs</b>
	<b>Annapolis Area Christian</b>	<b>\$18,365.00</b>
2.1.1	<ul style="list-style-type: none"> <li>Contract services for onsite training for grades K-12 (all faculty, all subject areas) through Staff Development for Educators (SDE) to improve and expand instructional practice to address 21<sup>st</sup> century learners and learning tools. Customized PD would be applied, based on direct conversations with SDE and a proposal to train teachers in student engagement strategies focusing on 21<sup>st</sup> century skills, incorporating technology as appropriate.</li> </ul>	
2.1.1	<ul style="list-style-type: none"> <li>Job-embedded coaching on effective instructional methods with high levels of student engagement and that develop students' 21<sup>st</sup> Century skills</li> </ul>	
2.1.1	<ul style="list-style-type: none"> <li>Contract services for onsite training – Inquiry-based and problem-solving approach to instruction. PD will be customized and provided by SDE to address the needs for inquiry-based &amp; problem-solving instruction.</li> </ul>	
2.1.1	<ul style="list-style-type: none"> <li>Contract services for onsite training for grades K-12 (all faculty, all subject areas) through Staff Development for Educators (SDE) to improve and expand instructional practice to include effective instructional strategies for reading. Customized PD would be applied, based on direct conversations with SDE and their proposal to train teachers in a variety of reading strategies and particularly those most useful in the content area.</li> </ul>	
2.1.1	<ul style="list-style-type: none"> <li>Job-embedded coaching on implementing reading strategies across the content areas.</li> </ul>	
2.1.1	<ul style="list-style-type: none"> <li>Contract training services for reading and educational support teachers to improve their ability to teach specific literacy interventions for struggling readers.</li> </ul>	
	<b>Archbishop Spalding High School</b>	<b>\$24,383.00</b>
2.1.1	<ul style="list-style-type: none"> <li>2 IB teachers and 2 administrators will attend IB conferences. The following trainings will be needed:  TOK Training—curriculum being updated English Literature Training—curriculum being updated Administrator – Training on ATL Administrator – Training at IB Global Conference</li> </ul>	
2.1.1	<ul style="list-style-type: none"> <li>Teachers will attend AP-Level professional development conferences and workshops. These teachers will be identified using the July 2019 AP exam results.</li> </ul>	
2.1.1	<ul style="list-style-type: none"> <li>Teachers will attend the Project Lead the Way Launch Classroom training sessions and then become onsite trainers leading professional development here at Spalding.</li> </ul>	
2.1.1	<ul style="list-style-type: none"> <li>Teachers and Administrators will attend PLTW training to expand course offerings.</li> </ul>	

	<ul style="list-style-type: none"> <li>Registration Fees for the annual ISTE Conference in June 2020. Teachers/Administrators will attend sessions at the annual conference that target the following ISTE Teacher standards: <ol style="list-style-type: none"> <li>Facilitate and inspire student learning and creativity</li> <li>Design and develop digital-age learning experiences and assessments</li> <li>Model digital-age work and learning</li> <li>Engage in professional growth and leadership</li> </ol> <a href="https://www.iste.org/standards/standards/standards-for-teachers">https://www.iste.org/standards/standards/standards-for-teachers</a> </li> </ul>	
2.1.1	<b>Chestertown Academy Annapolis</b> <ul style="list-style-type: none"> <li>Attend the JM Educational Group's National Classical Schools Conference.</li> </ul>	<b>\$234.00</b>
2.2 2.1.1	<b>Kennedy Krieger at Southern High School</b> <ul style="list-style-type: none"> <li>Conduct a book study using online videos and two professional text.</li> </ul>	<b>\$292.00</b>
2.2	<b>Monsignor Slade Catholic School</b> <ul style="list-style-type: none"> <li>Consultants services from PESI Behavioral Health Continuing Education to provide on-site professional development (for example, Improving Executive Functions, Behavior Management Skills for Classroom Success, and Over 75 Quick, "On the Spot" Techniques for Children and Adolescents with Emotional and Behavioral Problems) for teachers in Pre-K4-8th grades.</li> </ul>	<b>\$9,874.00</b>
2.1.1	<b>School of the Incarnation</b> <ul style="list-style-type: none"> <li>Registration Fees – NCEA Conference Teacher and Administrative Leadership Team Members will attend the National Catholic Education Association Conference in Baltimore, Maryland.</li> </ul>	<b>\$14,665.00</b>
2.1.1 2.1.7	<b>St. Jane Francis</b> <ul style="list-style-type: none"> <li>Coursework in early childhood reading strategies and small group instruction.</li> <li>Coursework in planning and implementing instructional strategies in STEM.</li> </ul>	<b>\$3,720.00</b>
2.1.1 2.1.1	<b>St. John the Evangelist School</b> <ul style="list-style-type: none"> <li>Contracted services through Notre Dame University of Maryland will provide 20 professional development sessions for teachers in all grade level groups to include diverse techniques and integrating the use of iPad technology within the classroom to address specific skills in reading.</li> <li>Contracted services through Discovery Education will provide 2 professional learning sessions which offer educators learning experiences designed to integrate tenets of inquiry with rich digital media and web 2.0 tools.</li> </ul>	<b>\$9,426.00</b>

2.1.7 2.1.1	<b>St. Mary's Elementary School</b> <ul style="list-style-type: none"> <li>Contracted Services: Gail Donahue, ACES in the areas of reading/language arts, written expression, and mathematics.</li> <li>Conduct multiple book studies in the following content areas of reading/language arts, written expression, and mathematics.</li> </ul>	<b>\$15,425.00</b>
2.1.1 2.1.1 2.1.1 2.1.1 2.1.1 2.1.1 2.1.1	<b>St. Mary's High School</b> <ul style="list-style-type: none"> <li>Attend College Board approved Advanced Placement Institutes</li> <li>Attend International Society for Technology Education Conference</li> <li>Attend National Council for Teachers of Mathematics Conference ASCD Empower Conference for Every Educator</li> <li>Attend Maryland Society for Educational Technology Conference</li> <li>Attend Northeast Conference on the Teaching of Foreign Languages</li> <li>Attend National Catholic Educators Association Conference</li> <li>Register for content courses in the areas of Educational Technology, Reading Readiness, and recertification courses at Anne Arundel Community College and various online institutions.</li> </ul>	<b>\$9,465.00</b>
2.1.4 2.1.4	<b>St. Paul's Lutheran School</b> <ul style="list-style-type: none"> <li>Registration and enrollment for staff memberships with ISTE (International Society for Technology Education)</li> <li>Registration and enrollment for all teachers in "Integrating Technology into the Classroom" online course.</li> </ul>	<b>\$3,564.00</b>
2.1.1 2.1.1 2.1.1	<b>Saint Philip Neri School</b> <ul style="list-style-type: none"> <li>Contracted services: ACES: Academy of Catholic Educators Professional Development through Notre Dame University. A consultant will meet with teachers monthly.</li> <li>Attend coursework and workshops offered during the academic year. Such as courses offered at an accredited university or college and the Mid Atlantic Catholic School Consortium. Workshops may include but are not limited to, workshops through University of Notre Dame, NCEA, ASCD and Mid-Atlantic Summer Institute.</li> <li>Registration</li> <li>Teachers will attend and become members of the Maryland Council of Teachers of Mathematics Membership and Conference.</li> </ul>	<b>\$7,887.00</b>
	<b>TOTAL Non-Public Allocation</b>	<b>\$117,300.00</b>
Total Amount for Transfers:		

January 15, 2019

Nonpublic School  
Address

Dear Principal:

Anne Arundel County Public Schools (AACPS) invites you and/or a representative from **Insert Nonpublic School** to an informational meeting regarding your school's eligibility for potential state & federal funding. Authorized by the Elementary and Secondary Education Act (ESEA), and reauthorized by the Every Student Succeeds Act of 2015 (ESSA), benefits are provided to private school students, teachers and other education personnel, including those in religiously affiliated schools. ESEA requires the equitable participation of private school students, teachers and other education personnel in some of its major programs.

➤ **Title I, Part A: Improving Academic Achievement of Disadvantaged Students**

Title I, Part A grants provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I accomplishes this by providing effective, supplemental, high quality instruction for eligible students, professional development for their teachers, and parent and family engagement activities for the families of eligible children. ***Please note that AACPS ONLY services K-5 students.***

➤ **Title II, Part A: Professional Development for Teachers, Principals, and Educational Personnel**

Title IIA provides funds for professional development activities designed to improve the knowledge of teachers and principals in the core academic subjects.

➤ **Title III: Language Instruction for English Learners and Immigrant Students**

Title III is to help ensure that English Learners (EL) including immigrants, attain English proficiency. Title III also assists teachers, principals, and other educational personnel to develop and enhance their capacity to deliver effective instructional programs and provide services to families of EL and immigrant students.

➤ **Title IV: Student Support Academic & Enrichment**

Title IV is intended to improve students' academic achievement by providing a well-rounded education for all students, improve school conditions for student learning and improve the use of technology in order to improve the academic achievement and digital literacy of all students.



This initial non-public school consultation meeting for the 2019-2020 school year is scheduled to be held on **March 6, 2019 at 1:30 p.m.** at Carver Staff Development Center ♦2671 Carver Road ♦ Gambrills, MD in the Room 103.

Please review the list of programs above, then on the following page indicate if you are attending or not attending the meeting, which funding program you are interested in and sign and date the bottom. **Please return this form in the enclosed envelope no later than February 22, 2019.**

Sincerely,

  
Carol Ann McCurdy

### ***Non Public School***

- **Name of School** \_\_\_\_\_
- **Name of Attendee** \_\_\_\_\_ **Title:** \_\_\_\_\_
- **School Contact** *(if other than above)* \_\_\_\_\_
- **E-mail of Contact** \_\_\_\_\_
- **Phone number of Contact** \_\_\_\_\_ **FAX** \_\_\_\_\_

***Please check the appropriate response:***

#### **Title I**

\_\_\_ **Yes**, I am interested in my school's participation in Title I programs for the 2019-2020 school year and I will attend the informational meeting.

\_\_\_ **No**, I am NOT interested in my school's participation in Title I programs for the 2019-2020 school year.

---

#### **Title II**

\_\_\_ **Yes**, I am interested in my school's participation in Title II programs for the 2019-2020 school year and I will attend the informational meeting.

\_\_\_ **No**, I am NOT interested in my school's participation in Title II programs for the 2019-2020 school year.

---

#### **Title III**

\_\_\_ **Yes**, I am interested in my school's participation in Title III programs for the 2019-2020 school year and I will attend the informational meeting.

\_\_\_ **No**, I am NOT interested in my school's participation in Title III programs for the 2019-2020 school year.

---

#### **Title IV**

\_\_\_ **Yes**, I am interested in my school's participation in Title IV programs for the 2019-2020 school year and I will attend the informational meeting.

\_\_\_ **No**, I am NOT interested in my school's participation in Title III programs for the 2019-2020 school year.

---

**Other Grant Funding**

\_\_\_ **Yes**, I would like for my school to be notified to participate in competitive grant programs for the 2019-2020 school year.

\_\_\_ **No**, I am NOT interested in my school's participation in competitive grant programs for the 2019-2020 school year.

---

☐ **I wish to participate but cannot attend the scheduled face-to-face meeting.**

☐ **Our private school is electing NOT to participate and is not pursuing federal grant opportunities with Anne Arundel County Public Schools.**

<b>Principal's Signature:</b>	<b>Date:</b>
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**\*\*PLEASE COMPLETE AND RETURN NO LATER THAN February 22, 2019\*\***

- ☐ **RETURN TO: Michelle Szczepaniak, Partnerships, Development & Marketing Office (PDM Office)**
- ☐ **Address: 2644 Riva Road, Annapolis, MD 21401**
- ☐ **E-Mail: (mszczepaniak@aacps.org) Phone: (410.222.5370) FAX: (410.222.5641)**

**Partnerships, Development & Marketing Division**

*Anne Arundel County Public Schools*

*2644 Riva Road*

*Annapolis, MD 21401*

# Professional Growth & Development

## Agenda

### *Title IIA Consultation Meeting*

Carol Parham Building

10:30 a.m. – 12:00 p.m.

March 13, 2019

Time	Topic	Topic Leader
Opening 10:30 -10:45	Introduction to Title IIA	Dr. Zipporah Miller D’Nia Walker
10:45 -11:30	Title IIA Funding Allowable Activities Application Process	Dr. Zipporah Miller D’Nia Walker Jill Harris
11:30 -12:00	Planning and Support	Dr. Zipporah Miller D’Nia Walker Jill Harris

## Notes

# **Professional Growth & Development Agenda**

*Title IIA Consultation Meeting*

Carver Staff Development Center

12:30 p.m. – 2:30 p.m.

March 20, 2019

Time	Topic	Topic Leader
12:30 - 1:30	Title IIA Funding Allowable Activities Application Process	Dr. Zipporah Miller D’Nia Walker Jill Harris
1:30 - 2:30	Planning and Support	Dr. Zipporah Miller D’Nia Walker Jill Harris

**Notes**


Title II-A Consultation Meeting – March 20, 2019

School	Name	Email Address
Kennedy Krieger		
Archbishop Spalding High School		
Annapolis Area Christian School		
Monsignor Slade Catholic School	Loretta Federline	l.federline@mskdeschool.com
School of the Incarnation	Kristin Jacobs	Kjacobsoftheincarnation.org
St. John the Evangelist School		
St. Mary's Elementary School	Megan Back Mitra Chandeharizadeh	MBack@stmmarys- annapolis.org
St. Paul's Lutheran School		
St. Philip Neri School		
St. Mary's High School		
St. Martin's Lutheran		
Chesterton Academy of Annapolis	Mary Toffolo-Cresce	marytoffolocresce@gmail.com
St. Jane Francis		

Best Contact (\*) myhandharizadeh@stmmarysannapolis.org

- 1.
- 2.
- 3.
- 4.

Title II-A Consultation Meeting – March 13, 2019

School	Name	Email Address
Kennedy Krieger of Southern HS		
Archbishop Spalding High School	Regina O'Hara	
Annapolis Area Christian School	Carol Soltes	csoldano@acsaonline.org
Monsignor Slade Catholic School		
School of the Incarnation		
St. John the Evangelist School		
St. Mary's Elementary School		
St. Paul's Lutheran School		
St. Philip Neri School		
St. Mary's High School	Sharon H. Wible	swible@stmarysannapolis.org
St. Martin's Lutheran	Tim Moorhead	timmoorhead@stmartinslutheran.org
Chesterton Academy of Annapolis		
St. Jane Francis		

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.

*Initial Draft of this form must be sent to D’Nia Walker [dawalker1@aacps.org](mailto:dawalker1@aacps.org) by **April 26, 2019**. Drafts will go through an approval process by Dr. Zipporah Miller.*

*Final approved form must be signed and returned by **May 24, 2019** to Jill Harris, Carver Staff Development Center, Anne Arundel County Public Schools, 2671 Carver Road Gambrills, MD. 21054.*

## Part I - School Information

<b>School Name</b>	
<b>School Official/Primary Contact</b> <i>(Name and Title)</i>	
<b>Email Address</b> <i>School Official/Primary Contact</i>	
<b>Telephone Number</b> <i>School Official/Primary Contact</i>	
<b>Additional/Secondary Contact</b> <i>(Name and Title)</i>	
<b>Email Address</b>	



<i>School Official/Secondary Contact</i>	
<b>Telephone Number</b> <i>Additional/Secondary Contact</i>	

### BUDGET

Goal (s) and Objective(s)	Budget Category	Cost/Total
<b>Total Cost</b>		

I, \_\_\_\_\_ (Private School 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 AACPS Title II-A Grant Coordinator.

\_\_\_\_\_  
(Private School Official Signature)

\_\_\_\_\_  
(Date)

<b>Approval Stamp:</b>
------------------------

**Please note:** AACPS does not disseminate funds to non-public schools. School district (LEAs) are the fiscal agents for the funds from Title II-A thus are responsible for ensuring all funds are expended 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, AACPS expends funds on behalf of the non-public school. An LEA may not distribute funds directly to a non-public school.

**The spending timeline for this plan is January 2020 to December 2020.**

## Part II - Budget and Professional Development Action Plan

### Step 1 - Identify the Need (*Needs Assessment*)

*Briefly describe the following:*

- 1) student learning needs that were identified, data reviewed to identify the student learning needs
- 2) knowledge and skills that administrators, teachers, paraprofessionals, parents and/or other educational support staff need to master to effectively address the student learning needs-

Describe Data Reviewed	Student Learning Need(s)	Professional Knowledge and Skills Needed

## Step 2 – Professional Development Plan

### Select the Appropriate Program, Activity, or Service and Planning for Implementation

*(Evidence Based Strategy and Implementation Plan)*

- 1) List the professional development goal(s) in order of priority.
- 2) List the objective(s) that will support meeting each goal outlined.
- 3) List the program/activities/service(s) necessary to meet each objective and a timeline for each program/activity.
- 4) Cite the evidence based study or studies that support the professional development activity.
- 5) Explain how the outcome addresses the need for the activity, program, or service include an estimate of when the outcome will be achieved and/or observable.
- 6) Calculate an estimated cost for each activity.
- 7) Upon completion, transfer the goal/objective, budget category, and estimated cost to the first page of the plan.

**Goal 1:**

**Objective A:**

**Objective B:**

Objective A		
Activity		
Item #		
Supporting Evidence		
Timeline		
Resources Needed		
Intended Data-based Outcome		
Estimated Calculation & Cost	Budget Category	Budget Amount

<b>Activity</b>		
<b>Item #</b>		
<b>Supporting Evidence</b>		
<b>Timeline</b>		
<b>Resources Needed</b>		
<b>Intended Data-based Outcome</b>		
<b>Estimated Calculation &amp; Cost</b>	<b>Budget Category</b>	<b>Budget Amount</b>

<b>Objective B</b>	
<b>Activity</b>	
<b>Item #</b>	
<b>Supporting Evidence</b>	
<b>Timeline</b>	
<b>Resources Needed</b>	

<b>Intended Data-based Outcome</b>		
<b>Estimated Calculation &amp; Cost</b>	<b>Budget Category</b>	<b>Budget Category</b>
<b>Activity</b>		
<b>Item #</b>		
<b>Supporting Evidence</b>		
<b>Timeline</b>		
<b>Resources Needed</b>		
<b>Intended Data-based Outcome</b>		
<b>Estimated Calculation &amp; Cost</b>	<b>Budget Category</b>	<b>Budget Category</b>

**Goal 2:**

**Objective A:**

<b>Objective A</b>		
<b>Activity</b>		
<b>Item #</b>		
<b>Supporting Evidence</b>		
<b>Timeline</b>		
<b>Resources Needed</b>		
<b>Intended Data-based Outcome</b>		
<b>Estimated Calculation &amp; Cost</b>	<b>Budget Category</b>	<b>Budget Amount</b>

<b>Activity</b>		
<b>Item #</b>		
<b>Supporting Evidence</b>		
<b>Timeline</b>		
<b>Resources Needed</b>		
<b>Intended Data-based Outcome</b>		
<b>Estimated Calculation &amp; Cost</b>	<b>Budget Category</b>	<b>Budget Amount</b>

Objective B		
Activity		
Item #		
Supporting Evidence		
Timeline		
Resources Needed		
Intended Data-based Outcome		
Estimated Calculation & Cost	Budget Category	Budget Category
Activity		
Item #		
Supporting Evidence		
Timeline		
Resources Needed		
Intended Data-based Outcome		
Estimated Calculation & Cost	Budget Category	Budget Category



### **Steps 3 – Examine and Reflect**

*Use this space to describe the evaluation plan, including the key evaluation questions to be addressed and plans for collecting data on each of the outcomes and indicators included the plan. Be sure to indicate who will conduct the evaluation, when the evaluation report will be completed, and how the evaluation will be used for future planning.*

***Please note that a final report including evaluation data must be submitted to AACPS by May 1, 2020.***

<b>Goal 1</b>	
<b>Measures of Success</b>	
<b>What data will be collected?</b>	
<b>How and Who will be collecting data?</b>	
<b>How often will data be collected?</b>	

<b>Goal 2</b>	
<b>Measures of Success</b>	
<b>What data will be collected?</b>	
<b>How and Who will be collecting data?</b>	
<b>How often will data be collected?</b>	



**Title IIa  
FY20 - 0392**

Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Other	1.1.1a	201-23	<b>Human Resources-recruiting</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Other <b>Activity 1.1.1a</b>	Travel Expenses (2) Recruiters on a 5 day recruitment trip $4 \times \$1,250 = \$5,000$ Central Office  Conference Fees: Registration and Space Rental for 4 days of recruitment events $-\$1,250 \times 4 = \$5,000$  Registration for local recruitment trips $\$500 \times 4 = \$2,000$	\$ 12,000		\$ 12,000
Instructional Staff Development Salaries & Wages	1.1.2a	203-09	<b>Human Resources - Recruitment Incentives</b>  Differential & incentive pay for teachers, principals, or other leaders in high-need academic subject areas and speciality areas, which may include performance-based pay systems Contracted Services  <b>Activity 1.1.2a</b>	Teacher Relocation Stipends $10 \times \$2,500 = \$25,000$  Total Stipends: \$25,000	\$ 25,000		\$ 25,000
Fixed Charges	1.1.2a	212	<b>Human Resources - Recruitment Incentives -Fixed Charges</b>  Differential & incentive pay for teachers, principals, or other leaders in high-need academic subject areas and speciality areas, which may include performance-based pay systems Other Charges  <b>Activity 1.1.2 a</b>	Fixed charges @ total of 8.478% (FICA 7.65% + WC 0.828%)	\$ 2,120		\$ 2,120

**Title IIa  
FY20 - 0392**

Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	1.1.3a	212	<b>Praxis Exam Fees</b>  Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Other  <b>Activity 1.1.3a</b>	Test Fees: Praxis fees \$5,000  Total: \$5,000	\$ 5,000		\$ 5,000
Instructional Staff Development Salaries & Wages	1.3.1 a	203-01	Class Size Reduction Salaries  Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers Salaries  <b>Activity 1.3.1 a</b>	Teacher Salaries: 2 at average pay of \$60,615=\$121,230	\$121,230		\$121,230
Fixed Charges	1.3.1 a	212	Class Size Reduction - Fixed Charges  Reducing class size to a level that is evidence based to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers  Fixed Charges <b>Activity 1.3.1 a</b>	Fixed charges @ total of 24.2% fixed rate, HC (\$12,600 X 2), & Pension Admin Fee (\$157 X2)	\$54,852		\$54,852

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	2.1.1a	203-09	<b>National Board Certification Stipends</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries <b>Activity 2.1.1a</b>	Teacher Stipends: \$37.50/entry x 40 candidates x 4 entries = \$6000 \$37.50 /entry x 28 candidates x 2 entries= \$2,100 \$37.50/entry x 30 candidates x 1 entry=\$1,125 \$37.50/entry x 85 x 2 entries= \$6,375  Total Stipends= \$15,600	\$ 15,600		\$ 15,600
Instructional Staff Development Salaries & Wages	2.1.1a	203-09	<b>National Board Certification Substitutes</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries <b>Activity 2.1.1a</b>	Substitutes: 120 Substitutes X \$100/day = \$12,000  Total Substitutes: \$12,000	\$ 12,000.00		\$ 12,000.00

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	2.1.1a	212	<b>National Board Certification-Fixed Charges</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Fixed Charges <b>Activity 2.1.1a</b>	Fixed charges @ total of 8.478% (FICA 7.65% + WC 0.828%)	\$ 2,340		\$ 2,340
Instructional Staff Development Other	2.1.1b	205-09	<b>Advanced Studies and Programs - Teacher Travel</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Other <b>Activity 2.1.1b</b>	Travel: Travel and lodging fees for AP teachers attending institutes out of state. \$1,000 per teacher x 5 teachers = \$5,000  Conference Fees: \$1,005/per teacher x 35 teachers = \$35,175  Total: \$40,175	\$ 40,175		\$ 40,175

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	2.1.1c	203-09	<b>Office of Equity and Accelerated Student Achievement - Substitutes</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries <b>Activity 2.1.1 c</b>	Substitutes:120 teachers x \$100/per day x 3 days=\$36,000  Total Substitutes: \$36,000	\$ 36,000		\$ 36,000
Fixed Charges	2.1.1c	212	<b>Office of Equity and Accelerated Student Achievement -Fixed Charges</b>  Differential & incentive pay for teachers, principals, or other leaders in high-need academic subject areas and speciality areas, which may include performance-based pay systems Other Charges <b>Activity 2.1.1 c</b>	Fixed charges @ total of 8.478% (FICA 7.65% + WC 0.828%)	\$ 3,052.00		\$ 3,052.00



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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Other	2.1.1 c	202-15	<b>Office of Equity and Accelerated Student Achievement - Building Level Admin Travel</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Other <b>Activity 2.1.1c</b>	Conferences: for Tier 1 EOC schools 5 school based leaders x \$2,000= \$10,000	\$10,000		\$10,000
Instructional Staff Development Contracted Services	2.1.1 c	205-09	<b>Office of Equity and Accelerated Student Achievement - Contracted Services Teacher</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders.  Contracted Services <b>Activity 2.1.1 c</b>	Consultant: consultant fee \$10,000	\$10,000		\$10,000

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Supplies	2.1.1 c	204-09	<b>Office of Equity and Accelerated Student Achievement -Teacher Materials</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Supplies <b>Activity 2.1.1 c</b>	Materials: for professional development	\$2,000.00		\$2,000.00
Instructional Staff Development Salaries & Wages	2.1.1d	203-09	<b>Advanced Studies and Programs-Teacher Stipends</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries <b>Activity 2.1.1d</b>	Teacher Stipends: \$30/hr. x 125 hours =\$3,750  Total Stipends: \$3,750	\$ 3,750		\$ 3,750

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	2.1.1d	212	<b>Advanced Studies and Programs-Fixed Charges</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Fixed Charges <b>Activity 2.1.1d</b>	Fixed charges @ total of 8.478% (FICA 7.65% + WC 0.828%)	\$ 318		\$ 318
Instructional Staff Development Other	2.1.1d	205-09	<b>Advanced Studies and Programs-Teacher Travel</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Other <b>Activity 2.1.1d</b>	Travel:  Conference Fees: 4 teachers x \$2000 = 800  Total:\$8,000	\$ 8,000.00		\$ 8,000.00

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Other	2.1.1d	202-15	<b>Advanced Studies and Programs-Building Level Administrator Travel</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Travel & Conference Fees <b>Activity 2.1.1d</b>	Conference Fees: 2 School administrators x \$2,000  Travel: Total:\$4,000	\$ 4,000		\$ 4,000
Administrative & Supervisory Other	2.1.1d	202-16	<b>Advanced Studies and Programs-Central Office Travel-Mid Level</b>  Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Travel & Conference Fees <b>Activity 2.1.1d</b>	Conference Fees: Central Office Directors, Coordinators, & Senior Managers 1 x \$2,000	\$2,000		\$2,000

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	2.1.1e	203-09	<b>Professional Growth and Development - Professional Development Schools - Teacher Stipends</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Salaries <b>Activity 2.1.1e</b>	Teacher Stipends:  39@\$500=\$19,500 (\$19,500 X 2= \$39,000)  125 Mentor Teachers @\$100 per intern placement =\$12,500  Site coordinator and Mentor Teacher PD - 101 hrs x \$30.00 = \$3,030  Total Stipends: \$54,530	\$ 54,530		\$ 54,530
Instructional Staff Development Salaries & Wages	2.1.1e	203-09	<b>Professional Growth and Development - Professional Development Schools - Substitutes</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Salaries <b>Activity 2.1.1e</b>	Substitutes:  3 meetings per year x 39 site coordinators x \$100=\$11,700  Total substitutes: \$11,700	\$ 11,700		\$ 11,700

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	2.1.1e	212	<b>Professional Growth and Development - Professional Development Schools - Fixed Charges</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Fixed Charges <b>Activity 2.1.1e</b>	Fixed charges @ total of 8.478% (FICA 7.65% + WC 0.828%)	\$ 5,615.00		\$ 5,615.00
Instructional Staff Development Other	2.1.1e	205-09	<b>Professional Growth and Development - Professional Development Schools - Teacher Travel</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Other <b>Activity 2.1.1e</b>	PDS Site Coordinator (teacher)  Registration x 1 \$750 Lodging x 1 \$700 Travel x 1 \$550  Total = \$2,000	\$ 2,000		\$ 2,000
Administrative & Supervisory Other	2.1.1e	202-15	<b>Professional Growth and Development - Professional Development Schools - Building Level Administrator Travel</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Travel & Conference Fees <b>Activity 2.1.1e</b>	Travel:  PDS Site School Administrator (Principal)  Registration x 1 \$750 Lodging x 1 \$700 Travel x 1 \$550  Total: \$2,000	\$ 2,000		\$ 2,000

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Other	2.1.1e	202-16	<b>Professional Growth and Development - Professional Development Schools - Central Office Travel</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Travel & Conference Fees <b>Activity 2.1.1e</b>	Travel:  PDS Manager (Central Office)  Registration x 1 \$750 Lodging x 1 \$700 Travel x 1 \$550  Total: \$2000	\$ 2,000.00		\$ 2,000.00
Instructional Staff Development Salaries & Wages	2.1.1e	202-16	<b>Professional Growth and Development - Professional Development Schools - Salary</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Salaries <b>Activity 2.1.1e</b>	RTC - Manager Salary 0.5 FTE x \$106,935 = TOTAL = \$53,468	\$ 53,468		\$ 53,468
Fixed Charges	2.1.1e	212	<b>Professional Growth and Development - Professional Development Schools - Fixed Charges</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Fixed Charges <b>Activity 2.1.1e</b>	Fixed charges @ total of 24.2% fixed rate, HC (\$12,436 X 1), & Pension Admin Fee (\$157 X 1)	\$ 19,236		\$ 19,236

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	2.1.1f	203-09	<b>Professional Growth and Development-Teacher Development &amp; Conditional Teacher Coach - Salaries</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Salaries <b>Activity 2.1.1f</b>	Professional Development Coach 12 month, teachers	\$ 83,360.00		\$ 83,360.00
Fixed Charges	2.1.1 f	212	<b>Professional Growth and Development-Teacher Development &amp; Conditional Teacher Coach - Fixed Charges</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Fixed Charges <b>Activity 2.1.1f</b>	Fixed charges @ total of 24.2% fixed rate, HC (\$12,600 X 1), & Pension Admin Fee (\$157 X 1)	\$ 32,930		\$ 32,930
Administrative & Supervisory Contracted Services	2.1.1g	202-15	<b>Professional Growth and Development-Leadership Development - Building Level Administrators- Contracted Services</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Contracted Services <b>Activity 2.1.1g</b>	Contracted services: Consultants /Speakers (Speaker series, AP Development Modules, Problem of Practice-Building level Assistant Principals)  2 days x \$5,250=\$10,500 4 days x \$8,250=\$33,000  <b>Total: \$43,500</b>	\$ 43,500		\$ 43,500



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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Supplies	2.1.1g	202-15	<b>Professional Growth and Development-Leadership Development - Building Level Administrators- Materials</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Supplies <b>Activity 2.1.1g</b>	Professional Development Materials for Building level administrators:  $112 \times \$65 = \$7,280$ $112 \times \$45 = \$5,040$ $112 \times \$37.32 = \$4,180$  <b>Total: \$16,500</b>	\$ 16,500		\$ 16,500
Administrative & Supervisory Other	2.1.1g	202-15	<b>Professional Growth and Development-Leadership Development - Building Level Administrators- Travel</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Travel & Conference Fees <b>Activity 2.1.1g</b>	Conferences: Local conference registration fees 40 School leaders (Building level administrators) x \$500 per person registration fee = \$20,000  <b>Total: \$20,000</b>	\$ 20,000		\$ 20,000
Instructional Staff Development Salaries & Wages	2.1.1h	203-09	<b>Professional Growth and Development-Teacher Development - Substitutes</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Salaries <b>Activity 2.1.1h</b>	Substitutes: $120 \text{ substitutes} \times \$100/\text{day} = \$12,000$ $\$12,000 \times 4 \text{ sessions} = \$48,000$  <b>Total: \$48,000</b>	\$ 48,000		\$ 48,000

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Fixed Charges	2.1.1h	212	<b>Professional Growth and Development-Teacher Development - Fixed Charges</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Fixed Charges <b>Activity 2.1.1h</b>	Fixed charges @ total of 8.478% (FICA 7.65% + WC 0.828%)	\$ 4,069.00		\$ 4,069.00
Instructional Staff Development Contracted Services	2.1.1h	205-09	<b>Professional Growth and Development-Teacher Development - Contracted Services</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Contracted Services <b>Activity 2.1.1h</b>	Contracted services: Consultants - \$19,000  4 sessions x \$4,750 each for 120 participants  <b>Total: \$19,000</b>	\$ 19,000.00		\$ 19,000.00
Instructional Staff Development Supplies	2.1.1h	204-09	<b>Development-Teacher Development - Materials</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Supplies <b>Activity 2.1.1h</b>	PD Materials  120 teachers x \$53.49 each  <b>Total: \$6,419</b>	\$ 6,419		\$ 6,419

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	2.1.7 a	203-09	Curriculum and Instruction-K-12 Math - Salary  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Salaries <b>Activity 2.1.7 a</b>	Hire 1 elementary and 1 middle school, highly qualified mathematics resource teachers at avg pay of \$67,467 = \$134,934  Master degree +30 hrs step 9	\$ 134,934		\$ 134,934
Fixed Charges	2.1.7 a	212	Curriculum and Instruction-K-12 Math - Fixed Charges  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Fixed Charges <b>Activity 2.1.7 a</b>	Fixed charges @ total of 24.2% fixed rate, HC (\$12,600 X 2), & Pension Admin Fee (\$157 X2)	\$ 58,168		\$ 58,168
Instructional Staff Development Salaries & Wages	3.1.1a	203-09	<b>Professional Growth and Development-New Teacher Support -Stipends</b>  New teacher, principal, or other school leader induction & mentoring programs Salaries <b>Activity 3.1.1a</b>	Teacher Stipends: 250 Teachers x \$30/hr x 12 hours = \$90,000  Total Stipends: \$90,000	\$ 90,000		\$ 90,000

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	3.1.1a	203-09	<b>Professional Growth and Development-New Teacher Support -Stipends</b>  New teacher, principal, or other school leader induction & mentoring programs Salaries  <b>Activity 3.1.1a</b>	Presenters: 47 PD Session Facilitators X \$30/hr X 30 hours = \$42,300  Total Presenters: \$42,300	\$ 42,300		\$ 42,300
Instructional Staff Development Salaries & Wages	3.1.1a	203-09	<b>Professional Growth and Development-New Teacher Support -Substitutes</b>  New teacher, principal, or other school leader induction & mentoring programs Salaries  <b>Activity 3.1.1a</b>	Substitutes: 275 substitutes (for facilitators and Teachers) X \$100/day = \$27,500  Total Substitutes \$27,500	\$ 27,500		\$ 27,500
Fixed Charges	3.1.1a	212	<b>Professional Growth and Development-New Teacher Support -Fixed Charges</b>  New teacher, principal, or other school leader induction & mentoring programs Fixed Charges <b>Activity 3.1.1a</b>	Fixed charges @ total of 8.478% (FICA 7.65% + WC 0.828%)	\$ 13,548		\$ 13,548
Instructional Staff Development Contracted Services	3.1.1a	205-09	<b>Professional Growth and Development-New Teacher Support -Contracted Services</b>  New teacher, principal, or other school leader induction & mentoring programs Contracted Services  <b>Activity 3.1.1a</b>	Contracted Services:Online PD 50 Teachers X \$100 = \$5000  Location:  Total: \$5000	\$ 5,000.00		\$ 5,000.00

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Supplies	3.1.1a	204-09	<b>Professional Growth and Development-New Teacher Support -Materials Teachers</b>  New teacher, principal, or other school leader induction & mentoring programs Supplies  <b>Activity 3.1.1a</b>	Training materials: \$25 Books for 40 Teachers = \$1,000  Total: \$1,000	\$ 1,000		\$ 1,000
Instructional Staff Development Other	3.1.1a	205-09	<b>Professional Growth and Development-New Teacher Support -Travel Teachers</b>  New teacher, principal, or other school leader induction & mentoring programs Other  <b>Activity 3.1.1a</b>	Hotel- \$450/hotel x 4 teachers= \$1,800 Airfare- \$550/airfare x 4 teachers= \$2,200  Conference Fees: \$1,000 x 4 teachers (2 conferences x 1 teacher, one local)= \$4,000  Membership Fees: \$99 X 47 Right Start Advisors for Learning Forward = \$4,653  Total:\$12,653	\$ 12,653		\$ 12,653
Administrative & Supervisory Other	3.1.1a	202-16	<b>Professional Growth and Development-New Teacher Support -Travel Central Office</b>  New teacher, principal, or other school leader induction & mentoring programs Travel & Conference Fees  <b>Activity 3.1.1a</b>	Hotel- \$450/hotel x 1 Manager= \$450 Airfare- \$550/airfare x 1 Manager= \$550  Conference Fees: \$1000 x 1 Manager (2 conferences, one local)= \$1,000  Total:\$2,000	\$ 2,000		\$ 2,000
Instructional Staff Development Contracted Services	3.1.1a	205-09	<b>Professional Growth and Development-New Teacher Support -Contracted Services-teachers</b>  New teacher, principal, or other school leader induction & mentoring programs Contracted Services  <b>Activity 3.1.1a</b>	Contracted Services:  Mursion  \$800 fee - (Behavior Management and Parent Teacher Conference Client Demo) \$350 for each 2 hour session; \$350 x 4 sessions = \$1,400  TOTAL: \$800 + \$1,400 = \$2,200	\$ 2,200		\$ 2,200

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	3.1.1b	203-09	<b>Human Resources-Teacher Diversity Retention Activities-Stipends</b>  New teacher, principal, or other school leader induction & mentoring programs Salaries <b>Activity 3.1.1b</b>	Teacher Stipends:  \$30/hr for 400 hours of professional development for diverse employees.  Total Stipends: \$12,000	\$ 12,000		\$ 12,000
Fixed Charges	3.1.1b	212	<b>Human Resources-Teacher Diversity Retention Activities-Fixed Charges</b>  New teacher, principal, or other school leader induction & mentoring programs Fixed Charges <b>Activity 3.1.1b</b>	Fixed charges @ total of 8.478% (FICA 7.65% + WC 0.828%)	\$ 1,017		\$ 1,017
Instructional Staff Development Salaries & Wages	3.1.2a	203-09	<b>Professional Growth and Development - Building Instructional Leadership for Teacher Leaders and Administrators - Teacher Stipends</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Salaries <b>Activity 3.1.2a</b>	Teacher Stipends:  75 Teachers X 4 hours X \$30/hr = \$9,000  Total Stipends: \$9,000	\$ 9,000		\$ 9,000

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	3.1.2a	203-09	<b>Professional Growth and Development - Building Instructional Leadership for Teacher Leaders and Administrators - Substitutes</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Salaries <b>Activity 3.1.2a</b>	Substitutes: 75 teachers X 3 days X \$100/day = \$22,500  Total: \$22,500	\$ 22,500		\$ 22,500
Fixed Charges	3.1.2a	212	<b>Professional Growth and Development- Building Instructional Leadership for Teacher Leaders and Administrators - Fixed Charges</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Fixed Charges <b>Activity 3.1.2a</b>	Fixed charges @ total of 8.478% (FICA 7.65% + WC 0.828%)	\$ 2,671		\$ 2,671

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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services	3.1.2a	205-09	<b>Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators - Contracted Services Teacher</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Contracted Services <b>Activity 3.1.2a</b>	Contracted Services: (BIL Teacher Leaders)  Consultant: \$3,375/day X 13 consultant days Location:  Total:\$43,875	\$ 43,875		\$ 43,875
Instructional Staff Development Supplies	3.1.2a	204-09	<b>Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators - Teacher Materials</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Supplies <b>Activity 3.1.2a</b>	Training materials: PD Materials for Teacher Leaders 105 x \$65 = \$6,825  Additional Resources and Supplies need for Building Instructional Leadership Training: \$1,195  Total: \$8,020	\$ 8,020		\$ 8,020



**Title IIa  
FY20 - 0392**

Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Other	3.1.2a	205-09	<b>Professional Growth and Development- Building Instructional Leadership for Teacher Leaders and Administrators - Teacher Travel</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Other <b>Activity 3.1.2a</b>	Hotel- \$450/hotel x 4 teachers= \$1,800 Airfare- \$450/airfare x 4 teachers= \$1,800 Per Diem Meals - \$100 per teacher x 4 = \$400  Conference Fees: \$1,000 x 4 teachers (2 conferences x 1 teacher, one local)= \$4,000  Total:\$8,000	\$ 8,000		\$ 8,000
Administrative & Supervisory Other	3.1.2a	202-16	<b>Professional Growth and Development- Building Instructional Leadership for Teacher Leaders and Administrators - Travel Central Office</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Travel & Conference Fees <b>Activity 3.1.2a</b>	2 Directors and Exec Director  Conference fees, Hotel, Per Diem Meals, Trans: 3 Mid-level PD staff = \$12,156  TOTAL: \$12,156	\$ 12,156		\$ 12,156

**Title IIa  
FY20 - 0392**

Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Contracted Services	3.1.2a	202-15	<b>Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators - Consultant Building Level Administrators</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Contracted Services <b>Activity 3.1.2a</b>	Consultant: \$3,375/day X 4 consultant days = \$13,500 for school based administrators  Facilities:  Total: \$13,500	\$ 13,500		\$ 13,500
Administrative & Supervisory Supplies	3.1.2a	202-15	<b>Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators - Materials Building Level Administrators</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Supplies <b>Activity 3.1.2a</b>	Training Materials:PD Materials for School based Administrators 36 x \$65 = \$2340  Additional Resources and Supplies need for Building Instructional Leadership Training: \$1175  Total:\$3515	\$ 3,515.00		\$ 3,515.00

**Title IIa  
FY20 - 0392**

Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Contracted Services	3.1.2a	205-09	<b>Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators - Contracted Services - Teachers</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Contracted Services <b>Activity 3.1.2a</b>	Coaching –  Teacher Leaders  3 Introductory and 1 Follow up  4 sessions X \$12,000 = \$48,000  Total Consultant: \$48,000  Additional coaching session 1 x \$4,650	\$ 52,650		\$ 52,650
Instructional Staff Development Supplies	3.1.2a	204-09	<b>Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators - Materials Teachers</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Supplies <b>Activity 3.1.2a</b>	Training Materials: PD Materials for Teacher Leaders (Introduction) \$50 x 100 participants per session 3 x \$5,000= \$15,000  Total Materials: \$15,000	\$ 15,000		\$ 15,000

**Title IIa  
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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Contracted Services	3.1.2a	202-15	<b>Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators - Contracted Services Building Level Administrators</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Contracted Services <b>Activity 3.1.2a</b>	Coaching School Leaders Introductory 1 session x \$6,000=\$6,000  Total Consultant: \$6,000	\$ 6,000		\$ 6,000
Administrative & Supervisory Supplies	3.1.2a	202-15	<b>Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators - Materials Building Level Administrators</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Supplies <b>Activity 3.1.2a</b>	Training Materials: PD Materials for School Administrators (Introduction) \$50 x 50 participants per session 1 X \$2,500 = \$2,500  Total Materials: \$2,500	\$ 2,500		\$ 2,500

**Title IIa  
FY20 - 0392**

Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	3.1.2a	203-09	<b>Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators - Substitutes</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Salaries <b>Activity 3.1.2a</b>	Substitutes:  Art of Coaching:  100 teachers X 4 days X \$100/day = \$40,000  Total Substitutes: \$40,000	\$ 40,000		\$ 40,000
Fixed Charges	3.1.2a	212	<b>Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators - Fixed Charges</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Fixed Charges <b>Activity 3.1.2a</b>	Fixed charges @ total of 8.478% (FICA 7.65% + WC 0.828%)	\$ 3,391.00		\$ 3,391.00

**Title IIa  
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Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Salaries	3.1.2 b	202-15	<b>Professional Growth and Development-Leadership Succession - Building Level Administrators- Stipends</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Travel & Conference Fees <b>Activity 3.1.2b</b>	Mentor Principal Stipends:  \$45 /hr x 26 First year AP's x 20 hrs each = \$23,400  \$45/hr x 24 Second year AP's x 20 hrs = \$21,600  \$45/hr x 10 First year Principals x 20 hrs ea = \$9,000  \$45/hr x 10 Second year Principals x 20 hours ea=\$9,000  Total: \$63,000	\$ 63,000		\$ 63,000
Fixed Charges	3.1.2 b	212	<b>Professional Growth and Development-Leadership Succession- Building Level Administrators- Stipends Fixed Charges</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.  Fixed Charges <b>Activity 3.1.2b</b>	Fixed charges @ total of 8.478% (FICA 7.65% + WC 0.828%)	\$ 5,341		\$ 5,341

**Title IIa  
FY20 - 0392**

Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Contracted Services	3.1.2 b	202-15	<b>Professional Growth and Development-Leadership Succession - Building Level Administrators- Contracted Services</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Contracted services <b>Activity 3.1.2 b</b>	Contracted Services: Provide training for principal mentors	\$ 35,948		\$ 35,948
Administrative & Supervisory Contracted Services	3.1.4 a	202-15	<b>Professional Growth and Development-Leadership Development - Building Level Administrators- Contracted Services</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Contracted Services <b>Activity 3.1.4 a</b>	Contracted services: Consultants  Total: \$10,000	\$ 10,000		\$ 10,000
Administrative & Supervisory Supplies	3.1.4 a	202-15	<b>Professional Growth and Development-Leadership Development - Building Level Administrators-Materials</b>  Carrying out other activities that are evidence based, to the extent the State determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title. Supplies <b>Activity 3.1.4 a</b>	Professional Development Materials for Building level administrators:	\$ 250		\$ 250

**Title IIa  
FY20 - 0392**

Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Administrative & Supervisory Salaries	MD	202-16	Budget Technician	AACPS administrative support Unit IV position, cost estimated as a grade 9 step 12	\$ 45,277		\$ 45,277
Fixed Charges		212	<b>Salary Fixed Charges</b>  Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.  Fixed Charges	Fixed charges @ total of 24.2% fixed rate, HC (\$12,600), & Pension Admin Fee (\$157)	\$ 23,714		\$ 23,714
Transfers	Non Public	2030405-0	Non-Public Schools - Equitable services to students in private (Non-Public) schools <b>Transfers Activity</b>	FY20 mandatory allocation for participating private schools, based on the total grant allocation of \$1,791,883 District enrollment 83,307 + Non-public enrollment 6023 = 89,330 \$1,791,883 (district allocation) less indirect cost of \$52,191 = \$1,739,692 \$1,739,692 (award amount less indirect cost) divided by 89,330 (the total of projected non-public school students + projected public school students) = \$19.47489346 per pupil. \$19.47489346 per pupil x 6,023 non-public school students = \$117,297.28; each school allocation amount is rounded to nearest dollar: \$117,300	\$ 117,300		\$ 117,300



**Title IIa  
FY20 - 0392**

Category/Object	Activity	Category /Prog	Line Item	Calculation	Amount	In-Kind	Total
Business Support Transfers - Indirect Fee	Indirect Cost	201-22	Indirect Fee Transfers	AACPS Indirect fee charged for grant administration (based on 3%) \$1,791,883/1.03= \$1,739,692 \$1,791,883 - \$1,739,692.23= \$52,191  Total: \$52,191	\$ 52,191.00		\$ 52,191.00
							\$ 1,791,883
					Grant Award		\$ 1,791,883

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

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	10/10/19
GRANT NAME	Improving Teacher Quality, Title IIA	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Title II, Part A	RECIPIENT AGENCY NAME	Anne Arundel County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2019	6/30/2021	
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	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						52,191.00	52,191.00
Prog. 23 Centralized Support				12,000.00			12,000.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal	63,000.00	108,948.00	22,765.00	36,000.00			230,713.00
Prog. 16 Inst. Admin. & Supv.	98,745.00			18,156.00			116,901.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	121,230.00						121,230.00
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						117,300.00	117,300.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	668,174.00	132,725.00	32,439.00	70,828.00			904,166.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				237,382.00			237,382.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	951,149.00	241,673.00	55,204.00	374,366.00	0.00	169,491.00	1,791,883.00

Finance Official Approval	Marlene Durholz	<i>M. Durholz</i>	11/7/2019	410-222-5204
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	George Arlotto, Ed.D	<i>G. Arlotto</i>	11/1/19	410-222-5304
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

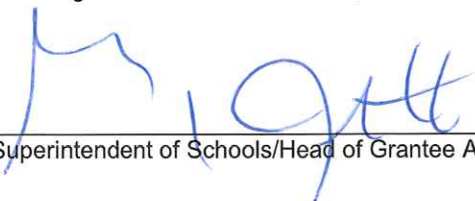


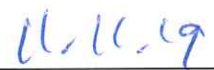
## RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

  
 Superintendent of Schools/Head of Grantee Agency

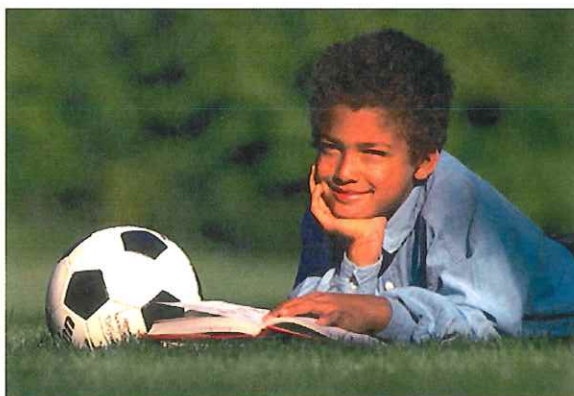
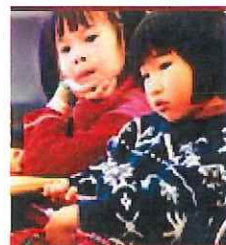
  
 Date



# TITLE III

# **Title III, Part A Grant Application**

## **English Language Acquisition, Language Enhancement, and Academic Achievement**



**Office of English Learner/Title III**



**TITLE III, PART A  
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND  
ACADEMIC ACHIEVEMENT**

**Local School System: Anne Arundel County Public Schools Fiscal Year 2020**

***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:*** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

**A. REQUIRED ACTIVITIES [SEC. 3115(c)]:** An eligible entity receiving funds under section 3114(a) **MUST** use the funds in the required activities before spending funds in the authorized activities.

**1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].**

Required Activities	Descriptions Please address each item (a-d) in your required activity descriptions. a) Outcomes and brief description of the services, <u>including evidence level</u> b) Timelines or target dates c) Services to private schools	Public School Costs	Private School Costs
1.1 Improving the English language proficiency and academic achievement of ELs [section 3115(c)(1)].	<b>1.1.1 Summer Programs for Secondary ELs.</b>  a) Provide supplemental summer programs for middle and high school English Learners at up to six locations. Programs 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. This supports Evidence Level 1. b) March 2020 – August 2020 c) No participating non-public schools	<b>1.1.1 \$50,001</b>	
	<b>1.1.2 Extended-Day Learning for K-12 ELs</b>  a) Provide supplemental after-school programs to meet the academic, linguistic, cultural, and socio-emotional needs of English Learners. Schools may	<b>1.1.2 49,999</b>	

	<p>submit request to implement programs, selecting from a variety of pre-approved programs supported by the ELA Office. Activities within the extended day programs will support academic success and will support the development of four language domains: listening, speaking, reading, and writing.</p> <p><b>This supports Evidence Level 3.</b>  b) September 2020 – June 2021  c) No participating non-public schools</p> <p><b>1.1.3 Socio-Linguistic Support to ELs</b></p> <p>Facilitate Joven Noble and Xinatchli character development/socio-emotional support programs to strengthen academic success. The sessions help students to adjust to the expectations of the new culture, allowing social and emotional support to those who have experienced trauma, are experiencing family reunification, or are struggling with school success.</p> <p><b>This supports Evidence Level 4.</b>  b) September 2020 – August 2021  c) No participating non-public schools</p> <p><b>1.1.4 Bilingual Teaching Assistants</b>  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 (ELA) 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>This supports Evidence Level 4.</b>  b) January 2020 – September 2021  c) No participating non-public schools</p> <p><b>1.1.5 Materials to Support Bi-Literacy</b>  a) Provide authentic, supplementary materials of instruction which complement the mainstream literacy curriculum by supporting children in the development of literacy skills in the native language. May include bilingual books, literacy programs/kits and online programs.</p> <p><b>This supports Evidence Level 4.</b>  b) Timeline: February 2020 – August 2021</p>	<p><b>1.1.3</b>  <b>\$4,995</b></p> <p><b>1.1.4</b>  <b>\$95,001</b></p> <p><b>1.1.5</b>  <b>\$10,720</b></p>	
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	c)No participating non-public schools		
<b>2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].</b>			
<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 [section 3115(c)(2)(D)].</p>			
<b>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].</b>	<b>2.1.1 New ELA Teacher Resource Teacher</b>  <b>a. Outcome and Description</b> Provide a 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. <b>This supports evidence-based Level 3.</b> <b>b. Timeline:</b> February 2020- September 2021 <b>c. Non-public services:</b> Non-public schools invited	<b>2.1.1</b> <b>\$102,435</b>	
	<b>2.1.2 Professional Learning for New English Language Acquisition (ELA) Teachers and Bilingual Teacher Assistants</b>  <b>a. Outcome and Description</b> Facilitate a sustained professional learning community, including mentorship, for newly hired 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.	<b>2.1.2</b> <b>\$10,003</b>	

	<p><b>This supports evidence-based Level 1.</b>  <b>b. Timeline:</b> February 2020- August 2021  <b>c. Non-public services:</b> Non-public schools invited</p> <p><b>2.1.3 Professional Learning on ELD Curricula</b></p> <p><b>a. Outcome and Description</b>  Design and deliver ongoing professional learning sessions for ELA teachers focused on implementation of the AACPS English Language Development curriculum. Facilitate collaborative planning, assessment design and supplemental resource development in support of the ELD curriculum.</p> <p><b>This supports evidence-based Level 3.</b>  <b>b. Timeline:</b> February 2020- August 2021  <b>c. Non-public services:</b> Non-public schools invited</p>	<p><b>2.1.3</b>  <b>\$4,954</b></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 [section 3115(c)(2)(B)].</p>	<p><b>2.2.1 Professional Learning and Coaching</b></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, biliteracy, 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; 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 Student Bilingualism; Best Practices for Newcomers; DI for ELS by Proficiency level; Be GLAD; EL Make &amp; Take; SIOP Model Lesson; SIOP Component Workshop Series.</i></p> <p><b>This supports evidence-based Level 1: Strong Evidence.</b>  <b>b. Timeline:</b> February 2020- August 2021  <b>c. Non-public services:</b> Non-public schools invited</p>	<p><b>2.2.1</b>  <b>\$39,928</b></p>	



	<p><b>2.2.2 Professional Learning Through External Conferences and Professional Workshops</b>  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.  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.  <b>This supports evidence-based Level 4.</b></p> <p><b>b. Timeline:</b> February 2020- August 2021  <b>c. Non-public services:</b> Non-public schools invited</p>	<p><b>2.2.2</b>  <b>\$25,500</b></p>	
<p>2.3 Providing for professional development effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [section 3115(c)(2)(C)].</p>	<p><b>2.3.1 Professional Learning through Book Studies</b></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.  <b>This supports evidence-based Level 4.</b></p> <p><b>b. Timeline:</b> February 2020- August 2021  <b>c. Non-public services:</b> Non-public schools invited</p> <p><b>2.3.2 Professional Learning Through University Partnerships and Programs</b></p>	<p><b>2.3.1</b>  <b>\$28,030</b></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>This supports evidence-based Level 3.</b></p> <p><b>b. Timeline:</b> February 2020- August 2021  <b>c. Non-public services:</b> Non-public schools invited</p>	<p><b>2.3.2</b>  <b>\$9,996</b></p>	
<p><b>3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)].</b></p>			
<p>3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [section 3115(c)(3)].</p>	<p><b>3.1.1 School-Based EL Family Education</b></p> <p><b>a. Outcome and Description</b>  Provide a curriculum 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 program, 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></p> <p><b>This supports evidence-based Level 4.</b></p> <p><b>b. Timeline:</b> September 2020- June 2021  <b>c. Non-public services:</b> No participating non-public schools</p>	<p><b>3.1.1</b>  <b>\$40,000</b></p>	



**TITLE III, PART A  
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND  
ACADEMIC ACHIEVEMENT**

**Local School System: Anne Arundel County Public Schools Fiscal Year 2020**

***SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]:*** Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

**B. AUTHORIZED ACTIVITIES [SEC. 3115(d)]:** An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. ***(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)***

**4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)].**

Authorized Activities	<p>Descriptions</p> <p>Please address each item (a-d) in your authorized activity descriptions.</p> <p>a) Outcomes and brief description of the services, <u>including evidence level</u></p> <p>b) Timelines or target dates</p> <p>c) Services to private schools</p>	Public School Costs	Private School Costs
4.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	<p>a)</p> <p>b)</p> <p>c)</p>		
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)].	<p><b>4.2.1 Language Development Technology</b></p> <p><b>a. Outcome and Description</b></p> <p>Afford children expanded opportunities to strengthen language skills through the use of supplemental instructional technology which reinforces skills need to demonstrate proficiency in the online WIDA ACCESS assessment, such as Chromebooks and Chromebook Carts, Imagine Learning Language and Literacy, Imagine Espanol, Speak Agent, and curriculum revision to encompass interaction through technological platforms. The district general funds are not used to purchase devices for all students.</p>	<b>4.2.1 \$50,000</b>	

	<p><b>This supports evidence-based Level 1: Strong Evidence.</b></p> <p><b>b. Timeline:</b> February 2020 - February 2021  <b>c. Non-public services:</b> No participating non-public schools</p>		
4.3 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)].	<p><b>4.3.1 EL Orientation and Support in CTE</b></p> <p><b>a. Outcome and Description</b>  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.</p> <p><b>b. Timeline:</b> February 2020 – September 2021  <b>c. Non-public services:</b> No participating non-public schools</p> <p><b>This supports evidence-based Level 4</b></p>	<p><b>4.3.1</b>  <b>\$2,034</b></p>	
4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services. [section 3115(d)(4)].	<p><b>4.4.1 Coordination of Opportunities to Learn for English Learners through Programmatic Educational Partnerships</b></p> <p><b>a. Outcome and Description</b>  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.  <b>This supports evidence-based Level 4</b></p> <p><b>b. Timeline:</b> February 2020 – September 2021  <b>c. Non-public services:</b> No participating non-public schools</p>	<p><b>4.4.1</b>  <b>\$7,000</b></p>	

4.5 Improving the instruction of ELs, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [section 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 [section 3115(d)(8)].	<b>4.6.1 Seal of Biliteracy Exams</b>  <b>a. Outcome and Description</b> 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. <b>This supports evidence-based Level 4.</b>  <b>b. Timeline:</b> February 2020-September 2021 <b>c. Non-public services:</b> No participating non-public schools	<b>4.6.1</b> <b>\$500</b>	
<b>5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)].</b>			
5.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].	a) b) c)		
5.2 Providing programs to assist parents and families	<b>5.2.1 Bilingual Family and Community Outreach Facilitator</b>	<b>5.2.1</b> <b>\$106,559</b>	



<p>in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].</p>	<p><b>a. Outcome and Description</b> 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 &amp; faith-based organizations that serve EL families. Provide supplemental assistance to families which register at the IWC. <b>This supports evidence-based Level 3.</b></p> <p><b>b. Timeline:</b> February 2020- September 2021 <b>c. Non-public services:</b> Non-public schools invited</p> <p><b>5.2.2 District-level EL Family Education</b></p> <p><b>a. Outcome and Description</b> •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 bilingual and academic development, learn pathways to actively engage in schools, and to become school volunteers. Each parent program will focus on a goal toward supporting the student’s overall achievement and English language proficiency. Outreach activities such as the following:</p> <p><input type="checkbox"/> Kindergarten Enrollment Community Education: During the summer, outreach activities are conducted through the county to promote Kindergarten enrollment among international families.</p> <p><input type="checkbox"/> Family Involvement Conference: To provide language support to parents by offering educational sessions in their native language.</p>	<p><b>5.2.2</b> <b>\$11,558</b></p>	
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	<input type="checkbox"/> AACPS-TV: Educational episodes targeted to EL parents. <input type="checkbox"/> Magnet/STEM Cluster Events: to educate parents about signature programs and other educational opportunities available to their EL students. <input type="checkbox"/> 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. <input type="checkbox"/> Volunteer Training: to educate parents about the importance to become chaperones and volunteers in their student's school. <b>This supports evidence-based Level 4.</b>  <b>b. Timeline:</b> July 2020 – September 2021 <b>c. Non-public services:</b> Non-public schools invited		
<b>6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student Succeeds Act</i> [section 3115(d)(9)].</b>			
6.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(9)].	a) b) c)		

**C. ADMINISTRATIVE EXPENSES [SEC. 3115(b)]:** Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

7. Administrative Expenses		Public School Costs	Private School Costs
7.1 Costs associated with expenses incurred by the funded agency to organize, implement, and provide		\$12,984	

progress reports, including fiscal oversight of expenditures up to 2%.			
<b>TOTAL TITLE III-A (EL FUNDING) AMOUNT</b>		\$662, 197	

**TITLE III, PART A  
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**D. EQUITABLE SERVICES TO ENGLISH LEARNERS (ELs) 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. The school system must submit the following documents in Appendix C.
  - ☐ Consultation timeline for each program
  - ☐ Signed Affirmation of Consultation
  - ☐ Complaint procedures/dispute resolution process for covered programs under ESSA

**Complete numbers 2 and 3 below if services are provided to ELs in private schools.**

2. Participating private schools and services: Please complete the Equitable Services Table in Appendix C.
3. Describe the school system's process for providing equitable services to ELs in private schools.
  - a) Written process to invite private schools to the initial and on-going consultation meetings, and managing disputes and/or complaints;
  - b) The basis for determining the needs of private school ELs and their teachers; and

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon.

#### E. ASSURANCE PAGE

**Attach** the signed required assurance page with the **final** submission.

#### TITLE III, PART A

#### ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: <u>Anne Arundel County Public Schools</u> Fiscal Year 2020
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#### F. BUDGET NARRATIVE

##### Guidance for Completion of the Budget Narrative for Individual Grants

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. **Make absolutely sure your numbers add up.**

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.



Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

### **Personnel Costs:**

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.
- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

### **Contracted Services**

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

### **Supplies and Materials**

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

### **Other Charges**

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

### **Equipment**

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

### **Transfers**

- Transfers are payments to other LEAs, Private 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.

### Sample Title III Budget Narrative

Category # – Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
<b>Activity 1.1</b>						
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
				<b>Total:</b>		<b>\$3,768</b>
<b>Activity 2.1</b>						
203-205 – 09 Instruction Staff Dev.	04-Other Charges	Membership/registration fees for conf. & workshops for ESOL staff	11 ESOL staff members x \$342.64	3,769		3,769
				<b>Total:</b>		<b>\$3,769</b>
<b>Activity 2.2</b>						
203-205 – 02 Special Prog.	02- Contract Services	Delivery of workshop: “Best Practices for Teachers of EL/REL Students”	\$600/school x 4 schools x 2 days at each school (\$4800) + \$600/school x 3 schools x 1 day (\$1800)	6,600		6,600
				<b>Total:</b>		<b>\$6,600</b>
<b>Activity 3.2</b>						
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
				<b>Total:</b>		<b>\$6,459</b>
<b>Activity 4.1</b>						
203-205 – 02 Special Prog.	03- Supplies & Materials	Supplemental materials to support instruction such as picture dictionary, flash cards, and leveled readers	\$300/site x 5 sites (\$1500) Shipping (\$52)	1,552		1,552
				<b>Total:</b>		<b>\$1,552</b>
<b>Activity 6.1</b>						
202 – 16 Inst. Admin. & Supv.	08- Transfer	Administrative costs	2% admin costs \$22600 x .02	452		452
				<b>Total:</b>		<b>\$452</b>

**Title III Grant Total:     \$22,600**

### Title III Budget Narrative: EL

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
<b>Activity 1.1.1</b>						
203-205 -02-Special Prog.	01-Salaries & Wages	Summer Programs for Secondary ELs	Stipend @ \$30/hr x 14 staff x 100 hrs			\$ 42,000
212-Fixed Charges	04-Other Charges	Fixed Charges	\$42,000 x .08478			\$ 3,561
209-Student Transportation	02-Contract Services	Transportation	2 buses @ \$143/day x 12 days			\$ 3,440
203-205 -02-Special Prog.	03-Supplies & Materials	MOI	Classroom supplies such as pencils, markers, paper, notebooks for up to 100 students x \$10/student			\$ 1,000
						\$ 50,001
<b>Activity 1.1.2</b>						
203-205 -02-Special Prog.	01-Salaries & Wages	Extended-Day Learning for K-12 ELs	Stipend @ \$30/hr x 50 staff x 25 hrs			\$ 37,500
212-Fixed Charges	04-Other Charges	Fixed Charges	\$37,500 x .08478			\$ 3,179
209-Student Transportation	02-Contract Services	Transportation	5 buses for extended day field trips x \$500/bus			\$ 2,500
203-205 -02-Special Prog.	03-Supplies & Materials	MOI	Classroom supplies such as pencils, markers, paper, notebooks and craft, game or project supplies for up to 620 students x \$11/student			\$ 6,820
						\$ 49,999
<b>Activity 1.1.3</b>						
203-205 -02-Special Prog.	01-Salaries & Wages	<b>Socio-Linguistic Support to ELs</b>	Stipend @ \$30/hr x 3 staff x 40 hrs			\$ 3,600
212-Fixed Charges	04-Other Charges	Fixed Charges	\$3,600 x .08478			\$ 305
209-Student Transportation	02-Contract Services	Transportation	One bus for a local field trip x \$400			\$ 400
203-205 -02-Special Prog.	03-Supplies & Materials	MOI	Classroom supplies such as pencils, markers, paper, notebooks and craft, game or project supplies for up to 30 students x \$23/student			\$ 690
						\$ 4,995
<b>Activity 1.1.4</b>						
203-205 -02-Special Prog.	01-Salaries & Wages	Bilingual Teaching Assistants	Salary 2 positions @ \$25,230			\$ 50,460
212-Fixed Charges	04-Other Charges	Fixed Charges	.242 of salary			\$ 12,211
212-Fixed Charges	04-Other Charges	Fixed Charges	Healthcare \$16,000, Pension Admin Fee \$165			\$ 32,330
						\$ 95,001
<b>Activity 1.1.5</b>						
203-205 -02-Special Prog.	03-Supplies & Materials	Materials to Support Bi-Literacy -MOI	Lingusitically diverse book sets at 20 schools x \$536/set			\$ 10,720
						\$ 10,720
			<b>Total 1.1:</b>			\$ 210,716
<b>Activity 2.1.1</b>						
203-205 -02-Special Prog.	01-Salaries & Wages	New ELA Teacher Resource Teacher	Salary			\$ 68,897



### Title III Budget Narrative: EL

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
212-Fixed Charges	04-Other Charges	Fixed Charges	.242 of salary			\$ 16,673
212-Fixed Charges	04-Other Charges	Fixed Charges	Healthcare \$16,700, Pension Admin Fee \$165			\$ 16,865
						\$ 102,435
<b>Activity 2.1.2</b>						
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Professional Learning for New ELA Teachers and Bilingual TAs	Stipend @ \$30/hr x 35 staff x 7 hrs			\$ 7,350
212-Fixed Charges	04-Other Charges	Fixed Charges	\$7,350 x .08478			\$ 623
203-205 -09-Instruction Staff Dev.	03-Supplies & Materials	MOI	Materials such as professional texts and instructional materials for 35 teachers x \$58 per teacher			\$ 2,030
						\$ 10,003
<b>Activity 2.1.3</b>						
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Professional Learning on ELD Curricula	Stipend @ \$30/hr x 50 staff x 2 hrs			\$ 3,000
212-Fixed Charges	04-Other Charges	Fixed Charges	\$3,000 x .08478			\$ 254
203-205-09-Instruction Staff Dev.	03-Supplies & Materials	Materials	Materials such as professional texts and instructional materials for 50 teachers x \$34 per teacher			\$ 1,700
						\$ 4,954
			<b>Total 2.1:</b>			\$ 117,392
<b>Activity 2.2.1</b>						
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Professional Learning and Coaching	Stipend @ \$30/hr x 350 staff x 2 hrs			\$ 21,000
203-205 -09-Instruction Staff Dev.	01-Salaries & Wages	Professional Learning and Coaching	Substitutes @\$100 /day x 100 teacher days			\$ 10,000
212-Fixed Charges	04-Other Charges	Fixed Charges	\$31,000 x .08478			\$ 2,628
203-205 -09-Instruction Staff Dev.	03-Supplies & Materials	Professional Learning and Coaching	Materials such as professional texts and online course registration fees 10 teachers x \$300 course and 100 x \$33 texts			\$ 6,300
						\$ 39,928
<b>Activity 2.2.2</b>						
203-205 -09-Instruction Staff Dev.	04-Other Charges	Professional Learning Through External Conferences and Professional Workshops	25 Staff /Mellfin Conference x \$100; 25 Staff / MDTESOL x \$100; 5 Teachers/ WIDA/NABE/TESOL @\$2,500			\$ 17,500
202 -16-Inst. Admin. & Supv.	04-Other Charges	Professional Learning Through External Conferences and Professional Workshops	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 Professional Workshops	Unit 2 Staff / NABE/ WIDA/TESOL x 2 x \$2,000			\$ 4,000
						\$ 25,500
			<b>Total 2.2:</b>			\$ 65,428
<b>Activity 2.3.1</b>						
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 25 staff			\$ 15,000



### Title III Budget Narrative: EL

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
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	\$21,000 x .08478			\$ 1,780
203-205 -09-Instruction Staff Dev.	03-Supplies & Materials	Professional Learning through Book Studies	Professional texts for 125 teachers x \$42 per text			\$ 5,250
						\$ 28,030
<b>Activity 2.3.2</b>						
212-Fixed Charges	04-Other Charges	Professional Learning Through University Partnerships and Programs	Tuition Reimbursement @ \$750 per participant x 12			\$ 9,000
203-205 -09-Instruction Staff Dev.	03-Supplies & Materials	Professional Learning Through University Partnerships and Programs	12 Text Books x \$83 per text			\$ 996
						\$ 9,996
				<b>Total 2.3:</b>		\$ 38,026
<b>Activity 3.1</b>						
203-205 -02-Special Prog.	01-Salaries & Wages	School-Based Family EL Education	Stipends @ \$30/hr x 100 Staff x 10 program hrs			\$ 30,000
212-Fixed Charges	04-Other Charges	Fixed Charges	\$30,000 x .08478			\$ 2,543
203-205 -02-Special Prog.	03-Supplies & Materials	School-Based Family EL Education	Supplies and materials to engage students during parent education through joint projects such as pencils, markers, paper, notebooks and craft, game or project supplies for up to 740 students x \$10/student			\$ 7,457
				<b>Total 3.1:</b>		\$ 40,000
<b>Activity 4.1</b>						
				<b>Total:</b>		\$ -
<b>Activity 4.2</b>						
203-205 -02-Special Prog.	03-Supplies & Materials	Language Development Technology	Licenses such as Imagine Learning or Speak Agent @ \$160/student x 250 students			\$ 40,000
203-205 -02-Special Prog.	03-Supplies & Materials	Language Development Technology	A class set of chromebooks with charging cart is approximately \$10,000 (approx. cost \$295.50 per Chromebook x 30 students = \$8,865 + \$929 per cart + \$200 for shipping = \$9,994)			\$ 10,000
				<b>Total 4.2 :</b>		\$ 50,000

### Title III Budget Narrative: EL

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
<b>Activity 4.3</b>						
209-Student Transportation	04-Other Charges	EL Orientation and Support in CTE	4 buses @ 400 each			\$ 1,600
203-205 -02-Special Prog.	04-Other Charges	EL Orientation and Support in CTE	4 Substitutes @ \$100			\$ 400
212-Fixed Charges	04-Other Charges	Fixed Charges	\$400 x .08478			\$ 34
				<b>Total:</b>		\$ 2,034
<b>Activity 4.4</b>						
209-Student Transportation	02-Contract Services	Coordination of Opportunities to Learn Through Programmatic	15 buses @ 400 each			\$ 6,000
203-205 -02-Special Prog.	03-Supplies & Materials	Coordination of Opportunities to Learn Through Programmatic	Materials such as entrance fees and tickets to special programs for 500 studnets x \$20 per student			\$ 1,000
				<b>Total:</b>		\$ 7,000
<b>Activity 4.5</b>						
				<b>Total:</b>		\$ -
<b>Activity 4.6</b>						
203-205 -02-Special Prog.	03-Supplies & Materials	Seal of Biliteracy Exams	Exam Fees x \$50 per exam x 10 students			\$ 500
				<b>Total:</b>		\$ 500
<b>Activity 5.1</b>						
				<b>Total:</b>		\$ -
<b>Activity 5.2.1</b>						
203-205 -02-Special Prog.	01-Salaries & Wages	Bilingual Facilitator and Community Outreach	Salary			\$ 72,620
212-Fixed Charges	04-Other Charges	Fixed Charges	.242 of salary			\$ 17,574
212-Fixed Charges	04-Other Charges	Fixed Charges	Healthcare \$16,200, Pension Admin Fee \$165			\$ 16,365
				<b>Total:</b>		\$ 106,559
<b>Activity 5.2.2</b>						
203-205 -02-Special Prog.	01-Salaries & Wages	District Level EL Family education	Stipend @ \$30 hr x 50 staff x 4 hrs			\$ 6,000
212-Fixed Charges	04-Other Charges	Fixed Charges	\$6,000 x .08478			\$ 509
203-205 -02-Special Prog.	03-Supplies & Materials	District Level EL Family education	Materials			\$ 5,049
				<b>Total:</b>		\$ 11,558
<b>Activity 6.1</b>						
201 -22-Business		Business Support	2% of grant award. Total Grant			\$ 12,984

### Title III Budget Narrative: EL

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In- Kind	Total
Support	08-Transfers		$\$662,197/1.02 = \$649,213$ ; $\$662,197 - \$649,213 = \$12,984$			
				<b>Total:</b>		<b>\$ 12,984</b>
<b>Activity 7.1</b>						
				<b>Total:</b>		<b>\$ -</b>
			<b>Grand Total:</b>			<b>\$ 662,197</b>



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

ORIGINAL GRANT BUDGET	\$662,197	AMENDED BUDGET #		REQUEST DATE	10/11/19
GRANT NAME	English Language Acquisition (EL)	GRANT RECIPIENT NAME	Anne Arundel County Public Schools		
MSDE GRANT #	200753	RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Anne Arundel County Public Schools		
FUND SOURCE CODE	6940	GRANT PERIOD	7/1/2019	9/30/2021	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						12,984.00	12,984.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal				4,000.00			4,000.00
Prog. 16 Inst. Admin. & Supv.				4,000.00			4,000.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	311,477.00	0.00	83,236.00				394,713.00
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.	62,350.00		16,276.00	17,500.00			96,126.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>		13,940.00					13,940.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				136,434.00			136,434.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	373,827.00	13,940.00	99,512.00	161,934.00	0.00	12,984.00	662,197.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval	<u>M. Durholz</u>	<u>M. Durholz</u>	<u>11/7/2019</u>	<u>410-222-5204</u>
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>George Arlotta, Ed.D.</u>	<u>[Signature]</u>	<u>11-12-19</u>	<u>410-222-5304</u>
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #



## RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conform to the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. To the extent allowed by laws of the State of Maryland and the opinions of the State Attorney General, and subject to an appropriation of funds by the Maryland General Assembly for the purpose contemplated in the paragraph, the grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees relating thereto and arising 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

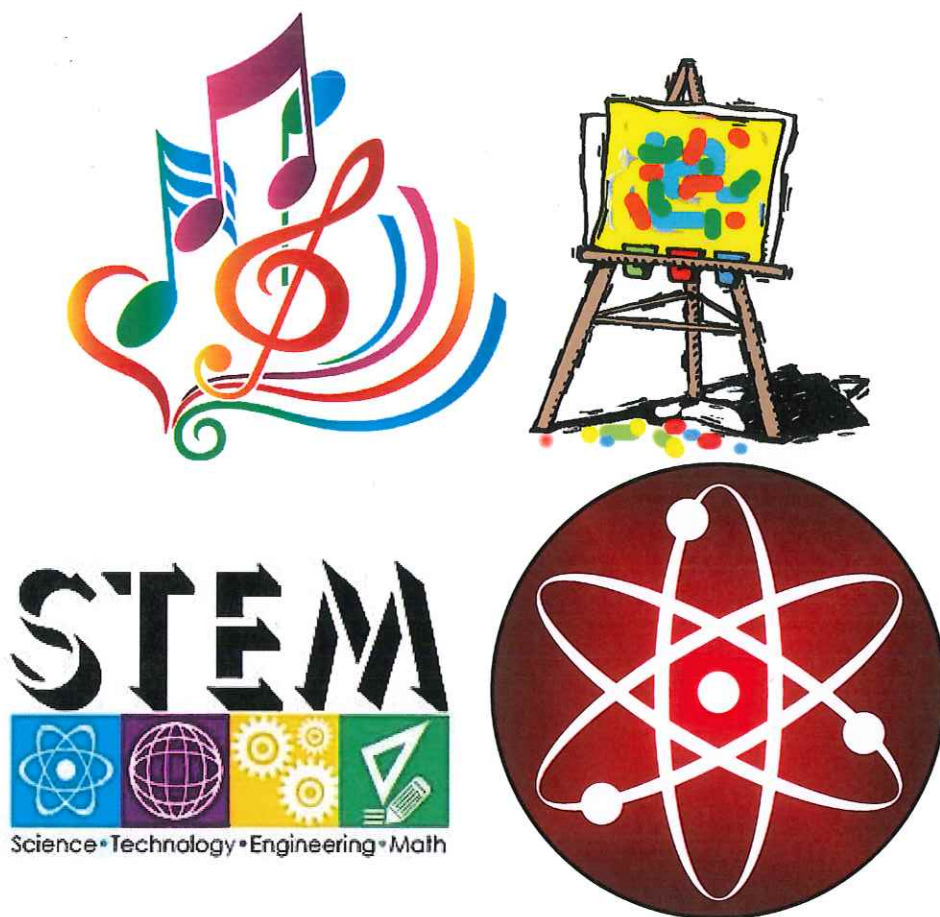
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Date



# TITLE IV

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants



### Title IV, Part A Student Support and Academic Enrichment (SSAE) Grants



## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): AACPS

Fiscal Year: 2020

Title IV-A Point of Contact: Mary Tillar

Telephone: 410-222-5365

E-mail: mtillar@aacps.org

#### Title IV, Part A Application

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment

1.0: Consultation (Required)

2.0: Administrative Costs (Allowable)

3.0: Needs Assessment (Required)

4.0: Activities to Support Well-Rounded Educational Opportunities (Required)

5.0: Activities to Support Safe and Healthy Students (Required)

6.0: Activities to Support the Effective Use of Technology (Required)

7.0: Equitable Services (Required)

8.0: Assurances (Required)

9.0: Internet Safety (Required)

10.0: Budget Narrative

**The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:**

- 1) provide all students with access to a well-rounded education;
- 2) improve school conditions for student learning; and
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

## 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 (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

**Consultation: In developing the application an LEA will:**

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.



## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: AACPS

Fiscal Year: 2020

#### 1.0 CONSULTATION - Required

Please provide a description of how the LEA, or consortium of such agencies, *meaningfully consulted* with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).

**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 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 focus 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. Provision of learning models that include these modalities ensures learning profile matches with digital citizenship often demanded in higher education.**

**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.**

**Stakeholder feedback (Board Meetings, Teacher Forums, DCs/School Lead Communications, Parent Advisories, etc.) provide on-going input on current offerings based on research (gap assessments) annually with school-year program implementation. Gap notation is outlined in each activity below.**

**ACTIVITY Consultation:**

- The Office of School Counseling has been working with college and universities to assist in the college preparation and application process for AACPS high school students. Over the past few years, many high schools have provided students with extra assistance and support over the summer with the college process. The identified activity in 4.0 will expand this process.**
- Co-Curricular (including Robotics) – Community request for equitable access of Robotic club options; school-based recognition of co-curricular impact on skill application with passion and**



## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

#### interest

- **Environmental Science – Community entities** (e.g. Anne Arundel County Department of Parks & Recreation, Maryland Department of Natural Resources, National Park Service, Chesapeake Bay Environmental Center, Chesapeake Bay Foundation) with School System stakeholders,
- **SEFEL:** The SEFEL training is a result of work completed by the AACPS' Pre-K – 2 Social Emotional Workgroup. The subcommittee for Outcome #1 identified a need to establish a continuum of supports and interventions in pre-kindergarten to grade two to include: universal, targeted, and intensive supports. In addition, the subcommittee identified existing curriculum connections to ensure fidelity of implementation (counseling curriculum, SEFEL, Move, Move, Move: Healthy Bodies/Healthy Minds and Structured Play.
- **Calming Kits:** The self-regulation, sensory tools identified in the kit support SEL/development critical for engagement of our youngest learners. The Pre-K and 1<sup>st</sup> grade kits will compliment the kits ordered for K in the FY '18 Title IV grant as we strive to support all learners; promote access and success in the teaching and learning process (AACPS Pre-K-2 Social Emotional Workgroup)
- **Second Step:** Over the past two years, we have been The Office of Student Services has been working with the Office of School Performance over the past two years to implement the Second Step Social Emotional Curriculum in AACPS elementary schools. Over the past two years, we have been able to purchase curriculum materials and train forty elementary schools on implementation and monitoring of fidelity. We would like to expand this implementation to ten additional elementary schools for the 2020-21 school year
- **Mentorship/Internship:** Residents of the Housing Authority of Annapolis were consulted to provide insight on what specifically would be beneficial in this mentoring program. Annapolis High School administration and staff were also consulted to ensure alignment with the tenets of this mentoring program. Eta Eta Lambda Chapter of Alpha Phi Alpha were consulted along with other National Pan-Hellenic Council members discussed their fraternity/sorority's emphasis on mentoring being a component of their national programs.

Please provide a description of how the LEA, or consortium of such agencies, will use *ongoing consultation* to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

With the implementation of the Strategic Plan, on-going consultation with progress monitoring /accountability measures occur with school stories/sharing and ESSA indicators. 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. They focus is on ensuring the voices of our constituents and clients in educational action.

Additionally as a system that believes in "System Thinking" consults within as well as outside to coordinate efforts as voices and actions purposeful in nature is key to student results and programming evolution.

Specific to this grant (as with FY '19), students, educators, and parents will be asked to provide feedback on the role of transforming experiences in student connection, passion development, academic application, and happiness. With the focus on the whole child and a well-rounded education, consultation will further explore

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

student outlook on learning and school membership in addition to their impact on inspiring lifelong pursuits.

Please provide a description of how the LEA or consortium of such agencies will *coordinate the implementation of local activities with other programs*, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

AACPS coordinates the implementation of the targeted grant activities with existing system structures. 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. What is key here is social/emotional competency and ability to engage as independent thinkers with regulation.

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: AACPS

Fiscal Year: 2020

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 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: AACPS

Fiscal Year: 2020

ESSA Annual Report 2019

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

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

Item	Access to, and opportunities for, a well-rounded education for all students	School conditions for student learning to create a healthy and safe school environment	Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology
561	Meaningful consultation is valued with internal and external community members. This includes System stakeholders, student voices, community/PTA&PTOs, school-staff, IHE, etc., and arts partners.	Meaningful consultation is valued with internal and external community members. This included: <ul style="list-style-type: none"> <li>• System Divisions, Departments, and Offices (e.g. Office of Early Childhood, Office of Advance Learner Programs, Office of Multi-Tiered Systems of Support, Office of Birth to 5 Programs, Office of School Performance, Office of Student Services, Office of Equity and Accelerated Student Achievement, and Office of Special Education)</li> </ul>	Meaningful consultation is valued with internal and external community members. This includes the Home Instruction Office/Community, Student Voices, parents, Office of Instruction Technology, and MSDE (approved nonpublic).
3.1 Anne Arundel County Public Schools	Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process?		

Updated 10-30-2019

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

3.2	What data are needed to best understand local needs?	<ul style="list-style-type: none"> <li>Club/Co-curricular Data</li> <li>BTE/Consolidated Plan</li> <li>TSI / EOC School Summaries</li> <li>ESSA Data – Student Group Examination</li> </ul> <p>Needs Assessment Statements</p> <ul style="list-style-type: none"> <li>College Camp: AACPS has seen a decrease in the number of students applying to college and getting accepted into a four year college or university (2018 to 2019: From 68% to 55%). Many of our students need more support and assistance in the process with time during the summer to complete all application requirements. This grant activity will focus on supporting first generation, FARMS, and minority populations.</li> <li>College and Career Readiness – Workforce Development: Recognizing</li> </ul>	<ul style="list-style-type: none"> <li>Housing Authority of Annapolis, Annapolis High School, Anne Arundel County Partnership for Children and Families</li> <li>Behavioral Incident/Discipline Data</li> <li>K-5 Workgroup Summaries</li> <li>ESSA Climate Survey</li> <li>BTE/Consolidated Plan</li> </ul> <p>Needs Assessment Statements</p> <ul style="list-style-type: none"> <li>Calming Kits/SEFEL: Based on the AACPS' Kindergarten Readiness scores, only 31% of students from low-income households demonstrate readiness. There is a 26-point achievement gap between low-income and mid/high income students. Despite the AACPS Strategic goal for 100% of second grade students to be reading at or above grade level, 30% are not meeting grade level expectations.</li> <li>A five-year trend of pre-kindergarten and kindergarten students referred for support has increased 105% over the past 5 years</li> </ul>	<ul style="list-style-type: none"> <li>Technology Inventories</li> <li>Curricular STA Summaries – digital footprint</li> <li>Home Instruction Data</li> <li>BTE/Consolidated Plan</li> </ul> <p>Needs Assessment Statement:</p> <ul style="list-style-type: none"> <li>Home Instruction decision-making (enrollment decisions) informs us that continued evolution of personalized learning with a digital/online or virtual framework is critical if we are to meet all needs and foster CCR of all students.</li> </ul>
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## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>external barriers to workforce development, AACPS has partnered with AACC in the provision of college course opportunities that open doors to transferable credit/degree access and/or workforce certificates that enable skills and employment potential.</p> <ul style="list-style-type: none"> <li>• Co-Curricular/Club: Recognizing the role of experiences in student growth, AACPS is focusing on opportunity and achievement gaps in the development of county students and CCR.</li> <li>• Environmental Science (4.9B): GAP: Focus on middle school socio-emotional wellness is important as middle schoolers are transitioning to independence and increased stress. Anne Arundel County Public Schools has 19 middle schools, most which have been built in the 1960s and 1970s. With over 700 acres of property, the potential for opportunities to utilize and enhance the property for</li> </ul>	<ul style="list-style-type: none"> <li>• Calming Kits/Second Step: AACPS has seen an increase in discipline referrals and mental health concerns in elementary-aged children. Many of our young children do not possess the social skills to be available for learning and this explicit social skills instruction allows for them to develop and practice these skills.</li> <li>• Mentorship/Internship – Every child deserves a champion. This is significant for students with financial limitations. The grant is focused/designed to support households most impacted by poverty so that the potential is driving decisions for our youth.</li> </ul>	
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# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>outdoor learning and wellness natural areas is great. Most of our middle schools do not have outdoor classroom or spaces that are conducive for socio-emotional learning. Because of the age of the sites, many of the school sites are composed of expanses of fields and access to wooded areas do not exist. School counselors and teachers have not received training through pre-service training on how to utilize these spaces for instruction and counseling.</p> <ul style="list-style-type: none"> <li>• Environmental Science 4A</li> </ul> <p>Outdoor recreation activities and the environmental workforce both struggle with diversity, with low participation among culturally diverse groups and people from lower socioeconomic backgrounds. Scott (2013) points out that guests from lower income backgrounds may not have grown up with the experiences that make them comfortable</p>		
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## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>with outdoor recreation, may be made to feel unwelcome in parks frequented by more affluent residents, or may have a perception of parks as dangerous places. Carlone et al. (2015) found that students from “non-dominant groups” face significant identity-related challenges to participating in outdoor activities. A variety of techniques may help overcome these challenges, including gradual exposure to nature over the course of a long-term program and the chance to work with professionals in environmental fields. Similarly, a study by Gress and Hall (2017) found benefit in exposing students to a wilderness experience. They found that both scholarship and non-scholarship participants in the NOLS outdoor leadership program experienced statistically significant positive change in attitudes towards wilderness following the conclusion of the program,</p>		
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## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

ESSA Annual Report 2019		<p>regardless of whether their initial attitudes had been positive or negative.</p> <p>The WILD Habits program will blend recreation with stewardship through a year-long program designed to expose underserved students to outdoor opportunities they may not otherwise ever experience: fixing trails with a park ranger, camping under the stars, picking up litter along the shores of the Chesapeake Bay and then enjoying a kayaking trip. This potentially opens doorways to future career paths or recreational pursuits, and helps to diversify the fields of outdoor recreation and the environmental workforce.</p>			
3.3	<p>Do our current systems fully capture the needs of our hardest to serve students, including those who might experience adversity that might not come up in a survey or other data tools?</p>	<p>YES - All students and student groups are considered/captured in data tools</p> <p>Specifically, AACPS data assessment includes student ethnic and racial groups, disability status, and FARMs designation.</p> <p>Additionally, community &amp; student</p>	<p>YES- All students and student groups are considered/captured in data tools</p> <p>Specifically, AACPS data assessment includes student ethnic and racial groups, disability status, and FARMs designation</p> <p>Further, the activities identified in</p>	<p>YES- All students and student groups are considered/captured in data tools</p> <p>Specifically, AACPS data assessment includes student ethnic and racial groups, disability status, and FARMs designation</p> <p>Additionally, technology</p>	Anne Arundel County Public Schools



## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

ESSA Annual Report 2019		voice in program interest, and access informs school offerings and decisions. Equitable access is a driver.	5.0 further considered data over the last five years. There has been an increase in the number of discipline referrals for young children, as well as an increase in the number of young students who are displaying mental health concerns. Strategies integrated in the grant promote a preventative approach to SEL development and successful engagement.	inventories are updated annually as we expand digital platforms in teaching and learning; lead vehicle, MOI, and/or supplemental material. The personalized learning /virtual delivery model, further, recognizes the role of technology in learning to maximize results.
3.4	Are there inequities inherent in the system that are driving some of the local needs?	Lack of equitable access to co-curriculars/clubs (with meaningful experiences; including competitions) -School offering -Transportation  Inconsistent preparedness opportunities for students to believe college is obtainable	Valuing "All means ALL" the focus of the activities in 5.0 are to counteract readiness/engagement variation among our students. The goal is early intervention for results. Strategies identified are targeted and universal to maximize the teaching and learning process.	Digital footprint variation; however this activity is designed to move us forward in initiating a 21 <sup>st</sup> century virtual platform for enrolled students to maximize engagement with results.
3.5	How should the identified needs be prioritized when several significant needs are identified?	Equitable access to a holistic education is the focus of the grant.  School prioritization will take into consideration: -Current opportunities, -Community supported/sponsored events - Transportation accessibility - EOC/TSI Designations - Current School Data/Report Cards	Equitable access to a holistic education is the focus of the grant.  School prioritization will take into consideration: -Current opportunities, -Community supported/sponsored events - Transportation accessibility - EOC/TSI Designations - Current School Data/Report Cards	For the virtual pilot, AACPS will examine HI data and compliance at targeted grade levels.

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <b>AACPS</b>	Fiscal Year: <b>2020</b>
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To ensure that every student has access to a well-rounded education, LEAs, or consortium of such agencies, must work to develop activities that foster connections amongst students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.

One goal of Title IV, Part A is to ensure that each LEA, or consortium of such agencies, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a), 4106(e)(2)(C) and 4107(a)). **(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	<p>(1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)</p> <p>College Essay and Application Camp – Partners: Universities/Colleges (College Park, Salisbury, and Towson), Office of Student Services, Office of Curriculum (teachers)</p> <p>College Essay and Application Camp - Parents will be invited to attend the speaker workshops.</p> <p>Co-Curriculars/Clubs – School-based stakeholders, community &amp; student voice; including PTOs &amp; PTAs</p> <p>College Essay and Application Camp – Universities/Colleges (College Park, Salisbury, and Towson)</p> <p>Co-Curriculars/Clubs – Affiliated Organizations for competitions (local, state, and national) &amp; associated arts partners</p>
4.2	<p>(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities; [Section 4107](a)(2)</p>



# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

ESSA Annual Report 2019

	Environmental Science: Partners include but are not limited to AA County Department of Public Works, AACPS Facilities, The Wild Child, LLC, Anne Arundel County Department of Parks & Recreation, Maryland Department of Natural Resources, National Park Service, Chesapeake Bay Environmental Center, and Chesapeake Bay Foundation
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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
569	May include programs and activities, such as – (complete all that are applicable)			
Anne Arundel County Public Schools	3. (A) College and career guidance and counseling programs, such as: (i) postsecondary education and career awareness and exploration activities; (ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and (iii) financial literacy and Federal financial aid awareness activities [Section 4107](a)(3)(A).	<p><b>Program Objective:</b> By the end of the summer camp experience, all participating students (100%) will use their new skillset to a complete college application and apply to a college or university.</p> <p>- 80% of the applications will result in at least one acceptance.</p> <p><b>Program Outcome:</b> This camp will foster well-rounded educational opportunities by providing sessions for all students to</p>	<p>The boot camp is to reduce the barriers that exist in public education so that more students will attend college. With school counselor caseloads over 250 they are not able to provide individualized support. This camp will close the access and equity gap for many of our students.</p> <p>In the Institute of Higher</p>	<p>Total: \$17,310</p> <p>Instructional Materials (MOI)- \$1,250</p> <p>Staff Planning Stipends (40 hours x \$30) - \$1,200 Fixed Charges \$102</p> <p>Staff Instruction – Camp (9 hours x 20</p>

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.9 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used <b>(List total at the end)</b>
Item 19		<p>have access and support in the college essay and application process. Students need access to educational supports in post-secondary planning.</p> <p>100% of the participating camp students will complete a college application with all required component.</p> <p><b>Implementation/Overall Description:</b>  AACPS proposes a four day college preparation camp for students in August 2020. The first year will be a cluster of 4 high schools. Each day will be topics and speakers from AACPS and colleges and universities to provide knowledge and support in the college process. Time will be given to assist students completing their essays for their applications. This event will additionally support students in completing their college applications; including the provision of necessary information for scholarships and financial aid opportunities.</p> <p><b>Timeline:</b>  2019/2020, through the summer of 2020.</p> <p><b>Outcome/Evaluation:</b>  Increase in completed college applications.  Increase in college acceptance</p>	<p>Education Policy, they discuss a study that reveals why high achieving student fail to pursue post-secondary educational opportunities.  <a href="http://www.ihep.org/press/new-s-releases/misperceptions-and-unexpected-barriers-defer-some-nations-brightest-students">http://www.ihep.org/press/new-s-releases/misperceptions-and-unexpected-barriers-defer-some-nations-brightest-students</a></p>	<p>staff members at \$30 per hour) - \$5,400  Fixed Charges \$458  Buses - \$2,400  MOI (Journals) - \$5,500  Consultant Fee - \$1000</p>



# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used <b>(List total at the end)</b>
ESSA Annual Report 2019	(B) Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution [Section 4107](a)(3)(B).	<p><b>Program Details:</b></p> <p>Provision of co-curricular opportunities that promote the arts/application of arts &amp; humanities studies that foster passion and interest.</p> <p>Learning happens everywhere, not just inside a classroom. However, sustained learning happens with 1) students are provided with many opportunities to experience learning in nontraditional ways. This is especially seen with community involvement, programs and workshops.</p> <p><b>Objectives:</b></p> <p>Through co-curricular engagement, 100% of the participating students will gain 21<sup>st</sup> century skills with a deeper understanding of the art as evident by an individual or collaborative project completion.</p> <p><b>Outcomes:</b></p> <p>Through co-curriculars, students will develop specialized skills by being exposed to arts activities that ignite interest and further studies due to self motivation.</p>	<p><a href="https://remakelearning.org/blog/2014/07/09/the-impact-of-after-school-arts-programs">https://remakelearning.org/blog/2014/07/09/the-impact-of-after-school-arts-programs</a></p> <p><a href="http://www.sedl.org/afterschool/toolkits/arts/pdf/arts_lit_rev.pdf">www.sedl.org/afterschool/toolkits/arts/pdf/arts_lit_rev.pdf</a></p> <p><a href="https://www.arts.gov/sites/default/files/Research-Art-Works-Maryland.pdf">https://www.arts.gov/sites/default/files/Research-Art-Works-Maryland.pdf</a></p>	<p>3 Middle Schools- Total: \$51,082</p> <ul style="list-style-type: none"> <li>Club Liaisons - \$750 x2 per site (Total \$4,500) Fixed Charges \$382</li> <li>Club MOI \$500 per site (Total: \$1500)</li> <li>Extra-club day /2 hubs transportation per site for 18 weeks – Total (\$43,200)</li> <li>Immersive Experiences - \$500 per site (\$1500)</li> </ul>

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

490 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)	
ESAA Annual Report Item 19	<p>After engagement in the co-curricular, all club students (100%) will apply 21<sup>st</sup> century skills through an arts expression or production.</p> <p><b>Timeline:</b></p> <p>20/21 School year: The provision of 2-9 week or 1-18 week afterschool club offerings.</p> <p><b>Implementation:</b></p> <p>Students will be immersed in arts experiences that support future educational actions/choices or engagement.</p> <p><b>Evaluation:</b></p> <p>Student/Club Liaison feedback surveys (Pre-Post)</p>	<p><a href="https://www.roboticseducation.org/evidence">https://www.roboticseducation.org/evidence</a></p> <p>afterschoolalliance.org/docume nts/AfterschoolSTEMImpacts2 016.pdf</p>	<p>\$150,000 – ALL HS settings (\$10,000 for each comprehensive and alternative site)</p> <p>School Summary: Materials: \$3400 x 15= 51,000</p>	
572	<p>(C) Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”) such as:</p> <p>(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields;</p> <p>(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects</p>			
Arundel County Public Schools				



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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
ESSA Annual Report Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
Item 19	(such as robotics, science research, invention, mathematics, computer science, and technology competitions); (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; (iv) supporting the creation and enhancement of STEM-focused specialty schools; (v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; (vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education; [Section 4107](a)(3)(C)	anyone interested in robotics, engineering and technology.  <b>Program Objective:</b> By the end of the co-curricular period, in small groups, 100% of the participating students will design, build, and program their own robots  By the end of the co-curricular period, 100% of the participating students will participate in participate in games and activities  <b>Program Outcome:</b> With the provision of the grant all AACPS high school school have access to design thinking activities through extended learning tasks within a robotic club.  With Title IV activity funding, by the end of June 2021, all (100% of county) high schools will have an operationalized robotics co-curricular/club  <b>Timeline:</b> 19/20 – Planning Year 20/21 – Implementation of Robotic options/continuum or targeted at each high school  <b>Implementation</b> (during the 2020/21 school year): Provision of a robotics club(s); customized at each		Annual Fees/Event Registration: \$5000 x 15 = 75,000  Transportation: \$1500 per site x 15 = 22,500  Supplies \$100 x 15 = 1,500

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

40 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	<p><b>Brief Description of Specific Services including:</b></p> <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used <b>(List total at the end)</b>
ESSE Annual Report 2019		<p>high school (e.g. First Robotics, MESA, SeaPerch, Vex, etc.)</p> <p><b>Evaluation:</b> School data reports with qualitative feedback from students on impact of club; competition results</p> <p><b>Program Details:</b> AACPS, recognizing the leverage of college and career readiness in future success, has partnered with AACCC. 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.</p> <p><b>Objective:</b> 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.</p> <p><b>Outcome:</b> Through enrollment in the Signature transferable study or college certificate program, 100% of the participating students will earn a minimum 15 credits</p>	<p><a href="https://www.air.org/sites/default/files/downloads/report/ECHSI_Impact_Study_Report_Final_0.pdf">https://www.air.org/sites/default/files/downloads/report/ECHSI_Impact_Study_Report_Final_0.pdf</a></p> <p><a href="https://www.insidehighered.com/news/2013/06/26/early-colleges-positively-impact-students-study-says">https://www.insidehighered.com/news/2013/06/26/early-colleges-positively-impact-students-study-says</a></p> <p><a href="https://www.achieve.org/college-and-career-readiness">https://www.achieve.org/college-and-career-readiness</a></p>	<p>Total based on 6 sites: <b>\$14,400</b></p> <p>Junior Year Registration Fees (6 sites): \$5,400</p> <p>Senior Year Registration Fees (4 sites):\$7,200</p> <p>College Fees for 20/21 – \$25 per student/flat fee for the year per student – \$1,800</p> <p>Note: Estimate based on base of 12 (12 students per course)</p>
4.6	(D) Efforts to raise student academic achievement through accelerated learning programs, such as: (i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or (ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses; [Section 4107](a)(3)(D) The MSDE recommends that LEAs consider this allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available.			



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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
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ESSA Annual Report Item 19	by the end of their senior year.  Increase college credit acquisition prior to high school graduation – open door of opportunity!  <b>Implementation:</b> Planning – Spring 2020 Course tuition alignment with the all of 20/21  <b>Timeline:</b> March 2020-May 2021  <b>Evaluation:</b> Data assessments on enrollment and course completion			
4.7 Anne Arundel County Public Schools	(E) Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; [Section 4107](a)(3)(E)  (F) Foreign language instruction; [Section 4107](a)(3)(F)	N/A	N/A	N/A
4.8 Anne Arundel County Public Schools	(G) Environmental education; [Section 4107](a)(3)(G)	N/A	N/A	N/A
4.9 Anne Arundel County Public Schools	<b>Program Details:</b> <b>Objectives:</b> Reach students of color and underserved students to provide them with experiences that connect them with the environment and local culture, provide experiences for career potential and engage them in service to their community.	Carlone, H. B., Huffling, L. D., Tomasek, T., Hegedus, T. A., Matthews, C. E., Allen, M. H., & Ash, M. C.. (2015). 'Unthinkable' Selves: Identity boundary work in a summer field ecology enrichment	Total: \$35,571  2 teachers – 20 hours x \$30 to develop curriculum for club meetings. Form partnerships for	

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

490 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used <b>(List total at the end)</b>
ESAA Annual Report 2019		<p>Recruitment from five high schools to start an afterschool club that focuses on environmental and conservation issues in the community. Students would meet weekly and engage in weekend excursions in an immersive experience of nature and conduct an environmental service opportunity at various sites in the state. As part of the weekly club meetings students engage in dialog to help steer the content of the club; guest speaker topics and environmental action projects. Through 6 weekend excursions, students will engage in outdoor experiences as well as take action for the environment. This might be a weekend camping trip to a state park that includes removing invasive species or it could be a boating experience that has them collect data on water quality or working on an oyster restoration project. As a culminating experience, at least 80% of students will engage in a week-long summer camp experience which would include, service, and backpacking, boating and other outdoor pursuits.</p> <p><b>Outcomes:</b> By the end of the yearlong experience (school year), targeted students from disadvantaged and diverse student groups will attend 80% of the club events and engage in a minimum of 1 experience.</p>	<p>program for diverse youth. International Journal of Science Education, 37(10), 1524 - 1546. presented at the 2015/07/03/. Retrieved from <a href="http://dx.doi.org/10.1080/09500693.2015.1033776">http://dx.doi.org/10.1080/09500693.2015.1033776</a></p> <p>Gress, S., &amp; Hall, T.. (2017). Diversity in the outdoors -- National Outdoor Leadership School students' attitudes about wilderness. Journal of Experiential Education. doi:<a href="http://dx.doi.org/10.1177/1053825916689267">http://dx.doi.org/10.1177/1053825916689267</a></p> <p>Scott, D. (2013). Economic inequality, poverty, and park and recreation delivery. Journal of Park and Recreation Administration, 31(4), 1-11.</p>	<p>weekend excursions and guest speakers (\$1,200) Fixed Charges \$102</p> <p>5 teacher extracurricular stipend - \$750 per contract : Weekly club meetings at five high schools \$3,750) Fixed charges \$318</p> <p>5 Teachers/1 program manager (6) @ \$30 per hours for 93 hours – club implementation hours=\$16,740 Fixed charges \$1,419</p> <p>Professional Development Instructional Salaries &amp; Wages Environmental Literacy - Stipends for teachers for workshop on club and excursions 5 Teachers/1 program</p>



# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

40 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
System	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used <b>(List total at the end)</b>
ES&A Annual Report 2019		<p>Through the provision of experiences, all students 100%) will communicate career potential with a greater awareness of service to the community.</p> <p><b>Outcomes:</b></p> <p>By the end of the yearlong experience (school year), targeted students from disadvantaged and diverse student groups will attend 80% of the club events and engage in a minimum of 1 experience.</p> <p><b>General Notes:</b></p> <p>Develop year long outline/activity menu for teachers and students to utilize as part of club meetings</p> <p>Recruit high school teachers to be club sponsors and mentors.</p> <p>Provision of teacher professional development that outlines goals, provides resources</p> <p>Organize monthly experiences (Camping at State Parks, Blackwater Wildlife Refuge and the Harriet Tubman Underground Railroad State Park)</p> <p>Design cultural immersion at Smith Island with Chesapeake Bay Foundation</p> <p>Provide a Chesapeake Bay Boating Experience</p>		<p>manager (6) @ \$30 per hours for 15 hours=\$2700 Fixed charges \$229</p> <ul style="list-style-type: none"> <li>• PD for teachers to run club: Conduct training for club leaders (teachers). Team-building session and Camping / stewardship trip.</li> </ul> <p>Materials of Instruction –\$3000</p> <p>Supplies: \$3,113</p> <p>Transportation: for excursions - 6 busses 6 x \$500 average per bus (\$3000)</p>

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<p>Provide week-long Summer experience that build self reliance, team building,</p> <p><b>Implementation:</b>            Winter / Spring 2020 - Planning Phase            Develop curriculum for club meetings.            Form partnerships for weekend excursions and guest speakers. Potential partners include: DNR/Maryland State Parks, AA County Recreation and Parks, National Park Service, Chesapeake Bay Foundation, Chesapeake Bay Environmental Center            Reach out to teachers that make ideal candidates for club leaders.</p> <p>Summer 2020 - Training Phase            - Conduct training for club leaders (teachers).            - Team-building session at Arlington Echo.            - Camping / stewardship trip.</p> <p>School year 2020 - 2021 - Implementation            - Weekly club meetings at five high schools. Sessions to include: local (school-based or walkable) stewardship activities, guest speakers, local outdoor recreation (e.g., birding, hiking, fishing, etc).            - Six weekend excursions spread throughout the school year, open to club members from</p>		



# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

40 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used <b>(List total at the end)</b>
Item 9B	(G) Environmental education; [Section 4107](a)(3)(G)	<p>all five schools (no more than one per month):</p> <ul style="list-style-type: none"> <li>- Weekend at Arlington Echo Outdoor Education Center</li> <li>- Extended day trip on Skipjack with Chesapeake Bay Foundation</li> <li>- Weekend at Smith Island</li> <li>- Extended day trip to Blackwater Wildlife Refuge</li> <li>- Extended day trip to Chesapeake Bay Environmental Center</li> <li>- Four-day weekend at Shenandoah National Park</li> </ul> <p><b>Timeline:</b> February 2020 – June 2021</p> <p><b>Evaluation:</b> Pre and post survey experiences Feedback notes</p> <p><b>Program Details:</b> FY '19 Project Expansion – Additional Sites Environmental Literacy's focus is to 1) expose students to the natural environment through experiences that immerse them into nature and have them engage with our local environment while providing 2) the opportunity for experiences that connect their curriculum with environmental</p>	Child-initiated learning, the outdoor environment and the 'underachieving child.' Early Years, 33(3), 212 - 225. Volk, T. L., & Cheak, M. J. (2003). The effects of an environmental education program on students, parents, and community. Journal of	<p>Total for 3 schools: \$75,615</p> <p>School counselor workshop stipends - \$1,350 Fixed charges \$114</p> <p>Teacher workshops on using the outdoors in</p>

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used <b>(List total at the end)</b>
		<p>enhancements. Enclosed – Natural Connections through Greener Schoolyards</p> <p>Natural Connections through Greener Schoolyards</p> <p>Rationale: "Students who engage in outdoor experiences have boosted confidence, indicate a higher interest in school, and have improved scores on critical thinking and cognitive achievement tests. Exposure to outdoor natural environments increases awareness of local flora and fauna and students are more aware of their impact on the environment, building citizen stewards to care for our environment. Connecting middle school students with their local environment builds a relationship with the natural environment and connects students with the world around them. Middle school is an important age to build empowerment and self-confidence. Studies have shown that just having more green spaces on school grounds can reduce stress, help students focus and regulate behavior. Utilizing the green spaces for instruction had shown higher academic, enhanced attitudes and engagement with school, supporting creativity, critical thinking and problem solving. Many of our schoolyards were designed many years ago and were not designed with outdoor classrooms, and other green spaces in mind. Many of our schools are barren landscapes with little or no trees and vast expanses of grass for ballfields.</p>	<p>Environmental Education, 34(4), 12–25. Rios &amp; Brewer (2014). <a href="https://eric.ed.gov/?id=EJ770045">https://eric.ed.gov/?id=EJ770045</a> <a href="https://www.childrenandnature.org/wp-content/uploads/2017/10/CNN2016GSY_AcadOut_d7-3.pdf">https://www.childrenandnature.org/wp-content/uploads/2017/10/CNN2016GSY_AcadOut_d7-3.pdf</a></p> <p>Outdoor education and science achievement. Appl Environ Educ Commun, 13(4), 234–240. Farmer, J., Knapp, D., &amp; Benton, G. M. (2007). <a href="https://www.bing.com/search?q=Farmer,+knapp,+and+benton&amp;src=IE-SearchBox&amp;FORM=IESR4A">https://www.bing.com/search?q=Farmer,+knapp,+and+benton&amp;src=IE-SearchBox&amp;FORM=IESR4A</a></p> <p>An elementary school environmental education field trip: Long-term effects on ecological and environmental knowledge and attitude</p>	<p>learning (30 x 3 hours x \$30 per hour) x 3 schools - \$8,100 Fixed charges \$687</p> <p>Temporary staff – project manager (36 weeks x 20 hours x \$23) - \$16,560 Fixed charges \$1,404</p> <p>Instructional contracts: design and implementation of landscape project (\$15,800 x 3) = \$47,400</p>



# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
ESSA Annual Report Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
581		<p><b>Objectives:</b> Students will experience activities that will engage them in learning and provide avenues to life-long pursuits, and socio emotional wellness.</p> <p>Through the creation of infrastructure on school grounds, socio-emotional wellness of students will be visible.</p> <p>By the end of the activity period, student engagement in an environmental, interdisciplinary experience will increase by 5% compared to last school year.</p> <p>Increased amount of vegetation, gardens, covered learning spaces, benching, and other features.</p> <p><b>Outcomes:</b> With the overall school environment as a more welcoming and calming space, counselors will utilize space with students in need.</p> <p>By the end of the school year, the number of students requesting to see a counselor for a mental health concern will decrease by 3% compared to last school year.</p> <p>Enhanced role of the outside in learning by the teachers.</p>	<p>development. Journal of Environmental Education, 38(3), 33–42. Birdsall, S. (2010). <a href="https://eric.ed.gov/?id=EJ914917">https://eric.ed.gov/?id=EJ914917</a></p> <p>Empowering students to act: Learning about, through and from the nature of action. Australian Journal of Environmental Education, 26, 65–84. Kellert (2005).</p> <p>Building for life: Designing and understanding the human-nature connection. Washington, DC: Island Press. Li &amp; Sullivan (2016).</p> <p>Impact of views to school landscapes on recovery from stress and mental fatigue. Landscape Urban Plan, 148, 149-158</p>	

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

40 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required				
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul>	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
40		<p>By the end of the school year, 50% of the building educators will use the outdoor learning space once each semester.</p> <p><b>Timeline:</b> March 2020-June 2021</p> <p><b>Implementation:</b> Spring 2020 - Identify middle schools with high counseling needs, low school performance, and school grounds that lack greenspace and outdoor classrooms. Conduct interviews with school counselors and teachers to identify needs/wants. Summer 2020 - Hire program manager or continue project manager contract to work with school, maintenance, design, grounds and instruction to design areas based on school. Summer/Fall 2019 - Construction of areas Winter/Spring 2021- Intentionally focused workshops to engage counselors and teachers on how to use the spaces. Establishment of maintenance schedule. Spring 2021 - Use of site</p> <p>Program manager will evaluate and work with schools for implementation. Design and implementation of school projects will be conducted through a contractor in conjunction with school, the Coordinator of environmental Literacy &amp; Outdoor Education and Facilities personnel.</p>		

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required					
Item	Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)	
		<b>Evaluation:</b> Survey of use of grounds with teachers, number of reported guidance needs pre and post establishment of spaces.			
4.10	(H) Programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(H)	N/A	N/A	N/A	
583 4.11	(I) Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; [Section 4107](a)(3)(I)	N/A	N/A	N/A	
4.12	(J) Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107](a)(3)(J)	N/A	N/A	N/A	
<b>Total Projected Use of Funds for Well-Rounded Education Content Area (4.0):</b>				<b>\$343,978</b>	
<b>Projected % of Total Allocation for Well-Rounded Education Content Area (4.0):</b>				<b>33%</b>	

Anne Arundel County Public Schools



# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: **AACPS**

Fiscal Year: **2020**

ESSA Annual Report 2019

To guarantee the safety and well-being of every student, LEAs, or consortium of such agencies, must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAAE grant of at least \$30,000 must use at least 20 percent of SSAAE 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 local educational agency receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

**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.**

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5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]	
5.1	<ul style="list-style-type: none"> <li>• SEFEL - Partners: Office of Early Childhood, Office of Advance Learner Programs, Office of Multi-Tiered Systems of Support, Office of Birth to 5 Programs</li> <li>• Second Step Social Emotional Curriculum – Partners: Second Step, Office of School Performance, Office of Student Services, Office of Equity and Accelerated Student Achievement, and Office of Special Education</li> <li>• Mentorship/Internship – Partners: Housing Authority of Annapolis, Annapolis High School, Anne Arundel County Partnership for Children and Families, Office of Equity and Accelerated Student Achievement, and Office of Advanced Studies</li> </ul>
2	<ul style="list-style-type: none"> <li>• SEFEL training provides our classroom teachers and school counselors with research based instructional strategies and behavior supports to create a learning environment for all students. The application of these strategies and supports promotes social, emotional and behavior skills of our young learners to succeed in schooling, the workplace, relationships and citizenship</li> <li>• Second Step - We have fostered safe, healthy, and supportive environments with this activity by creating classroom environments in which students know how to problem-solve, handle emotions in a positive manner, and make good decisions. This will allow for a positive classroom culture and more learning to take place.</li> </ul>
5.3	<ul style="list-style-type: none"> <li>• Parent information, approval, and when appropriate engagement through workshops are integrated in all activities (4.0, 5.0, and 6.0)</li> </ul>

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

ESSA Annual Report 2019	5.4	(4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]	See Partner summary in 5.1	
5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]				
585	Item	Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:	Brief Description of Specific Services including: <ul style="list-style-type: none"><li>• Program Objectives</li><li>• Intended Outcomes</li><li>• Timeline</li><li>• Implementation</li><li>• Evaluation Plan</li></ul> Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
May include, among other programs and activities—(complete all that are applicable)				
		(A) Drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including: <ul style="list-style-type: none"><li>(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and</li><li>(ii) professional development and training for school and specialized instructional support personnel education, early identification,</li></ul>	N/A	N/A
				N/A
				N/A



# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.6	586	5.8	<p>intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention;</p> <p>[Section 4108](5)(A)]</p> <p>(B)(i) School-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers;</p> <p>[Section 4108](5)(B)(i)]</p> <p>(ii) school-based mental health services partnership programs that-</p> <p>(I) are conducted in partnership with a public or private mental health entity or health care entity; and</p> <p>[Section 4108](5)(B)(ii)(I)]</p> <p>(II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are-</p> <p>(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);</p> <p>(bb) coordinated (where appropriate) with early intervening services provided</p>	N/A	N/A	N/A	N/A
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# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

ESSA Annual Report 2019

	under the Individuals with Disabilities Education Act; (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise [Section 4108](5)(B)(ii)(II)]			
5.9	(C)(i) Integrate health and safety practices into school or athletic programs [Section 4108](5)(C)(i)]	N/A	N/A	N/A
5.10 587	(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students; [Section 4108](5)(C)(ii)]	N/A	N/A	N/A
5.11	(iii) help prevent bullying and harassment; [Section 4108](5)(C)(iii)]	N/A	N/A	N/A
5.11 Anne Arundel County Public Schools	(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; [Section 4108](5)(C)(iv)]	N/A	N/A	N/A

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<p>(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 [Section 4108](5)(C)(v)]</p>	<p><b>Program Details:</b> Social and emotional learning will be taught through a two pronged process. First, participants will be paired with a caring adult who will serve as a mentor and life coach. This mentor will help participants make connections between academic achievement and post-secondary opportunities (or lack thereof). Secondly, as a part of the mentorship, participants will use Naviance to explore possible careers. After identifying a possible career choice, participants will be connected with internship opportunities, using the System's Internship Portal, in their chosen field. As a result of the mentorship and internship, these activities will support safe and healthy students.</p> <p><b>Objective:</b> Through the establishment of a mentor relationship, 80% of the identified students will demonstrate academic success (no failing grades in core content classes and be able to identify one career of future interest.</p> <p><b>Outcomes:</b> Identify a mentor: On-going connection with a caring adult (meeting with mentor once a week); Complete a College and Career Interest Survey (Naviance) and explore a potential career Increased academic performance (no failing grades in core content classes) Increased attendance (no more than 5 days of absence in a school year).</p> <p><b>Timeline:</b> March 2020-June 2021</p>	<p><a href="https://www.mentoring.org/why-mentoring/mentoring-impact/">https://www.mentoring.org/why-mentoring/mentoring-impact/</a> <a href="https://www.mentoring.org/program-resources/the-center-for-evidence-based-mentoring/">https://www.mentoring.org/program-resources/the-center-for-evidence-based-mentoring/</a> <a href="https://youth.gov/youth-topics/mentoring/benefits-mentoring-young-people">https://youth.gov/youth-topics/mentoring/benefits-mentoring-young-people</a></p>	<p>20/21: Weekly contact – for three hours for all mentees (20) for 36 weeks @ \$30 per hour - \$64,800 Fixed charges \$5,494  Total \$70,294</p>
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# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

			<p><b>Implementation:</b> Spring 2020 – Mentorship Design Phase 20/21 – Implementation</p> <p><b>Evaluation:</b> College/Career Survey Student Impact Survey Grade Assessment (Power School)</p> <p>N/A</p>	N/A	
5.14	(vi) Establish or improve school dropout and re-entry programs; [Section 4108](5)(C)(vi)]		<p><b>Program Details:</b> AACPS proposes to expand the use of the Second Step Social-Emotional Learning K-5 Curriculum to 10 additional elementary schools. The implementation and expansion of the use of this curriculum will allow students to develop the social, emotional, and relationship skills that are necessary to adapt to stressors and connect to school. This is a preventative measure to help students encounter the daily stressors that they may be facing in a positive manner.</p> <p><b>Objectives:</b> Through increased social emotional competence, students will engage in preventative strategies to manage behavior.</p> <p>By the end of the school year, discipline referrals will decrease by 5%.</p> <p><b>Outcomes:</b> Decrease in discipline referrals of our youngest learners (Each school will see a 5% decrease in discipline referrals and an increase in time in</p>	<p>N/A</p> <p><a href="http://www.secondstep.org/research">http://www.secondstep.org/research</a>  <a href="http://www.secondstep.org/elementary-school-curriculum">http://www.secondstep.org/elementary-school-curriculum</a>  <a href="https://www.victor.org/program/second-step">https://www.victor.org/program/second-step</a>  <a href="https://www.positivepieces.com.au/second-step">https://www.positivepieces.com.au/second-step</a>  <a href="https://www.cfchildren.org/programs/social-emotional-learning/">https://www.cfchildren.org/programs/social-emotional-learning/</a></p>	K-5 Second Step Curriculum Bundle (10 schools/4 kits per school) @ \$2,529 each = \$101,160
5.15	(vii) Establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports; [Section 4108](5)(C)(vii)]				

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>class (qualitative data/individual student reports)</p> <p>Program fidelity with monitoring established through the School Improvement Plan (SIP) of each school as evidenced by walkthrough tool usage</p> <p><b>Implementation:</b> 2020-21 school year for initial implementation. Implementation will continue in subsequent years.</p> <p><b>Timeline:</b> 2020-2021 school year</p> <p><b>Evaluation:</b> Referral assessment SIP Plan/Walk-through evidence</p>			
5.16	<p>(D) High-quality training for school personnel, including specialized instructional support personnel, related to:</p> <ul style="list-style-type: none"> <li>(i) suicide prevention;</li> <li>(ii) effective and trauma-informed practices in classroom management;</li> <li>(iii) crisis management and conflict resolution techniques;</li> <li>(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102));</li> <li>(v) school-based violence prevention strategies;</li> <li>(vi) drug abuse prevention, including educating children</li> </ul>	N/A	N/A	N/A	N/A



# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

ESSA Annual Report 2019	facing substance abuse at home; and (vii) bullying and harassment prevention; [Section 4108](5)(D)]				
5.17 591	(E) 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; and (ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child; [Section 4108](5)(E)]	N/A	N/A	N/A	N/A
Anne Arundel County Public Schools 58	(F) 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 local educational agencies in the State, determines that such evidence is	N/A	N/A	N/A	

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

	<p>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”; or [Section 4108](5)(F)]</p>		<p><b>Program Details:</b> The Social and Emotional Foundations for Early Learning (SEFEL) Program provides a framework for both teachers and families to address behavior concerns. The SEFEL program focuses on positive reinforcement and closely models PBIS; specifically, providing consistent behavior management strategies and language usage for our youngest learners. In addition, SEFEL is recognized by MSDE and the childcare community as a best practice when meeting the needs of preschoolers with behavior concerns.</p> <p><b>Objectives:</b> Through increased social emotional competence, students will engage in preventative strategies to manage behavior.</p> <p>By the end of the school year, discipline referrals will decrease by 5%.</p> <p><b>Outcomes:</b> To promote social emotional development and school readiness, AACPS will train all school counselors and ECI, pre-kindergarten and kindergarten teachers, in the social emotional foundations for learning. -Participants understanding of</p>	<p><a href="http://csefel.vanderbilt.edu/documents/rs_infant_mental_health.pdf">http://csefel.vanderbilt.edu/documents/rs_infant_mental_health.pdf</a> <a href="https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=1477&amp;context=caps_thes_all">https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=1477&amp;context=caps_thes_all</a> <a href="https://jayscholar.etsu.edu/cgi/viewcontent.cgi?article=1017&amp;context=edstu">https://jayscholar.etsu.edu/cgi/viewcontent.cgi?article=1017&amp;context=edstu</a> <a href="https://ncceln.fpg.unc.edu/sites/ncceln.fpg.unc.edu/files/resources/M9AllHandouts.pdf">https://ncceln.fpg.unc.edu/sites/ncceln.fpg.unc.edu/files/resources/M9AllHandouts.pdf</a></p>	<p>Total: \$44,601</p> <p>Funds will cover the cost of substitutes for the two face to face trainings for schools in Cohort #2 and Cohort#3</p> <p>Cohort #2 – 13 schools (68 teachers x \$100 = 6,800 x 2 days = \$13,600 Fixed charges \$1,153</p> <p>Cohort #3 – 18 schools (109 teachers x \$100 = \$10,900 x 2 days = \$21,800) Fixed charges \$1,848</p> <p>School MOI – 31 sites x \$200 : \$6,200</p>
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# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>SEFEL principles</p> <ul style="list-style-type: none"> <li>-Understanding of best practices to meet the needs of our children with challenging behaviors</li> <li>-Implementation of behavior strategies in the classroom</li> </ul> <p>Decrease in discipline referrals of our youngest learners (Each school will see a 5% decrease in discipline referrals and an increase in time in class (qualitative data/individual student reports)</p> <p><b>Implementation:</b> Cohort #2 – Fall 2019 13 schools (remaining schools identified through the Striving Readers grant) Module 1 – online, Module 2 &amp; 3 – face to face training</p> <p>Cohort #3 – Spring 2020 18 schools Module 1 – online, Module 2 &amp; 3 – all day face to face training (Special note: Cohort #1 – 25 schools trained in 2018-2019 through the Striving Readers grant)</p> <p><b>Timeline:</b> Fall 2019(grant receipt)-June 2020</p> <p><b>Evaluation:</b> Referral assessment Teacher PD Survey N/A</p>	N/A	N/A
5.26	(H) Designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: (i) establishing partnerships within the community to provide resources and support for schools; (ii) ensuring that all service and			

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<p>community partners are aligned with the academic expectations of a community school in order to improve student success; and (iii) strengthening relationships between schools and communities; or [Section 4108](5)(H)]</p>	<p>(I) Pay for success initiatives aligned with the purposes of this section. [Section 4108](5)(I)]</p>	<p><b>Program Details:</b> Expand Calming Kits established in the FY'18 Title V Grant (amendment) to Pre-K and 1<sup>st</sup> Grade</p> <p>Research denotes a calm and peaceful environment in the classroom of our youngest learners lays the foundation for better learning of both academic and social skills.</p> <p><b>Objectives:</b> Through the use of "Calming Stations," students will enhance executive functioning skill development/self-regulation.</p> <p>Through the use of "Calming Stations," students will enhance shifting of SEL barriers and re-engage in learning.</p> <p>By the end of the school year, discipline referrals will decrease by 5%.</p> <p><b>Outcomes:</b> Improve active engagement, reducing time required for instructional removals</p> <p>Enhance student driven self-regulation; build independent thinkers</p> <p>Decrease in discipline referrals of our</p>	<p>The concept of a calming station is well published. Impact on educational results were in fact significantly seen in Compassionate School Projects.</p> <p><a href="https://connectability.ca/2010/09/23/calming-strategies-to-use-with-children/">https://connectability.ca/2010/09/23/calming-strategies-to-use-with-children/</a></p> <p><a href="https://www.thewatsoninstitute.org/watson-life-resources/situation/classroom-calming-corner/">https://www.thewatsoninstitute.org/watson-life-resources/situation/classroom-calming-corner/</a></p> <p><a href="https://www.responsiveclassroom.org/teaching-self-calming-skills/">https://www.responsiveclassroom.org/teaching-self-calming-skills/</a></p> <p><a href="https://www.compassionschools.org/">https://www.compassionschools.org/</a></p>	<p>MOI – Calming Kits/Break Boxes with tools = \$138,250</p> <ul style="list-style-type: none"> <li>• Pre-K: \$30,810</li> <li>• 1<sup>st</sup> grade: \$107,440</li> </ul> <p>AACPS utilized the "K" kit cost from the summer 2019 purchase summary. Each kit is estimated at \$395.00. It is important to note that multiple vendors are involved, including Fun &amp; Function.</p>
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# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

		<p>youngest learners (Each school will see a 5%)</p> <p>50% "Learning Behavior" noting of consistently demonstrating on the report card by the end of the school year.</p> <p><b>Implementation:</b> Purchase materials/Break Boxes (developmentally appropriate spring of 2020).</p> <p>Implement Calming Kits in 20/21 after online training provisions for teachers.</p> <p><b>Timeline:</b> February 2020 – June 2021</p> <p><b>Evaluation:</b> Discipline data review / teacher surveys</p>		
<b>Total Projected Use of Funds for Safe and Healthy Students Content Area (5.0):</b>			<b>\$354,305</b>	
<b>Projected % of Total Allocation for Safe and Healthy Students Content Area (5.0):</b>			<b>34%</b>	

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <b>AACPS</b>	Fiscal Year: <b>2020</b>
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To increase access to personalized, rigorous learning experiences supported by technology, local educational agencies, or consortium of such agencies, must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any local educational agency, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA, or consortium of such agencies, receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 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.**

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan  <b>Program Details:</b> Establishment of a personalized learning/ virtual opportunity for 20 6 <sup>th</sup> and 20 9 <sup>th</sup> grades in 20/21  Establishing a secondary program that initiates with 6 <sup>th</sup> and 9 <sup>th</sup> grade, affords a gradual entrance that ensures online system sophistication is current with technological times; embracing of 21st century learning tenets and platforms.	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used <b>(List total at the end)</b>
Anne Arundel County Public Schools	(1) Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (A) Personalize learning to improve student academic achievement; (B) Discover, adapt, and share relevant high-quality educational resources; (C) Use technology effectively in the classroom, including by administering computer-based		<a href="https://www.edweek.org/cw/articles/2016/10/19/personalized-learning-what-does-the-research-say.html">https://www.edweek.org/cw/articles/2016/10/19/personalized-learning-what-does-the-research-say.html</a>  <a href="https://www.air.org/resource/spotlight-personalized-learning">https://www.air.org/resource/spotlight-personalized-learning</a>  <a href="https://sites.hks.harvard.edu/pepg/PDF/FLVS%20PEPG%20working%20paper%20(3).pdf">https://sites.hks.harvard.edu/pepg/PDF/FLVS%20PEPG%20working%20paper%20(3).pdf</a>	Total:  Online registration Service /Support for 40 (6 <sup>th</sup> & 9 <sup>th</sup> ) Total: \$257,573  Virtual School



# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

60 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]	<p>Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:</p> <p>assessment and blending learning strategies; and</p> <p>(D) Implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.</p> <p>[Section 4109](1)]</p>	<p>Brief Description of Specific Services including:</p> <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Intended Outcomes</li> <li>• Timeline</li> <li>• Implementation</li> <li>• Evaluation Plan</li> </ul> <p>With a vendor selection, AACPS can create suites of learning where courses contain lessons with interactive, multimedia instruction and activities grounded in real-world concepts that enable our students to make connections between learning and real-life situations that drive deeper understanding.</p> <p>Virtual schools promote a sense of community as collaboration is expected and potentially far-reaching (local, state, nation, international)</p> <p>Providing 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.</p> <p>AACPS Virtual Model/Proposal infuses co-curriculars online with monthly field experience options to ensure the tenets of in and out of the classroom include our virtual learners!</p> <p>AACPS will further recognize the emotional development with cognitive; vendor acquisition will include the establishment of a quality virtual learning partner who has an established team of professionals to help AACPS manage every aspect of implementing and managing a successful virtual program. This includes learning adaptation support, counseling integration, and</p>	<p>Cite the evidence based study or studies that support this strategy/activity if applicable.</p> <p><a href="https://www.heritage.org/technology/report/how-online-learning-revolutionizing-k-12-education-and-benefiting-students">https://www.heritage.org/technology/report/how-online-learning-revolutionizing-k-12-education-and-benefiting-students</a></p> <p><a href="http://fldoe.org/schools/school-choice/virtual-edu/index.stml">http://fldoe.org/schools/school-choice/virtual-edu/index.stml</a></p>	<p>Explanation of how funds will be used (List total at the end)</p> <p>Registrar – Temporary Monies (15 hours per week x 36 weeks x \$30 an hour): \$16,200 Fixed charges \$1,373. Virtual School enrollment for 40 students x \$6,000 per student – \$240,000</p>
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# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
		<p>home/school connectors. Additional infrastructure elements include access to a learning specialist, and system counseling/registrar recognizing the school lens under the umbrella of "ALL Means ALL!"</p> <p><b>Objective:</b> By June 2021, 40 re-enrolled public school students will be actively engaged in a virtual school opportunity (approved MSDE Nonpublic Online) in either 6<sup>th</sup> or 9<sup>th</sup> grade and academically progressing as evidenced by no failing grades (school artifacts and engagement logs).</p> <p><b>Outcomes:</b> By June 2021, AACPS will have operationalized a personalized learning virtual platform pilot for 40 students.</p> <p>By June 2021, the students enrolled in the virtual platform will demonstrate success as evidence with no failing grades in core content areas.</p> <p>By June 2021, 80% of the parents of the students on the virtual platform will communicate parent satisfaction through an online survey.</p> <p><b>Timeline:</b> March 2020-June 2021</p> <p><b>Implementation:</b> Planning/Non-public vendoring – Spring 2020</p>		



# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
6.2	(2) Building technological capacity and infrastructure, which may include: (A) Procuring content and ensuring content quality; and (B) Purchasing devices, equipment, and software applications in order to address readiness shortfalls. [Section 4109](2)]	Virtual Pilot implementation – 20/21  Evaluation: Parent/student feedback and virtual school success documentation assessment		
6.3	(3) Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology. [Section 4109](3)]			
6.4	(4) Carrying out blended learning projects which shall include: (A) Planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or (B) Ongoing professional development for teachers,			

# Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]				
Item	Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include:	Brief Description of Specific Services including: • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan	Cite the evidence based study or studies that support this strategy/activity if applicable.	Explanation of how funds will be used (List total at the end)
6.4 Cont	principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project. [Section 4109](4)]			
6.5	(5) Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and [Section 4109](5)]			
6.6	(6) Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. [Section 4109](6)]			
<b>Total Projected Use of Funds for Effective Use of Technology Content Area (6.0):</b>			<b>\$257,573</b>	
<b>Projected % of Total Allocation for Effective Use of Technology Content Area (6.0):</b>				<b>24%</b>



## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: AACPS

Fiscal Year: 2020

#### 7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 8501]:

**Equitable Services:** Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Participating Private Schools and Services: Provide information regarding *the calculated cost per pupil, that will benefit from Title IV-A services*. (Include below or as an attachment)

Calculations (see budget narrative) for participating nonpublic schools was based on enrollment using the per pupil allocation of 11.90707431. All interested parties from consultation meeting where sent personal letters on equitable service access (10 schools). The following schools confirmed intent with a plan.

Archbishop Spalding – Enrollment of 1,252 x 11.84093221 = \$14,825

Chesterton Academy – Enrollment of 12 x 11.84093221 = \$142

School of the Incarnation – Enrollment of 753 x 11.84093221 = \$8,916

St. John the Evangelist – Enrollment of 484 x 11.84093221 = \$5,731

St. Mary's Elementary – Enrollment of 792 x 11.84093221 = \$9,378

St. Mary's High School – Enrollment of 486 x 11.84093221 = \$5,755

St. Philip Neri School – Enrollment of 405 x 11.84093221 = \$4,796

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.

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 on March 6, 2019.

Nonpublic Schools expressing Title IV interest are communicated to personally with the nonpublic allocation in August. (8/30/19).

Letters of Intent are then requested with a plan submission deadline 9/27/19). The timelines established support a MSDE draft review in early October.

During the approximate month of planning, consultation is available by this writer. Email

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### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

correspondence is then included in the Title documentation binder.

Eligible fund usage (e.g. food purchase, gift cards, ...) at times have required enhanced dialogue but no disputes or complaints have ever been issued.

Describe the school system's ***process for providing equitable participation*** to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)

**Needs Assessment:** 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).

**Monitoring:** 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.

**Professional Development Plan:** 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.

**Total Amount for Non-Public Transfers: \$49,543.00**

**REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.**



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### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: AACPS

Fiscal Year: 2020

#### 8.0 ASSURANCES [ESEA, SECTION 4106(e)(2)]:

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) comply with section 8501 (regarding equitable participation by private school children and teachers);
  - ☒ (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 local educational agency, or consortium of local educational agencies, 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).
- (f) SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)

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### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: AACPS

Fiscal Year: 2020

#### 9.0 INTERNET SAFETY [ESEA, SECTION 4121]:

No funds made available under this part to a local educational agency for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene;
- (ii) child pornography; or
- (iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene; or
- (ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

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(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

☒ By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.



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### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: AACPS

Fiscal Year: 2020

#### 10.0 BUDGET NARRATIVE:

**Guidance for Completion of the Budget Narrative for Individual Grants**  
**(REMEMBER TO CALCULATE 20% FOR WELL-ROUNDED & 20% FOR SAFE & HEALTHY STUDENTS FROM 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

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### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

#### **Contracted Services**

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

#### **Supplies and Materials**

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

#### **Other Charges**

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

#### **Equipment**

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project. **Must be subtracted from indirect cost calculation.**

#### **Transfers**

- Transfers are payments to other LEAs, non-public schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project. **Must be subtracted from indirect cost calculation.**
- 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



## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

a separate line item and is not associated with any specific Activity. The calculation is as follows:

Total allocation less (–) transfers (equitable services) & 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 =

$\$50,000 - \$4,000 \text{ (equitable services)} - \$1,000 \text{ (equipment)} = \$45,000.$

$\$45,000 \times .02 = \$900. \$900 \times 1.02 = \underline{\$918 \text{ INDIRECT COSTS.}}$

You should use the format as shown in one of the two following samples:

Content Area	Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
4.4	Instructional Staff Development Salaries & Wages	Stipends for professional development Strategy #	300 participants x \$120	\$36,000		\$36,000
4.4	Fixed Charges	FICA	7.65% x \$36,000	\$2,754		2,754
5.5	Instructional Staff Development Contracted Services	Consultants to provide professional development training Strategy #	6 days x \$500	\$3,000		3,000
5.5	Instructional Staff Development Contracted Services	Facility Rental for Staff Development Strategy #	6 days x \$1,000	\$4,000	2,000 (AAPS)	6,000
5.5	Instructional Staff Development Supplies	Training materials for professional development Strategy #	300 participants x \$40	\$12,000		\$12,000
6.1	Student Transportation Contracted Services	Buses for 2 field trips to art museums Strategy #	2 x \$450	900		900
2.0	Administration Business Support Services/Transfers	Indirect Costs	2.5% x direct costs (\$58,654)	1,466		1,466
		<b>TOTAL</b>		\$60,120	\$2,000	\$62,120

**Sample Title III Budget**

## Appendix F

### Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Category/Object	Line Item	Calculation	Amount	In-Kind	Total
<b>Activity 4.1</b>					
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
			<b>Total:</b>		<b>\$3,768</b>
<b>Activity 4.2</b>					
203-205 – 02 / 03	Supplemental materials to support instruction	\$314/site x 5 sites	1,570		1,570
			<b>Total:</b>		<b>\$1,570</b>
<b>Activity 5.1</b>					
203-205 – 09 / 04	Membership/registration fees for conf. & workshops for ESOL staff	11 ESOL staff members x \$342.64	3,769		3,769
			<b>Total:</b>		<b>\$3,769</b>
<b>Activity 5.2</b>					
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
			<b>Total:</b>		<b>\$6,600</b>
<b>Activity 5.3</b>					
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
			<b>Total:</b>		<b>\$6,459</b>
<b>Activity 6.1</b>					
202 – 16 / 08	Transfers	2% Admin costs	443		443
			<b>Total:</b>		<b>\$443</b>

**Title III Grand Total: \$22,609**

Activity	Activity	Category/Object	Line Item	Calculation	Amount 10-30-19
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		Fixed Charges	Administrative Oversight: Grant development, progress monitoring/fiscal management and report development/submission	\$16,200 x .08478	1,373
2.0		Indirect Costs	3% of direct costs	grant award of \$1,052,175 - \$16,200 (administrative oversight) = \$1,035,975; \$1,035,975 / 87,491 (public and non public enrollment) = \$11.84093221. Per pupil cost \$11.84093221 x 4,184 (non public school enrollment) = \$49,543 (non public school allocation). \$1,052,175 - \$49,543 (non public allocation) = \$1,002,632 / 1.03 = \$973,429.13 x .03 = \$29,203 Indirect cost	29,203
4.0	4.3	Instructional Salaries & Wages	College preparation camp - staff planning	Teacher stipends: 40 hours @ \$30 per hour	1,200
4.0	4.3	Fixed Charges	College preparation camp - staff planning	\$1,200 x .08478	102
4.0	4.3	Instructional Salaries & Wages	College preparation camp - instruction	Teacher stipends: 20 staff members for 9 hours each @ \$30 per hour	5,400
4.0	4.3	Fixed Charges	College preparation camp - instruction	\$5,400 x .08478	458
4.0	4.3	Student Transportation	College preparation camp - student transportation	\$600 per day for 4 days	2,400
4.0	4.3	Instructional Supplies	College preparation camp -set-up supplies	20 teachers x \$62.50	1,250
4.0	4.3	Instructional Supplies	College preparation camp -journals	220 student journals x \$25 each	5,500
4.0	4.3	Instructional Contracts	College preparation camp -consultant	\$1,000 for consultant	1,000
4.0	4.4	Instructional Salaries & Wages	Co-Curricular - Club Liaisons	\$750 x 3 middle school sites x 2 for each site	4,500
4.0	4.4	Fixed Charges	Co-Curricular - Club Liaisons	\$4,500 x .08478	382
4.0	4.4	Instructional Supplies	Co-Curricular - Supplies. Supplies will include items such as arts prime materials of instruction, props, consumable tools such as brushes, paper supplies canvases etc. to be determined by school in the development of the arts club and other such items depending on the club.	\$500 per site x 3 sites	1,500
4.0	4.4	Student Transportation	Co-Curricular - Student Transportation	18 weeks x \$800 per week x 3 sites (2 hubs per school)	43,200
4.0	4.4	Instructional Supplies	Co-Curricular - Immersive experiences	\$500 per site x 3 sites	1,500
4.0	4.5	Instructional Supplies	Robotics Club - Materials. Materials will include such items as robot kit of parts, Dremel tools, motors/gears cartridges, radio, battery/battery charger, connection wires, vision sensor and metal construction supplies.	\$3,400 x 15 sites	51,000
4.0	4.5	Instructional Other	Robotics Club - Event Registrations	\$5,000 x 15 sites	75,000
4.0	4.5	Student Transportation	Robotics Club - Student Transportation	\$1,500 x 15 sites	22,500
4.0	4.5	Instructional Supplies	Robotics Club - Supplies. Supplies required for competition such as folders, pencils, notepads, etc.	\$100 x 15 sites	1,500
4.0	4.6	Instructional Contracts	College Certificate Program - Registration Fees- Junior Year	6 sites x \$75 per student (12)	5,400



Activity	Activity	Category/Object	Line Item	Calculation	Amount 10-30-19
4.0	4.6	Instructional Contracts	College Certificate Program - Registration Fees-Senior Year	4 sites x \$150 per student (12)	7,200
4.0	4.6	Instructional Contracts	College Certificate Program - College fees to school year 2020/2021	72 students x \$25 per student	1,800
4.0	4.9A	Instructional Salaries & Wages	Environmental & Conservation After School Program - develop curriculum for club meetings	2 teachers @ \$30 per hour for 20 hours	1,200
4.0	4.9A	Fixed Charges	Environmental & Conservation After School Program - develop curriculum for club meetings	\$1,200 x .08478	102
4.0	4.9A	Instructional Salaries & Wages	Program - Teacher Contract for weekly club meetings	5 teachers @ \$750 extracurricular stipend per year	3,750
4.0	4.9A	Fixed Charges	Program - Teacher Contract for weekly club meetings	\$3,750 x .08478	318
4.0	4.9A	Instructional Salaries & Wages	Environmental & Conservation After School Program - Club implementation	5 teachers & 1 program manager @ \$30 per hour for 93 hours	16,740
4.0	4.9A	Fixed Charges	Environmental & Conservation After School Program - Club implementation	\$16,740 x .08478	1,419
4.0	4.9A	Professional Development Instructional Salaries & Wages	Environmental & Conservation After School Program - Training for teachers to run club	5 teachers & 1 program manager @ \$30 per hour for 15 hours	2,700
4.0	4.9A	Fixed Charges	Environmental & Conservation After School Program - Training for teachers to run club	\$2,700 x .08478	229
4.0	4.9A	Instructional Supplies	Environmental & Conservation After School Program - Material of Instruction and Supplies. Materials include gloves, litter bags, litter pickup tools, nature identification books, invasive species removal tools, planting tools such as shovels and trowels.	\$3,000 for materials of instruction & \$3,113 for supplies	6,113
4.0	4.9A	Student Transportation	Environmental & Conservation After School Program - Transportation for excursions	6 busses x \$500 per bus (average)	3,000
4.0	4.9B	Instructional Salaries & Wages	Environmental Literacy - Temporary staff hired to conduct evaluations of schoolyards and manage projects with landscape company.	Averaging 20 hours per week for 36 weeks (20 x 36 = 1,440 hrs) @ \$23 per hour	16,560
4.0	4.9B	Fixed Charges	Environmental Literacy - Temporary staff hired to conduct evaluations of schoolyards and manage projects with landscape company.	\$16,560 x .08478	1,404
4.0	4.9B	Professional Development Instructional Salaries & Wages	Environmental Literacy - Stipends for school counselors to attend workshop on benefits and strategies for utilizing outdoor space for socio-emotional benefits	5 Counselors/Support @ each school @ \$30.00 per hour for 3 hours) (\$450 x 3 schools)	1,350
4.0	4.9B	Fixed Charges	Environmental Literacy - Stipends for school counselors to attend workshop on benefits and strategies for utilizing outdoor space for socio-emotional benefits	\$1,350 x .08478	114
4.0	4.9B	Professional Development Instructional Salaries & Wages	Environmental Literacy - Stipends for teachers for workshop on how to utilize outdoors for teaching and learning.	30 teachers @ \$30.00 per hour for 3 hours, (\$2,700 x 3 schools)	8,100



Activity	Activity	Category/Object	Line Item	Calculation	Amount 10-30-19
4.0	4.9B	Fixed Charges	Environmental Literacy - Stipends for teachers for workshop on how to utilize outdoors for teaching and learning.	\$8,100 x .08478	687
4.0	4.9B	Instructional Contracts	Environmental Literacy - Design and implementation of landscape project; material costs, installation for five schools. According to landscaping professionals, costs can range from \$5000 to \$40,000 based on project. Does not include school facilities construction but rather landscaping.	\$15,800 x 3 schools	47,400
5.0	5.13	Instructional Salaries & Wages	Social Emotional Learning - Mentoring - teachers will be paid hourly stipend for mentoring	3 hours per week x 36 weeks x \$30 per hour x 20 mentees	64,800
5.0	5.13	Fixed Charges	Social Emotional Learning - Mentoring - teachers will be paid hourly stipend for mentoring	\$64,800 x .08478	5,494
5.0	5.15	Instructional Supplies	Social Emotional Learning - K-5 Second Step Curriculum Bundles	10 schools x 4 kits per school x \$2,529 per kit	101,160
5.0	5.19	Professional Development Instructional Salaries & Wages	Social Emotional Learning - Face to Face training for teachers - Cohort #2 - 13 schools with a total of 68 teachers participating	68 substitute days x \$100 per day x 2 days	13,600
5.0	5.19	Fixed Charges	Social Emotional Learning - Face to Face training for teachers - Cohort #2 - 13 schools with a total of 68 teachers participating	\$13,600 x .08478	1,153
5.0	5.19	Professional Development Instructional Salaries & Wages	Social Emotional Learning - Face to Face training for teachers - Cohort #3 - 18 schools with a total of 109 teachers participating	109 substitute days x \$100 per day x 2 days	21,800
5.0	5.19	Fixed Charges	Social Emotional Learning - Face to Face training for teachers - Cohort #2 & #3	\$21,800 x .08478	1,848
5.0	5.19	Instructional Supplies	Social Emotional Learning - Face to Face training for teachers - Cohort #2 & #3 - Supplies	31 sites x \$200	6,200
5.0	5.21	Instructional Supplies	Calming Kits	Pre-K - estimated cost of \$395 x 78 kits	30,810
5.0	5.21	Instructional Supplies	Calming Kits	1st Grade - estimated cost of \$395 x 272 kits	107,440
6.0	6.1	Instructional Salaries & Wages	Virtual Learning - Virtual School Registrar - 6th & 9th Grades	15 hours weekly x 36 weeks x \$30 per hour	16,200
6.0	6.1	Fixed Charges	Virtual Learning - Virtual School Registrar - 6th & 9th Grades	\$16,200 x .08478	1,373
6.0	6.1	Instructional Contracts	Virtual Learning - Virtual School Enrollment for 40 for 6th and 9th Grades	Full year license per student 40 students x \$6,000	240,000
7.0	7.0	Non-Public Allocation	7 NonPublic Schools Participating - School of the Incarnation	grant award of \$1,052,175 - \$16,200 (administrative oversight) = \$1,035,975; \$1,035,975 / 87,491 (public and non public enrollment) = \$11.84093221. Per pupil cost \$11.84093221 x 4,184 (non public school enrollment) = \$49,543 (non public school allocation). \$1,052,175 - \$49,543 (non public allocation) = \$1,002,632 / 1.03 = \$973,429.13 x .03 = \$29,203 Indirect cost	8,916

Activity	Activity	Category/Object	Line Item	Calculation	Amount 10-30-19
7.0	7.0	Non-Public Allocation	7 NonPublic Schools Participating - Chesterton Academy	grant award of \$1,052,175 - \$16,200 (administrative oversight) = \$1,035,975; \$1,035,975 / 87,491 (public and non public enrollment) = \$11.84093221. Per pupil cost \$11.84093221 x 4,184 (non public school enrollment) = \$49,543 (non public school allocation). \$1,052,175 - \$49,543 (non public allocation) = \$1,002,632 / 1.03 = \$973,429.13 x .03 = \$29,203 Indirect cost	142
7.0	7.0	Non-Public Allocation	7 NonPublic Schools Participating - St. John the Evangelist	grant award of \$1,052,175 - \$16,200 (administrative oversight) = \$1,035,975; \$1,035,975 / 87,491 (public and non public enrollment) = \$11.84093221. Per pupil cost \$11.84093221 x 4,184 (non public school enrollment) = \$49,543 (non public school allocation). \$1,052,175 - \$49,543 (non public allocation) = \$1,002,632 / 1.03 = \$973,429.13 x .03 = \$29,203 Indirect cost	5,731
7.0	7.0	Non-Public Allocation	7 NonPublic Schools Participating - St. Mary's Elementary School	grant award of \$1,052,175 - \$16,200 (administrative oversight) = \$1,035,975; \$1,035,975 / 87,491 (public and non public enrollment) = \$11.84093221. Per pupil cost \$11.84093221 x 4,184 (non public school enrollment) = \$49,543 (non public school allocation). \$1,052,175 - \$49,543 (non public allocation) = \$1,002,632 / 1.03 = \$973,429.13 x .03 = \$29,203 Indirect cost	9,378
7.0	7.0	Non-Public Allocation	7 NonPublic Schools Participating - St. Mary's High School	grant award of \$1,052,175 - \$16,200 (administrative oversight) = \$1,035,975; \$1,035,975 / 87,491 (public and non public enrollment) = \$11.84093221. Per pupil cost \$11.84093221 x 4,184 (non public school enrollment) = \$49,543 (non public school allocation). \$1,052,175 - \$49,543 (non public allocation) = \$1,002,632 / 1.03 = \$973,429.13 x .03 = \$29,203 Indirect cost	5,755

Anne Arundel County Public Schools  
Title IV

FY 20 Allocation:\$1,052,175

Activity	Activity	Category/Object	Line Item	Calculation	Amount 10-30-19
7.0	7.0	Non-Public Allocation	7 NonPublic Schools Participating - Archbishop Spalding	grant award of \$1,052,175 - \$16,200 (administrative oversight) = \$1,035,975; \$1,035,975 / 87,491 (public and non public enrollment) = \$11.84093221. Per pupil cost \$11.84093221 x 4,184 (non public school enrollment) = \$49,543 (non public school allocation). \$1,052,175 - \$49,543 (non public allocation) = \$1,002,632 / 1.03 = \$973,429.13 x .03 = \$29,203 Indirect cost	14,825
7.0	7.0	Non-Public Allocation	7 NonPublic Schools Participating - St. Philip Neri	grant award of \$1,052,175 - \$16,200 (administrative oversight) = \$1,035,975; \$1,035,975 / 87,491 (public and non public enrollment) = \$11.84093221. Per pupil cost \$11.84093221 x 4,184 (non public school enrollment) = \$49,543 (non public school allocation). \$1,052,175 - \$49,543 (non public allocation) = \$1,002,632 / 1.03 = \$973,429.13 x .03 = \$29,203 Indirect cost	4,796
Total					1,052,175.00

Award Amount

1,052,175.00

Allocation less award

0.00



## RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

  
 Superintendent of Schools/Head of Grantee Agency

11.15.19  
 Date



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

ORIGINAL GRANT BUDGET	\$1,052,175	AMENDED BUDGET #		REQUEST DATE	10/30/19
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			
FUND SOURCE CODE		GRANT PERIOD	7/1/2019	9/30/2021	
		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	
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						29,203.00	29,203.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	16,200.00						16,200.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	130,350.00	302,800.00	313,973.00	75,000.00			822,123.00
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						49,543.00	49,543.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	47,550.00						47,550.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>		71,100.00					71,100.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				16,456.00			16,456.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	194,100.00	373,900.00	313,973.00	91,456.00	0.00	78,746.00	1,052,175.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval Marlene Durholz  
Name

Signature

Date

Telephone #

Supt./Agency Head Approval Dr. George Arlotto  
Name

Signature

Date

Telephone #

MSDE Grant Manager Approval  
Name

Signature

Date

Telephone #



# FINE ARTS



# 2019 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.

1. Complete the chart below describing the **progress and challenges** in 2018-2019 toward meeting the Programs in Fine Arts goals articulated in the system's 2018 Annual Update. Identify the programs, practices or strategies, and resource allocations that are related to the progress.

2018-2019 Fine Arts		
MUSIC		
Goals	Progress	Challenges
Music - Strategy 1 :Participate in and contribute to the current AACPS efforts to implement a new scheduling model for the middle schools throughout the district. In addition, it will be imperative to discuss a review of current offerings (in conjunction with Strategy 6) to respond to the evolving focus of music education. Finally, there will be targeted opportunities for currently underserved demographics in five of our middle schools to promote connections to music.	For 2019-20, all 19 middle schools in AACPS have moved to an A/B day scheduling model. This has allowed teachers to see students on a more regular basis to provide consistent instruction in music courses. The music coordinator participated in the middle school scheduling workgroup, serving as a voice to provide input as to both the impact upon the music program as well as systemic impacts of this change in schedule.	The A/B model has created a situation where students that previously had many scheduling options for Encore Classes now must make decisions between these classes and focus on those they are most passionate about. In addition, there is a scheduling issue that is prevalent most in grade 8 where the option to take high school foreign language at the middle school level has severely limited student ability to continue in a music ensemble as part of the curricular day.
Music - Strategy 2: Provide teachers with intentional professional learning sessions geared towards promoting the music department vision of cultivating lifelong learners, creators, and consumers of music. This effort will be expanded to the entire school system throughout the year.	The music office offered a full day of differentiated professional development to all music teachers PreK-12 on August 18, 2018. In addition, elementary level music teachers were offered an additional day of differentiated professional development on March 5, 2019, focusing on skill development in string instruments, percussion, Orff instruction and singing games, and vocal instruction in the elementary general music and choral content areas.	Due to the transition to a new music coordinator in mid-January 2019, additional system wide professional development sessions promoting the music department vision did not take place. In addition, financial limitations prevent us from reaching all of our 240 music teachers in the system.
Music - Strategy 3: Allocate and augment available resources to facilitate connecting music educators with meaningful regional	The Music Office focused allocation of all of its 2018-19 BTE Funds (\$6344) toward supporting teacher participation at the Fall & Spring	

<p>and national professional learning opportunities. Identifying teachers who did not attend last year (with the exception of MMEA events) is a priority to expand the reach of this initiative.</p>	<p>Maryland Music Educators Association Conferences, as well as supporting teacher costs associated with attendance at the Mid-West Conference in Chicago in December and the NafME Eastern Region Conference in Pittsburg in April. Through this financial support, 26 AACPS teachers participated in the Fall and Spring MMEA conferences, 3 teachers participated in the Mid-West Band and Orchestra Conference, and 4 teachers participate in the NAFME Eastern Region Conference. In addition, the Music Office allocated budgeted funds to support the costs of substitutes and registration for teachers to attend various regional and national conferences as funds allowed.</p>	
<p>Music - Strategy 4: Explore and expand upon innovative and creative curriculum development efforts that promote student connections to music while maximizing available resources. Emphasis here will be in expanding the function of the cross-county initiative to promote team leaders from other counties.</p>	<p>During the past year, AACPS provided resources to facilitate curriculum revision in Elementary Band, Elementary Orchestra, Elementary Chorus, 5<sup>th</sup> grade general music, and AP and Honors Music Theory. In addition, curriculum was created for a new quarter long offering at the high school level focusing on creativity and music technology called "Modern Beats". As has been done in the past, AACPS worked collaboratively with teachers from other systems on curriculum. This year, teachers from St. Mary's County participated in the revision of our Elementary Band and Orchestra curricula.</p>	<p>AACPS has continued to provide the leadership for this cross-county model of curriculum revision and development. We will be working towards promoting leadership from other systems in future years as is appropriate to the courses being revised on our 6 year rotation.</p>
<p>Music - Strategy 5: Provide focused instructional and programmatic support to schools located in the Southern/South River feeder systems.</p>	<p>Additional site visits were scheduled to assess the status of music programs in the South River feeder at the beginning of the 2018-19 school year.</p>	<p>Due to the transition to a new music coordinator in mid-January 2019, and the previous music coordinator holding two positions in AACPS from October – January, the level of support to schools in the Southern/South River feeder systems was inconsistent. The Southern feeder will be the focus of the 2019-20 school year.</p>



Music - Strategy 6: Review current course offerings, available resources, and conduct needs assessments to support the system's stated goal of developing a world class music program. Efforts here need to include the application of recommendations into course proposals.	Teacher input has been solicited via survey, department chair/lead teacher meetings, and 3x yearly director's meetings. A change to levels 2-4 of our high school ensemble classes was approved in Spring 2019, granting honors level credit to students in those classes. Previously, only students in level 4 (seniors) were granted honors credit for band, orchestra, or chorus.	As the middle school schedule has changed for this year, Middle School teachers are just now able to offer input regarding the program implications for music that are tied to the A/B schedule format.
<b>2018-2019 Fine Arts</b>		
<b>Dance</b>		
<b>Goals</b>	<b>Progress</b>	<b>Challenges</b>
Dance – Strategy 1 - Provide training for school-based administrators and guidance counselors who observe instruction based on the ELOs for the Fine Arts.	The dance office continues opportunities to communicate and discuss with administrators and guidance counselors about implementation of dance courses for high school and middle school as well as updates on dance curriculum and assessments, tools to improve dance observations, class placements, care of facilities and scheduling. The Principal's Guide to Dance has been updated and is on our Blackboard site to assist those observing dance instruction.	Continued education is needed for principals, assistant principals, guidance counselors, and business managers, particularly about taking care of dance studios and equipment. The Dance Teacher Specialist communicates during school visits and at concerts. Further professional development on observing dance classes is needed and making administrators aware of the "Look For" document to help support the formal observation process. Advocacy for more staffing at the high school and even more now at the middle school levels due to the implementation of the A/B schedule. There is concern regarding the large size of classes at all levels, creating a safety and curricular concern. Principals and other administrators will continue to be invited to attend all dance events.

Dance – Strategy 2 - Align curriculum and assessments with Essential Learner Outcomes for the Fine Arts and the Voluntary State Curriculum.	<p>Curriculum advancements continued for the AACPS Dance Education Program. All Middle and High school dance curriculums are aligned with National and State standards. New Courses were written in the summer of 2019 and aligned to State Standards: Foundations of HS Dance for Athletes, InstaDance, Unified Dance and Leadership.</p> <p>Regular evaluation of curriculum occurs each year in preparation for the next curriculum review. Curriculum enhancements will continue to be proposed for supportive funding from the district in order to transfer curriculum to an electronic format.</p>	<p>The Dance Office will continue to update curriculum to be available in an electronic format as well as address the need of assessments to measure student growth and achievement. Revisions to curriculum will implement the newly adopted standards and evaluations of student learning objectives.</p>
Dance - Strategy 3: Provide Staff Development that supports the ELOs in essential Fine arts Courses.	<p>The Dance Office coordinated and facilitated staff development opportunities for dance education teachers, HPED Department and Lead Teacher meetings, administrator meetings, which provided updates to staff on dance education information, support for common core standards, movement sessions, lesson design, arts integration strategies, CPR/AED, strategies for students with special needs, best practices, and updates for dance resources. Elementary staff development continued with reinforcement of emphasizing the "Elements of Dance" to elicit exploration of creativity and choreography for students. Especially important is the New Teacher Orientation sessions that give our new teachers the right start to launch their dance education</p>	<p>Commitment by the Dance Office will continue to provide needed staff development for teachers at all levels whenever professional development time is available on the school system schedule.</p> <p>Challenges to provide staff development were greatly ameliorated again this year with supplemental Professional learning opportunities, shadow days, and additional content specific PD days. Teacher evaluations described an appreciation of information presented on reaching our ACC students, strategies for engaging all learners, arts integration, project-based learning and literacy driven instruction.</p>

	<p>career. AACPS had 8 new dance educators. Teachers are encouraged to attend professional development and conferences offered by the MDEA. The Dance Teacher Specialist and three teachers attended the NDEO Conference in October. All returned with materials, ideas for assessment, and network connections to enhance their programs and shared/presented in a two-day workshop, Maximizing results in the Teaching and Learning cycle in June. Summer Professional development continued - 1 teacher attended the "Cuban Ballet School" training and shared learnings at our August PD. Several practices contribute to the success of teacher staff development programs. Evaluation by participants guides the next professional development. Professional development and in-service occurs at the high school and middle school levels annually as well as annual in-service for Dance Festival participants. Local funds were used to contract master teachers and adjudicators to provide high quality experiences. Local funds paid stipends to teachers who attended professional development workshops. Regular mentoring of dance instruction at all levels is mandated by AACPS procedures for principal observations and coordinator visitations. Evaluations indicate that teachers feel supported with staff development.</p>	<p>Constraints on Dance Teacher Specialist and Coordinator time continue to make it difficult to visit as many schools as we would like each year. We work with the time allocated for teacher in-service and training; however, teachers at all levels indicate they need additional time.</p>
<p>Dance - Strategy 4: Revise facility plans, basic equipment lists, and materials of instruction and provide appropriate changes to create a favorable environment.</p>	<p>Repairs and enhancements were done to studios as needed. Every year, facility, equipment and resource needs are submitted by</p>	<p>Local funds are requested to replace and install new studio flooring, mirrors technology. An ongoing challenge is the</p>

	<p>teachers, prioritized and systematically provided as funds allow. Arundel MS added a 3<sup>rd</sup> dance studio to their building for the 19-20 school year.</p> <p>The Dance Office supports needs in existing schools when equipment is deemed not repairable and/or unsafe. The office provides materials of instruction to schools to include literature, resources for all dance courses, sound systems, ballet barres, items to encourage student centered and group activities and student safety.</p>	<p>auditoriums. Seating, lighting and sound are systematically being replaced and updated. Local funds have begun to tackle this challenge, but it is slow, and the lack of stage lighting is critical for dance concerts. The new lighting is not adequate for dance concerts. Maintenance of lighting and auditorium upkeep continues to be challenging.</p>
<p>Dance - Strategy 5: Establish and develop mutually supportive connections with regional and educational organizations and institutions which will assist students in meeting and exceeding the Maryland ELOs.</p>	<p>The guest choreography project continued, providing guest choreographers for all schools requesting them. As a result, participation in the county dance festivals continues to increase at the elementary school levels. There were ten 2019 Dance Festivals. The guest choreographer project will continue, as teachers report this is wonderful experience for students. Local funds pay choreographers. The BTM program providing classes for teachers for \$5 continues for classes in ballet, modern, jazz, and tap were made available on a walk-in basis for AACPS dance teachers. This was a professional enrichment courtesy extended by BTM because the teachers have extensive rehearsal and performance schedules and often cannot attend a full semester of classes. The Summer Dance Intensive, two weeks of intense dance training, lunchtime academic learning experiences, and culminating concerts was put in place for July, 2019. Parents, dancers and</p>	<p>Limited funding within the dance budget limits the amount of schools to participate in the opportunities.</p>

	<p>teachers were very pleased with the results. Registration was at capacity. An elementary ballroom program with Bearfoot Dance and an additional consultant occurred. Sixteen schools were able to participate based on local funding. The program involves 4 days of instruction and a 5th day of performance that includes the community. An Arts Integration Partnership Project with Ballet Theatre of Maryland and five underserved schools continued, funded by various offices at AACPS and the Arts Council of Anne Arundel County. Based on a BTM performance, "Snow White" the language arts classes were given basic characters and wrote their own story version of the fairytale. A BTM master teacher conducted a 10-day residency and choreographed the story for a group of dancers. The visual arts classes made costumes and sets for their story. On performance day, the dancers experienced stage rehearsal with BTM and performed with BTM dancers in the evening at Maryland Hall for the Performing Arts. The performance was open to the public. There was no cost to the school for this project. BTM dancers mentored the elementary dancers. Local funds provided this opportunity for students. Continued communication and involvement with our established college and professional partners is the key to our mutual support. Dance Honor Societies through the National Dance Education Organization continue to grow. An Elementary Dance Integration Pilot program was</p>	
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	<p>initiated with the Dance Office and Art Integration office Winter/Spring of 2019. Three kindergarten classrooms at three schools participated in the program during their science and social studies time. Data was collected and presented to stakeholders.</p>	
<p>Dance - Strategy 6: Ensure that all Fine Arts stakeholders maintain current levels of knowledge to keep pace with state and local changes.</p>	<p>On-going communication with assistant superintendents, directors and principals continues. Middle school principals have become more familiar with dance flooring and its care, the State Curriculum – Dance, how to observe dance classes, and concert procedures. The Principal, Guidance Counselor and Business Manager Guide to Dance is on Blackboard. Teachers report that principals have increased the understanding and ability to discuss dance instruction in post-observation conferences. Enrollment in middle and high school dance continues to increase. Staffing increased due to the implementation of an A/B schedule for Middle School students. Concert and Dance Festival attendance by principals, assistant principals, and executive level personnel continues to increase. Principals' communication with the Dance Teacher Specialist at concerts and following concerts indicates that knowledge of dance being performed on stage, appreciation for artistic choreography, and understanding of and support of audience etiquette have improved. Positive feedback from parents indicates investment in the dance program. Concerts are well attended and many are sold out. The Anne Arundel County Public</p>	<p>Providing an adequate amount of professional development is a challenge. Funding to pay teachers and/or substitutes is required for any meetings, and the dance budget supports however these meeting cannot be mandatory, which limits attendance.</p>



	Schools web site provides up-to-date information on program and county, state and regional dance events. This year grant funds (\$6,345.00) were used to provide resource materials to support a new studio build and the new Unified Dance and Leadership course.	
<b>2018-2019 Fine Arts</b>		
<b>Visual Arts</b>		
<b>Goals</b>	<b>Progress</b>	<b>Challenges</b>
<p>Visual Arts – Strategy 1:</p> <p>The Visual Arts Office continues to create opportunities in person, or by email, to discuss with administrators ongoing implementation of recent courses such as Elementary Fifth Grade, Writing on the Wall for High School and revising and condensing all curriculum for middle school students in order to align with the new middle school curriculum. The coordinator continues to suggest student course sequence schedules, and discuss successes and challenges of the magnet course overlays for Middle and High School STEM, IB Digital Palette, IB Digital Palette Advanced, and PVA. One credit of visual arts courses is required by those programs. The Visual Arts Office “Look For’s” document was revised and disseminated for use during walk-throughs and observations.</p>	<p>There is a continued commitment to inform administrators and guidance counselors regarding school programs as well as those that provide enrichment opportunities to raise student artistic achievements. Principals inform and support teachers in assuring that students are provided the guidance and encouragement to submit applications to attend the 2<sup>nd</sup> Space - Visual Arts Gifted and Talented Arts Program during the school year. (4,400)</p>	<p>One on one time with school leadership is needed to discuss and advocate for more staffing at the high school and middle school levels. As of June 2019, staffing in visual arts classes suffered some losses at the high school and middle school levels.</p> <p>The Visual Arts Office is still concerned regarding the large size of classes at the high school and middle school levels, sometimes 38-40 students, as some staffing in middle and high school was decreased.</p> <p>Communication between the Visual Arts Coordinator, and her Director are open, and issues facing Visual Arts will be discussed in order to explore possible solutions.</p>
<p>Visual Arts – Strategy 2: Curriculum for all grade levels is aligned with the National Visual Arts Standards and MSDE. Elementary Grade 5, True Color 8 - Middle School, and</p>	<p>Continued support is needed for updated courses. Elementary teachers met to address COMAR and the inclusion of Pre-K in the new</p>	<p>Curriculum is a work in progress. The Visual Arts Office continues to review and re-edit curriculum documents as needed. The</p>

<p>Writing on the Wall for High School were written and/or revised to an e curriculum template during the spring and summer of 2019 to align with the new AACPS Curriculum.</p>	<p>Core Arts Standards. Teachers were able to discuss, network, and share Pre-K ideas which has never been done before.</p>	<p>Visual Arts Office continues monitoring new courses and programs for effectiveness in raising student artistic achievements.</p> <p>The Visual Arts Office continues to work to meet the following challenge of providing immediate access to curriculum and state standards materials for teachers to have in many forms. Increases in costs of materials and aging technical equipment continues to challenge the Visual Arts Office in finding funding to help provide needed items for implementation of curriculum and updated media. Funding is provided for the purchase of visual journals as motivation for each art teacher to continue to document their ideas and meetings. The teachers use the visual journal as an on-going creation of observations and reflections designed to draw attention to sensory details in order to build elaboration skills.</p>
<p>Visual Arts – Strategy 3: The Visual Arts Office coordinated and facilitated staff development opportunities for all visual arts teachers, Visual Arts Department and Lead Teacher meetings, and Early Dismissal Professional Learning Days, which provided updates to staff on art education information, support for ESSA, common core standards, hands on studio, lesson design, information on student and teacher exhibit opportunities, museum workshops and field trip</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 11 (eleven) visual arts teachers to attend the MAEA</p>	<p>Constraints on the Coordinator's time makes it difficult to visit all schools each year to assist with the implementation of the Visual National Arts Standards, and assessments. In schools that are visited, the Coordinator of Visual Arts continues to monitor the application of the Visual Arts Core Arts Standards to provide immediate feedback to teachers. Opportunities for staff development time, as scheduled</p>

<p>offerings, best practices, and updates on art materials.</p> <p>Especially important is the New Teacher Orientation sessions that give our new teachers the right start to launch their art education career. AACPS also supports the annual AP summit in February which brings HS teachers, instructors, and AP consultants in the Studio Arts and Art History to provide ideas and ways to increase participation by all student groups, support to eliminate the achievement gap, and raise student AP scores by aligning to the AP criteria.</p> <p>A theme based professional development, "Better Together", offered by the Visual Arts Office, was introduced to engage teachers in meeting the expectations of collaboration, communication, and connections.</p> <p>Teachers are encouraged to attend professional development and conferences offered by the MAEA. eleven AACPS teachers attended sessions at the 2018 MAEA annual conference, and registration was supported by the Visual Arts Office. All returned with materials, ideas for assessment, and network connections to enhance their programs. Some will provide a PD session in the future for other art teachers to share innovative and creative ideas from the convention.</p>	<p>Conference in 2019. (\$855.00) The Visual Arts Office also supported the registration for two people to attend the Arts Education in Maryland Schools conference. (\$110.00).</p> <p>A theme based Middle School Lead Teacher professional development, "Better Together", offered by the Visual Arts Office, was introduced to engage teachers in the expectations of collaboration.</p>	<p>by the AACPS professional development calendar, makes staff development very limited and makes scheduling a difficult task.</p> <p>Visual Arts teachers will attend the MAEA conference in October. Teachers attending conferences will share what they learned at the August in-service. Twenty Nine new visual arts teachers were hired for 2019-2020. They were provided mentoring at New Teacher Orientation in August. Teachers will also have the opportunity to attend Professional Learning opportunities throughout the 2019-2020 school year specific to visual arts education content.</p>
<p>Visual Arts – Strategy 4: 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 four</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. The grant funded the purchase of new cabinets</p>	<p>The Visual Arts Office continues to work to meet the challenge of updating technology, and keeping up with increasing enrollment in High School courses, which brings about equipment and facility issues. Increases in costs of materials and technical equipment, and</p>

<p>elementary schools and one high school. Input from the Visual Arts Office is provided in an effort to have studio classrooms designed and equipped to meet MSDE standards. Recently updated lists of recommended equipment and materials are available for all three levels of schools.</p> <p>The Visual Arts Office supports needs in existing schools when equipment is deemed not repairable and/or unsafe. The office provides materials of instruction to schools of need.</p>	<p>for art room storage (\$4,239.76) and stools (2,058.42).</p>	<p>the need to continually update continues to challenge the Visual Arts Office in finding funding to help provide needed items for implementation of curriculum. AACPS has been very supportive by providing support for laptops/carts for all secondary schools and increasing MOI allocations due to the elimination of lab fees.</p> <p>The Visual Arts Office will continue to help to organize consultants, artists in residence, school visitations, and staff development opportunities to 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>Visual Arts – Strategy 5: The Visual Arts Office continues to maintain partnerships with many organizations and community venues to provide competitions, events, and exhibits to highlight the artistic achievements of students at all levels, and from all areas of the county. They include: Walters Art Museum, Banneker Douglass Museum, MD State Treasury Building, Maryland Art Education Association, Mid Atlantic Plein Air Painters Association, Maryland Hall for the Creative Arts, Anne Arundel Community College, Chesapeake Arts Center, Women’s Clubs of Anne Arundel County, and Westfield Annapolis.</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 Art Integration Certificate Program cohort through Towson University. AACPS has graduated three cohorts. A fourth cohort class is currently completing year four. A fifth cohort began in Spring 2018.</p>	<p>Time to meet with partners and plan their support of the Visual Arts program is a challenge, as well as funding to bring programs that they provide, such as artists in residence and other enrichment programs. Also, scheduling events, assemblies, and guest artists in the school day is limited.</p>



<p>AACPS partners with Maryland Hall for the Creative Arts and Chesapeake Arts Center, who offer visual arts classes for students with opportunities to apply for scholarships.</p>		
<p>Visual Arts – Strategy 6: On-going communication with assistant superintendents, directors and principals continues. The Visual Arts Office presented to principals and assistant principal to offer tools and resources developed by the Visual Arts Office to assist in observations, walk throughs, long range planning sheets as well as resources for developmentally appropriate skills and concept for the elementary level.</p> <p>The Visual Arts Office supports arts integration at Bates and Brooklyn Park Middle Schools, and six AACPS elementary schools. Fifty teachers attended the 21<sup>st</sup> Century Arts Integration Institute sponsored by MSDE and AACPS in partnership with Young Audiences of Maryland. Administrators, visual arts educators, and interested parents were invited to attend and visit these programs in action.</p>	<p>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.</p>	<p>It is difficult to reach all stakeholders due to limited staff development time. More thought for development in hybrid and online courses is a consideration. Teachers indicate the need for more time for training and work sessions. Some after school sessions have been offered, and while well received and appreciated by participants, attendance is often small.</p>
<p><b>2018-2019 Fine Arts</b></p>		
<p><b>Theater</b></p>		
<p><b>Goals</b></p>	<p><b>Progress</b></p>	<p><b>Challenges</b></p>
<p>Theater- Strategy 1: Provide training for school-based administrators and guidance counselors who observe instruction based on the ELOs for the fine arts.</p>	<p>Communication with administrators and guidance counselors about the secondary theater courses is on-going.</p> <p>The coordinator of high school English presents course opportunities to secondary school administrative teams annually.</p>	<p>Theater courses represent less than 5% of secondary English course offerings. Theater courses are electives and therefore not associated with high-stakes assessments, which makes the theater program less</p>

		of a focus area for administrators.
Theater- Strategy 2: Align curriculum and assessments with Essential Learner Outcomes for Fine Arts and the Voluntary State Curriculum.	Curricula for all Theater Arts courses, Theatre Arts I, II, III, and the new "Storytellers" course are aligned to with the ELOs for Theater and the Voluntary State Curriculum.	To improve consistency across courses and strengthen the alignment to the ELOs, theater arts assessment design could become a more coordinated effort.
Theater- Strategy 3: Provide staff development that supports the ELOs in essential Fine Arts courses.	<p>During the annual Theatre Festival, teachers participated in half-day workshops that included opportunities for collaboration and professional learning. The English Office's community and professional partners and consultants provided instruction on various aspects of theatre such as acting, auditioning, stage combat, comedic timing, improvisation, and technical theatre. Additionally, professional consultants from Compass Rose Theatre Company provided indirect professional development for theatre teachers through the workshops that they facilitated for students in the theatre classes.</p> <p>Central Office personnel facilitated workgroups for theater teachers where course outcomes and expectations were assessed and preliminary planning for the annual Theatre Festival occurred.</p>	Theatre Arts teachers are reluctant to leave their classrooms and rehearsal schedules for additional professional development.
Theater- Strategy 4: Revise facility plans, basic equipment lists, and materials of instruction and provide appropriate changes to create a favorable instructional climate.	Efforts to provide each high school with an auditorium equipped to meet MSDE facility standards are on-going. As in previous years, we continued the effort in 2018 to provide new equipment for several schools that included microphones (hanging and body-pack), high quality speakers and a speaker stands, makeup, gaffers, sound equipment and specialty props.	<p>Less than half of our high schools have updated performing Arts facilities. Therefore, the need to upgrade facilities and maintain learning environments comparable to the industry-standard is ongoing.</p> <p>While Crofton High School is scheduled to open for the 2020-2021 school year, no other high schools are slated for</p>

	<p>The High School English Office collaborated with the Offices of Music, Dance, and Visual Arts, to develop .25 credit “passion” courses where students rotate through 4, quarter-long fine arts courses with a common theme of ‘storytelling’.</p>	<p>renovations, to update facilities, in the coming years.</p>
<p>Theater- Strategy 5: Establish and develop mutually supportive connections with regional arts and educational organizations and institutions that will assist students in meeting or exceeding the Maryland ELOs.</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. These professionals presented workshops and coached groups of teachers and students during the annual theatre festival.</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>Professional acting consultants from Compass Rose Theatre Company provided professional development for theatre teachers through the workshops that they facilitated for students in the theatre classes.</p>	<p>Some theater teachers lack the academic and/or experiential background in theatre and opportunities to work with and learn from trained professionals have been invaluable.</p> <p>An additional minor challenge continues to be staff turnover with our primary community/professional partner.</p>
<p>Theater- Strategy 6: Ensure that all Fine Arts stakeholders maintain current levels of knowledge to keep pace with state and local changes.</p>	<p>The Coordinator of High School English, the English Specialists, and the resource teacher met, on different occasions, with counselors, high school English department chairs, and theater teachers to provide updates regarding the theatre program and the courses that support the program. All stakeholders were encouraged to promote the courses and increase enrollment in order to maintain the</p>	<p>Theatre Arts teachers are reluctant to leave their classrooms and rehearsal schedules for additional professional development. Job-embedded professional development at the school site and the focused day of workshops appears to be preferred approach.</p>

	<p>district's initiative to endorse the Arts and provide opportunities for all students.</p> <p>High School English Office personnel facilitated workgroups for theatre teachers where course outcomes and expectations were discussed, and teacher and student needs were evaluated.</p>	
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2. Complete the chart below outlining the system's 2019-2020 goals to implement COMAR 13A.04.16 Programs in Fine Arts in dance, media arts, music, theatre, and visual art and the strategic targets for year 2023-2024 (five year forecast). Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations.

<b>Fine Arts</b>	<b>2019-2020 Goals</b>	<b>2023-2024 Targets 5 Year Forecast</b>
Dance	To continue to support dance educators and AACPS students through a variety of services and experiences to maintain and elevate dance education PK –12. Focus on Elementary dance will continue and increase through residencies and special projects to meet COMAR. To increase participation in the dance festival at the elementary level.	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.
Media Arts	To strengthen the Media Arts experiences of 5 <sup>th</sup> grade students at 6 targeted elementary schools. 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, the Internet, and interactive and mobile technologies for storytelling.	To continue to strengthen the Media Arts experiences of 5 <sup>th</sup> grade students at 40 targeted elementary schools over the five-year period.
Music	To focus on equity within our music program. We will be looking at data related to the	Based on data review being completed in 2019-20, we will be crafting a plan to enhance



	<p>students currently enrolled in our secondary music courses through the lenses of race, gender, and socioeconomic level, considering possible root causes for this disparity, and determining next steps to improve access to our music program for all students within AACPS</p>	<p>our already strong music program offerings to better meet the needs of all students. Likely targeted areas for improvement will include our music technology course at the high school level, our Music Goes Global Course at the middle school level, and guitar and piano course offerings at the middle and high school level. We will be considering new courses that we may want to propose to provide alternate pathways to music education that live outside our ensemble courses.</p>
Theatre	<p>To support theatre teachers by continuing to collaborate with professional theatre companies to enhance the learning experience for students.</p> <p>To increase student participation and focused learning opportunities during the annual theatre festival.</p>	<p>To broaden the AACPS Theatre Arts experience to reach more students across all grade levels.</p>
Visual Arts	<p>The Pre K-12 Visual Arts program continues to educate students through rigorous and meaningful child-centered learning experiences. The Visual arts curriculum has transitioned to align to the Maryland State – Visual Arts Standards. We continue to focus our energies on the understanding and implementation of those standards. Our curriculum has been designed to foster 21st century skills, encompassing critical and creative thinking, self-direction, perseverance, and accountability in the making of personal works of art for all students. The Visual Arts Office continues to explore new course offerings.</p>	<p>Visual Arts courses will be elevated by considering new courses that we may want to propose in order to provide alternate pathways to visual arts education that are aligned to the standards and are delivered with meaningful engagement.</p>

## BUDGET NARRATIVE – Anne Arundel County Public Schools Fine Arts Grant 10/11/2019

Discipline	Category	Line Item	Calculation	Amount	In-kind	Total
MEDIA ARTS	201 Administration					
	Business Support 201-22	Indirect Cost 2%	$\$25,377 \times 2\% = \$508$	\$ 508	- \$	508
	202 Mid-Level Administration					
	Office of the Principal 202-15					
	Inst. Admin. & Support 202-16					
	203-205 Instruction Categories					
	Regular Prog. 203-205-01	Salaries & Wages	2 - Curriculum Writers @ \$30 per hr x 96 hrs = \$2,880	\$ 2,880	- \$	2,880
			20 ipads @ \$8,730 per 10 = \$17,460 4 ipads @ \$478 = \$1,912 Meraki licenses @ \$16.80 x 24 = \$403.20 Ipad cases @ \$25 x 24 = \$600 Ipad screen protectors @ \$15 x 24 = \$360 Ipad tripod @ \$25 x 24 = \$600			
		Supplies & Materials		\$ 21,335	- \$	21,335
		Supplies & Materials	Green screen for 6 schools @ \$150 = \$900	\$ 900	- \$	900
		Supplies & Materials	Office Supplies for Curriculum Writers	\$ 18	- \$	18
	212 Fixed Charges	Curriculum Writer	\$2,880 x .08478 = \$244	\$ 244	- \$	244
	Total Fine Arts Programs			\$ 25,885	\$	25,885



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

ORIGINAL GRANT BUDGET	\$25,885	AMENDED BUDGET #		REQUEST DATE	10/08/19
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	7/1/2019	9/30/2021	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
<b>201 Administration</b>							
Prog. 21 General Support							0.00
Prog. 22 Business Support						508.00	508.00
Prog. 23 Centralized Support							0.00
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	2,880.00		22,253.00				25,133.00
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
<b>206 Special Education</b>							
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
<b>207 Student Personnel Serv.</b>							0.00
<b>208 Student Health Services</b>							0.00
<b>209 Student Transportation</b>							0.00
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
<b>211 Plant Maintenance</b>							0.00
<b>212 Fixed Charges</b>				244.00			244.00
<b>214 Community Services</b>							0.00
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
<b>Total Expenditures By Object</b>	2,880.00	0.00	22,253.00	244.00	0.00	508.00	25,885.00

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

Finance Official Approval	<u>M. Durbin</u>	<u>M. Durbin</u>	<u>10/10/2019</u>	<u>410-222-5204</u>
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>George Arlotta, Ed.D.</u>	<u>[Signature]</u>	<u>11/11/19</u>	<u>410-222-5304</u>
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #




## RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

  
Superintendent of Schools/Head of Grantee Agency

  
Date



# Appendix H

## **Appendix H: Equitable Services to Private Schools under ESSA Section**

### **This section applies to Title I, Part A and programs covered Title VIII, including:**

- Title I, Part A(Improving Basic Programs Operated by Local Education Agencies
- Title I, Part C Migrant Education Program)
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

To ensure equitable services and other benefits are being provided for eligible private school students, teachers, and other educational personnel, the Equitable Services State Ombudsman is responsible for monitoring and enforcing the requirements in the Every Student Succeeds Act (ESSA) under Title I and covered programs under Title VIII. **Please submit the following:**

- ☐ Consultation timeline for each program
- ☐ Signed Affirmation of Consultation
- ☐ Complaint procedures/dispute resolution process for covered programs under ESSA

In addition, the Maryland State Department of Education and local education agencies (LEA) must annually provide information to private school officials on the amount of funds allocated for equitable services under Title I and each of the covered programs under Title *VIII* (*Sections 1117(a)(4)(C) and 8501 (a)(4)(C)*).

**Please complete the Equitable Services Table for each program listed.** Provide information regarding the names of participating private schools, the number of private school participants, and proportionate share for equitable services.

**Local School System: AACPS**
**Equitable Services Table**

<b>Participating Private School Name and Address</b>	<b>Title I-A</b>	<b>Title I-C</b>	<b>Title II-A</b>	<b>*Title III-A</b>	<b>Title IV-A</b>	<b>Title IV-B</b>
<b>All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. <a href="http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx">http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</a></b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Staff</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>	<b>Total Number of Participating Students</b>
<b>Annapolis Area Christian School (3 Campuses)</b>			<b>167</b>			
<b>Archbishop Spalding High School 8080 New Cut Road Severn, Maryland 21144</b>			<b>163</b>		<b>1,252</b>	
<b>Chesterton Academy of Annapolis 351 Dubois Road Annapolis, Maryland 21401</b>			<b>13</b>		<b>12</b>	
<b>Kennedy Krieger at Southern High School 4400 Solomons Island Road Harwood, Maryland 20776</b>			<b>15</b>			
<b>Monsignor Slade Catholic School 120 Dorsey Road Glen Burnie, Maryland 21061</b>			<b>43</b>			
<b>Montessori International Children's House 1641 N. Winchester Road Annapolis, Maryland 21409</b>						
<b>School of the Incarnation 2601 Symphony Lane Gambrills, Maryland 21054</b>	<b>1</b>		<b>80</b>		<b>753</b>	
<b>St. Jane Frances 8513 St Jane Drive Pasadena, Maryland 21122</b>			<b>26</b>			
<b>St. John The Evangelist School 669 Ritchie Highway Severna Park, Maryland 21146</b>	<b>1</b>		<b>38</b>		<b>484</b>	



<b>St. Martin's Lutheran Church School</b> <b>1120 Spa Road</b> <b>Annapolis, Maryland 21403</b>			<b>21</b>			
<b>St. Mary's Elementary School</b> <b>111 Duke of Gloucester Street</b> <b>Annapolis, Maryland 21401</b>			<b>55</b>		<b>792</b>	
<b>St. Mary's High School</b> <b>113 Duke of Gloucester Street</b> <b>Annapolis, Maryland 21401</b>			<b>53</b>			
<b>St. Paul's Lutheran School</b> <b>308 Oak Manor Drive</b> <b>Glen Burnie, Maryland 21061</b>			<b>34</b>			
<b>St. Philip Neri School</b> <b>6401 S. Orchard Road</b> <b>Linthicum Heights, Maryland 21090</b>	<b>8</b>		<b>41</b>		<b>405</b>	
<b>Baltimore City Public Schools</b>	<b>1</b>					
<b>Howard County Public Schools</b>	<b>3</b>					
<b>Prince Georges County Public Schools</b>	<b>3</b>					
<b>District of Columbia Public Schools</b>	<b>2</b>					
<b>Total Allocation:</b>	<b>\$34,474</b>	<b>\$</b>	<b>\$117,300</b>	<b>\$</b>	<b>\$43,472</b>	<b>NA</b>

**\*Please note Title III-A did not receive any requests for consultation or funding.**