

Local ESSA Consolidated Strategic Plan

2020

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**2020 Local ESSA Consolidated Strategic Plan
Federal and State Grant Applications and COMAR Requirements**

Due: November 15, 2020

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Anne Arundel County Public Schools

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



**Signature of Local Superintendent of Schools
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Date



Signature of Local Point of Contact



Date

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CONSOLIDATED STRATEGIC PLAN NEEDS ASSESSMENT

AACPS Needs Assessment

Overview:

Anne Arundel County Public Schools (AACPS) was focused on “All Means All” - the theme of our current Strategic Plan – before experiencing a pandemic caused by COVID-19, and remains steadfastly committed to addressing the needs of and providing a path for ALL students, reinforcing that commitment to the provision of a holistic and well-rounded education for approximately 84,000 students. (See the AACPS Strategic Plan:

<https://www.aacps.org/Page/1690>) The tenets of access and equity and the expectation of the Every Student Succeeds Act (ESSA), originally at the heart of the creation of our strategic plan, have been further thrust into the forefront as AACPS addresses the many unforeseen challenges created by the most significant pandemic in 100 years. The tentacles of its impact have reached into every home in the county, affecting what we took for granted as standard operating procedures, the economics of businesses both large and small, and the mental health and emotional well-being of our citizens, especially our students. With that, the three Driving Values (I. All Means All; II. Ready, Set, Launch! ; and Sound Stewardship) along with the 17 associated Strategies, continue to drive our work to address the needs of our students and families, to learn their stories, and respond by providing opportunities and resources that maximize engagement, safety, and wellness.

In years past, academics and discussion around the data from State mandated assessments were at center stage. Desperate times call for desperate measures; and AACPS is dedicated to forging beyond the limits forced upon us by COVID-19, to meet the needs of our students, families, and teachers so that learning may continue to be accelerated, even in this unique environment.

With that said, ESSA remains clear; despite the impact of the pandemic, LEAs must continue to support an educational focus on the four C’s or, 21st Century Skill development (collaboration, communication, creativity, and critical thinking). In such, AACPS’ approach, similar to that of the 4 Domains of Rapid School Improvement includes:

- Prioritization of improvement with targeting of support
 - Focused structures, enhanced organizational oversight, and oversight monitoring
- The embrace of a growth mindset; building capacity while igniting passion with recognition
 - Implementation of a Learn, Grow, Success professional development platform with high standards and leader expectations in learning
- Looking at data and all gaps; achievement, excellence, and opportunity strategically to determine the best course of action with evidence-based approaches
- Building a strength-based culture where presumed competency and potential are leveraged within a school community that fosters connection

Data

SWOT Analysis (strengths, weaknesses, opportunities, threats):

| Strengths | (Weaknesses) Challenges |
|---|--|
| <ul style="list-style-type: none"> ● Aligned Strategic Plan https://www.aacps.org/Page/1690 ● Office of Equity and Accelerated Student Achievement https://www.aacps.org/site/default.aspx?PageType=3&ModuleInstanceID=17669&ViewID=DEDCCD34-7C24-4AF2-812A-33C0075398BC&RenderLoc=0&FlexDataID=36546&PageID=7112&Tag=&Comments=true ● I-Ready (Diagnostic) https://www.aacps.org/iready ● | <ul style="list-style-type: none"> ● Social emotional and mental health issues ● Learning loss ● Technology and accessibility issues ● Multiple stakeholder views on school operations and reopening ● Meeting the the needs of students with accomodations ● Social justice ● Fortifying Equity among stakeholders ● Attendance during virtual learning |
| Opportunities (AACP Priorities) | Threats (Recognized Barriers) |
| <ul style="list-style-type: none"> ● Elevate all students ● Meet the social/emotional needs of students to enable them to access learning (relationships and social justice) ● Provide connectivity access to virtual learning (ChromeBooks/internet) ● Diagnose learning strengths/deficits and prescribe (I-Ready) ● Continue systemwide Equity Professional Development ● Built teacher capacity through creation of virtual teaching professional development offerings | <ul style="list-style-type: none"> ● Economic Stressors/Financial instability ● Limited Childcare ● CDC/Health Department Guidance - impact on full return ● County transportation ● Food Deserts ● Service variation within the county |

Consultations Guide Our Decisions:

AACPS Strategic Planning – Strategic Plan consultation (public forum) results /Identified Values
- Metrics and action to date are published on the website at at

<https://www.aacps.org/howarewedoining>

- 1) Teachers and staff 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.

Surveys:

AACPS COVID Outreach included family and staff surveys. In fact, over 45,000 AACPS families responded to our summer opinion survey regarding our FALL 2020 reopening. This represents approximately 94% of our AACPS student body.

- Family Survey link - <https://www.aacps.org/fall2020surveyresults>
- Staff Survey link - <https://www.aacps.org/cms/lib/MD02215556/Centricity/Domain/1761/2020-2021%20School%20Opening%20Staff%20Survey%20Resultsb.pdf>

Health Department Collaboration:

Additionally, significant consultation has occurred with our Department of Health (DOH) in all aspects of reopening. Dr. Kalyanaraman, Chief Health Officer, is a critical stakeholder and partner in our efforts. This consultation has helped to inform the 14 Future Planning Committees composed of AACPS employees, students, parents, AACPS bargaining unit members, AACPS advisory group members, community organizations, and community partners. There is a weekly meeting of DOH and AACPS officials headed by Drs. Arlotto and Kalyanaraman.

The work these Future Planning Committees were and are challenged to accomplish is much more than work to simply reopen schools in the fall of 2020. It is important work focused on

designing a reopened school system where we truly live the three values in our strategic plan to purposefully meet the needs of ALL our students.

Ongoing Stakeholder Feedback Avenues:

- Board Meetings
- Teacher Forums
- Public Testimony
- DCs/School Lead Communications
- Parent Advisories
- Parent and Teacher Climate Surveys
- Citizen Advisory Committee (CAC)
- Anne Arundel Council of PTAs (AACCPA)
- Superintendent's Parent Involvement Council (PIAC)
- Special Education Citizens' Advisory Committee (SESAC)

Note: AACPS uses multiple data points to inform decisions, including utilization of operating budgets, Title and CARES grants as AACPS has an intentional fiscal management/stewardship goal within our Strategic Plan).

Addressing the Whole Child and the Mental Health Needs exacerbated by the COVID-19 Pandemic

Our Student Services team, including school counselors, school psychologists, school social workers, and pupil personnel workers – has spent the spring and summer preparing new pathways to support our students.

This year (2020/21), 260 school counselors provide universal social, academic, and college and career support to students through individual counseling, academic advisement groups, and classroom instruction. They support teachers who implement social-emotional learning, wellness, and mindfulness instruction as a regular part of virtual learning. They also coordinate more intensive mental health supports with our Expanded School-Based Mental Health program and outside community agencies, and work with families to provide resources to allow their students to be socially and emotionally prepared for virtual learning.

Additionally, 85 school psychologists support the social-emotional needs of students during virtual learning. Playing an integral role in the Individualized Education Plan process, they attend team meetings, complete psychological assessments, and provide targeted individual and group counseling to students. In addition, they consult and collaborate with teachers developing strategies to support the social-emotional needs of students during virtual learning.

Our 37 social workers represent a growing cadre within Student Services who conduct targeted individual and group counseling sessions around issues such as social skills development and resilience, and they play an integral role of connecting families to community resources such as healthcare, food, childcare, and mental health support.

The 35 Pupil Personnel Workers on our team continue to be the home-school-community connection and they have been working hard over the summer and into the fall to enroll homeless and kinship care students, and they connect and engage families to ensure that they have the resources necessary to be successful in virtual learning.

The partnership with the Anne Arundel County Department of Health provides a team of school nurses and health assistants. During virtual learning, school nurses and health assistants play an essential role in keeping students healthy, coordinating and planning for the eventual return to in-person education, providing case management for students with chronic health conditions, engaging in individualized planning to meet the health needs of specific students, reviewing and following-up on immunizations, blood lead testing, physical examinations, and vision and hearing screenings, completing health record management, and providing a critical health-related perspective at IEP, 504, and attendance meetings.

The Student Services team realizes virtual learning brings with it additional potential barriers for students, and team and family members to work collectively so that students can experience academic success.

Furthermore, while physically, socially, and emotionally away from their peers, students have opportunities to engage with others who share similar interests outside the classroom. Instructional relevance and devotion to enrichment offerings, classes, and activities expand student experiences and boost school engagement. Additionally, “research has consistently demonstrated the value of spending time in enrichment activities and courses for developing these broader sets of skills and interests.” <https://www.timeandlearning.org/research/well-rounded-education> Thus, perhaps more than ever, AACPS focuses on nurturing the “whole child” and elimination of opportunity gaps.

For those families who are unable to have their students “attend” e-learning there is an Alternate Attendance Plan (AAP) designed for families who due to extenuating circumstances, cannot support their student logging into live learning on specific days for specific learning blocks on a routine, extended basis. Families who can show evidence of consistent, extended absences during synchronous virtual learning may apply. Consistent, extended absences can be defined as an extenuating circumstance that prevents a student from being available for synchronous learning on a long-term, consistent basis due to an employment and/or daycare issue. Families must apply and provide documentation for consistent, extended absence along with a plan for making-up missed assignments. This option is only considered after the parent/guardian has

explored all other options to access virtual learning and has been unsuccessful due to employment and/or daycare barriers. www.aacps.org/alternateattendance

While much attention is appropriately focused on providing for students and families, one urgent component in Elevating All Students and Eliminating all Gaps continues to be the systemwide training for staff members regarding Equity. Again this year, all educators will participate in 4 required professional development sessions with their colleagues, and all employees may also engage in Equity Self-Paced Professional Development sessions monthly throughout the year. (<https://intranet.aacps.org/Dept/ProfessionalDev/2020PD/Self%20paced%20equity%20menu%20-%20Sept.pdf>.) Topics include implicit bias, critical conversations with students, and more. The same four days are also systemwide Unity days. Students, teachers and staff wear orange and engage in activities to reflect commitment to unity within the school, the system, and the county. Staff members also participate in book studies and discuss among many topics, White Fragility and How to Be Antiracist. Along with the ongoing focus on supporting professional growth for our staff members around equity, this is the second year for 9th graders to take a required one semester course called Global Community Citizenship (GCC) which promotes civil discourse and builds an understanding of our similarities and differences. Anne Arundel County Public Schools remains dedicated to the ongoing journey to Equity in our daily actions, in each interaction we have, and in each decision we make.

The GCC course is recognized as a powerful step in addressing the increasing racial incidents that have been occurring in Anne Arundel County. In fact an editorial in the CAPITAL GAZETTE newspaper (October 14, 2020) speaks to the value of the GCC course, as well as the value of the Second Step (a program rooted in social/emotional learning which supports the transformation of school culture) in elementary and middle schools as it cites the numbers of racial incidents documented in a recent report [compiled by the Maryland State Police and the state's Coordination and Analysis Center](#).

“The report provides more evidence of a need to recommit to solutions or the problem of racist incidents in Anne Arundel County schools and in this community.

None is more important than county schools’ Global Community Citizenship graduation requirement, a class that explores the value of diversity, and plans to expand the Second Step curriculum in elementary and middle schools to discuss kindness, empathy and inclusion.”

Indeed, the results of the climate survey conducted in December 2019 indicate that student to student relationships is an area that most respondents considered less favorable. (Attachment A)

In May 2019, well prior to Covid-19, the Board of Education of Anne Arundel County endorsed a motion to have Dr. George Arlotto, Superintendent of Anne Arundel County Public Schools, create a task force to address the mental health needs of children and adolescents in Anne Arundel County. Recognizing that the issues surrounding the mental health of children and the

work to be done to combat those issues is bigger than any one agency, Dr. Arlotto collaborated with County Executive Steuart Pittman on this effort. The goals of the task force were to (1) identify factors contributing to increased mental health needs of our children; (2) better coordinate services and communication among the school system, county government, and providers; (3) identify proactive measures and best practices for improving child mental health; and (4) make recommendations for improved service delivery to children and families.

In its September 24, 2020 meeting, the Task Force noted that recent events have illuminated areas of great concern moving forward, especially with respect to COVID-19/social isolation and social unrest/racism. The Task Force acknowledges the disproportionate impact of COVID-19 on people in poverty and of color; the traumatic effect of some actions taken related to the impact of police responses to people of color; the struggles parents are facing with children at home during the school day; loss of jobs and reduced income; increases in substance use, mental health concerns and suicidal ideology -- and many other post-COVID impacts. Ideas suggested by Task Force members that need further exploration and discussion are included in the body of the report. Most of the suggestions apply to the priority areas listed above, but the Task Force acknowledges they involve a perspective that was unthinkable prior to the COVID-19 pandemic.

Feeding Children from 2-18 years:

Acting immediately in response to the closing of schools on March 13 due to the pandemic, Anne Arundel County Public Schools sought to address the needs of not only the students who would not have access to free and reduced meals provided when they attended school, but also the of the children in the community whose families had suddenly suffered economic hardship. In May 2020 the Division of Food and Nutrition Services handed out its 1 millionth meal. AACPS provided meals to children ages 2 to 18, beginning on March 16, the first day of the school shutdown. By mid-May on the 39th day of meal distribution, AACPS provided 1,008,252 meals to 336,084 children.

In October 2020 Fifty-nine school sites were added to the 40 school and 20 mobile meal sites that existed since the spring. Children receive breakfast, lunch, dinner, and a snack each day schools are in session and can pick those meals up at any meal site.

Link to Meal Distribution sites and daily menu: <https://www.aacps.org/mealpickup>

Fortifying the Virtual Learning Experience

When schools closed suddenly on March 13, 2020, AACPS like many other LEAs worked quickly to create e-learning opportunities for students while at home. Families were surveyed to

determine if there were computers or tablets in the home to allow students to participate on-line. All existing class sets of Chromebooks in schools were “harvested” and reformatted before being distributed to the families who had indicated a need. Some families preferred at that time to work on paper assignments that were readily available at the meal distribution sites. In response to the reports of anxiety related to the pandemic in general, as well as to initial experiences with on-line learning permeating the community in the spring, AACPS was one of multiple systems that instituted a pass/fail grade and N/G system for the last marking period to relieve the pressure that students and families were expressing.

Despite best efforts of attempting to provide technology or paper packets for students and adjusting the grading for 4th marking period to pass/fail grade to reduce anxiety, we witnessed students who faced connectivity challenges finishing out the 2019/20 school year with an NG, or no grade for 4th marking period due to lack of “attendance” or lack of participation.

(Attachment B) In fact, 54% of students who received free or reduced meals did not earn a grade for the final marking period. Lack of participation, however, was not limited to one student group. Roughly 32% of all students did not receive a grade in one or more content areas. Continuity of Learning (COL) as it existed in the 2 months following school closings on March 13, was not serving our students.

Beginning immediately after the conclusion of the school year, summer programs were scheduled for students to 1) counter the learning loss, 2) provide experiences for those students to revisit 4th marking period standards (amend their grades from the 2019/20 school year), and 3) comply with ESY decisions. This occurred through (<https://www.aacps.org/summer>):

- An Elementary School Summer Virtual Learning Academy - SOAR!
- A Title I Elementary School Summer Virtual Learning Academy - ENGAGE!
- INSPIRE - Summer Virtual Academy
- Secondary Summer School
- Secondary Summer “NG” Assignment Recovery Program
- Magnet Summer Bridges
- Pre-K-8 Virtual Learning Buffet
- Arlington Echo Summer Camps - Online
- Global Languages Summer Program - Virtual Interactive Instruction
- MS Math Transition - Virtual Program
- Virtual Language & Literacy Program - Newcomers
- Extended School Year Program

Longer range planning and preparation was taking place even while finishing out the fourth marking period of the 2019/20 school year, and additional surveys have since revealed more about the needs and preferences of families and teachers in AACPS.

Guiding principles, closely aligned to the Strategic Plan, were utilized in the reopening of schools. They included:

- Prioritizing the health and safety of students and staff;
- Cultivating a robust, equitable learning environment; and
- Maintaining strong relationships with students, families, and community partners

Families overseeing their students in their home classrooms can locate answers to many of their questions about resolving technological issues, as well as locating supports for setting up a space at home, after-hours support for learning, and social/emotional or crisis issues on the “Welcome to AACPS Virtual Learning” site. (<https://www.aacps.org/virtuallearning>) Every student will receive a ChromeBook this year, beginning with families without a device in the home; connectivity has also been made available for any family who requested it. Beyond technological provisions, students in Kindergarten through fifth grade received a backpack filled with supplies for art class, a ball to use for gym, math manipulatives, headphones, and additional grade appropriate materials to support learning at home.

With the hope to welcome all students to our brick and mortar schools, AACPS created steps for those populations facing the most significant challenges in accessing learning via on-line delivery. Indeed, students who attend the centers for students with significant disabilities, English Learners with beginning language skills, and students who attend the career and technical centers who are working toward certification in trades were given the opportunity to *choose* to return to buildings with strict safety protocols in place with in-person, hands-on, and creative virtual avenues. Beginning with small groups of students in developmental centers, centers of applied technology, and English Language Acquisition programs, progression to additional phases of in-person instruction and hybrid learning will depend on staffing availability and the public health climate.

Our tentative timeline is as follows:

| Target Start Date (Tentative) | Student Population Returned to In-Person Learning (Hybrid) (TENTATIVE) | Number of Students (grade level) |
|--|---|---|
| 9/29/20 | Special Education Students in our Developmental Centers | 49 (K-12) |

| | | |
|---------------|---|--|
| 9/29/20 | Center for Applied Technology North Students | 282 (10-12) |
| 10/19/20 | Middle School Levels I & II ESOL Students | 184 (6-8) |
| October 2020 | Special Education Students from Specialty Sites | TBD – Parental election (ECI/Pre-K-12) |
| November 2020 | Special Education Students from Comprehensive Middle & High Schools | TBD – Parental Election (6-12) |
| November 2020 | Pre K-2 Students | Offered to: 19,543 |
| November 2020 | Grade 3-5 Students | Offered to: 19,150 |
| December 2020 | Grade 6 Students | Offered to: 6,263 |
| January 2020 | Grade 7-8 Students | Offered to: 12,469 |
| February 2020 | Grade 9 Students | Offered to: 6,398 |
| February 2020 | Grade 10-12 Students | Offered to: 17,368 |

We realize that during the shutdown in the spring and summer, learning loss or slide may have occurred for students. During the 2020-2021 school year we will use i-Ready for Grades K-8 to determine our student's strengths and needs in reading and math and to provide a personalized individual learning path for students to work through during homework and asynchronous learning time. This personalized path will allow students to get support with any content/skills that students need to review as well as content/skills both on grade level and above grade level. <https://www.aacps.org/iready>. This will support our attention to several indicators from the Strategic Plan to increase the percentage of students reading on or above grade level by the end of second grade (Indicator 5) and to increase the percentage of students who meet or exceed expectations on standardized reading, language arts, and mathematics assessments (Indicators 6 & 7) across grades 3-12.

In the virtual learning environment, AACPS recognizes that students and families will need extra academic support after school hours. Therefore, an evening virtual homework help and tutoring program has been designed to assist students and families. Secondary students can access support Monday through Thursday, and Sunday evenings. A learning support program for families of elementary students will be available Monday and Wednesday evenings for parents/guardians to assist their children with concepts and skills they are learning across many disciplines, especially mathematics. In addition, AACPS is providing an additional online tutoring-on-demand program that older students can freely access for further assistance with their studies in Algebra I and Algebra II courses. <https://www.aacps.org/tutoring>

For additional details about how AACPS has designed to deliver opportunities for students to engage and build relationships with their teachers and classmates, as well as to access learning and apply their developing skills can be found in AACPS Reopening 2020. <https://www.aacps.org/2020reopeningplan>.

In contrast to those students for whom virtual learning had a devastating impact, students enrolled in Advanced Placement (AP) courses completed 4th marking period and took revised AP exams at home, earning scores not far distinct from previous years. In fact, even with COVID, AACPS students who participated in Exams the spring of 2020 saw an increase in scores of 3 or greater.

2020 AP Summaries/Comparison with 2019

| AACPS | 2019 | 2020 | Δ |
|--------------------|---------------|---------------|--------------|
| AP Students | 5,937 | 5,820 | -117 |
| Total Exams | 10,889 | 10,495 | -394 |
| Mean | 2.98 | 2.97 | -0.01 |
| Scores: %≥3 | 63% | 64% | 1% |

Additional Indicator Information on CCR:

- 65.65% of the Class of 2020 met College and Career Ready benchmarks in English Language Arts (ELA) by earning minimum scores on MCAP, SAT, ACT, AP, IB, Accuplacer, or through dual enrollment with the community college. This is an increase from the Class of 2019 (64.56%).
- Specific school level increases include Arundel HS from 68.86% to 77.26%; Glen Burnie HS from 51.13% to 56.63%; and Southern HS from 69.36% to 73.22%

Budget Priorities:

Just as the instructional priorities of Anne Arundel County Public Schools shifted in response to the COVID-19 pandemic, so too has the focus of many aspects of our budget.

The budget reflects our ongoing, aggressive approach to look at each expenditure account and redirect resources to accomplish key initiatives, as opposed to solely requesting additional funds to do the same. Difficult reductions and realignments have been accomplished to meet basic and mandated needs.

Increases in Federal, State, and Local revenue have resulted in the approval of a \$1.31 billion operating budget. County funds approved to support the operating budget total \$749.6 million, an increase of \$16.3 million. This increase in county funds exceeds the minimum level mandated by state law, also known as Maintenance of Effort (MOE), by \$1.5 million.

The Operating Budget was carefully developed to utilize all financial resources efficiently. The budget provides for expansion of robust programs for approximately 85,000 students, the largest in Anne Arundel County's history. Increases in student achievement and access to rigorous and

relevant coursework for all students continue to be high priorities. There are many great programs and academic choices for our growing and diverse student population. With this budget, we are able to:

- provide 84.2 teaching positions to address rising enrollment.
- provide 75.8 additional special education teachers and student support positions.
- provide 12 positions to support English Language Learners.
- provide 16 positions to expand PreKindergarten programs.
- provide 12 positions for school counselors, psychologists, and social workers.

Progress toward our goal has been made, however much more needs to be done. This commitment requires an ambitious approach that will serve all students' individualized needs.

Our vision – that “Our students will graduate with the skills necessary to read, write, compute, and communicate effectively; think critically and creatively; work independently and collaboratively with others from diverse backgrounds; and engage in innovative interdisciplinary analysis and complex problem solving” – calls on us to develop in our students the necessary skills to enter the workforce and/or extend their learning at an institution of higher education. After all, our job is to provide students with the support and the opportunities that are necessary to take them from their different starting places and get them to the same finish line.

A major factor in the operations of the school district for FY2021 has been the COVID-19 pandemic. As stated earlier, after seeing record revenue growth in FY2020, the COVID-19 pandemic severely restricted revenue growth in FY2021. Furthermore, after the budget was adopted, it was announced by Governor Hogan that he intends to cut nearly \$200M out of the K-12 education budget for FY2021 due to reduced state revenues. It is estimated that the AACPS portion of that cut would be \$15M-\$18M. In response to this potential reduction, AACPS has instituted reductions to discretionary spending and has implemented a hiring freeze on certain non-school based positions.

The pandemic has also forced the District to start the school year virtually with a plan to bring small groups of students into buildings throughout the first semester in a hybrid-type model. Because of this pandemic, AACPS has developed 14 cross-functional teams to review our virtual operations and plan for hybrid instruction. The District has been awarded over \$29 million in CARES Act grants to facilitate the implementation of virtual instruction. These funds were used to purchase over 50,000 Chromebooks, procure a new Learning Management System (LMS), and pay for Google Classroom while we transition to the new LMS. These grants have also funded various instructional support programs such as after school tutoring for middle and high schools students, during the school day tutoring for middle and high school students, a parent support center for elementary parents, and Special Education assessment and recovery services. The funds also helped bridge the digital divide by providing internet services to families who lacked broadband access and provided every PreK-5 student with a backpack filled with essential school

supplies. As we begin to plan to bring students back to buildings, additional costs will be incurred to ensure safety for students and staff. Given the revenue restrictions in the General Fund, AACPS will have to continue to look for ways to reallocate funds to ensure a smooth transition to a hybrid instructional model.

Attachment A

District Level ESSA Student & Teacher Survey Results by Grade Span and Student Groups

Anne Arundel County Public Schools
Prepared by Amanda Adley
December 2019



Survey Overview

All Maryland students in grades 5-11 and educators take the survey in the Spring of the school year. All responses use the same four-point scale of “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.” Elementary and middle school students in grades 5-8 take a survey with 54 questions. High school students in grades 9-11 take a survey with 55 questions. Educators take a survey with 73 questions.

Domain Descriptions:

- The **Community** domain describes the degree to which there is respect for diversity and that there are opportunities for participation and engagement in the school. The topics surveyed under this domain are “Participation and Engagement” and “Respect for Diversity”.
- The **Environment** domain describes the degree to which there are behavioral and academic supports, and the physical environment supports a positive learning and working environment. The topics surveyed under this domain are “Behavioral and Academic Supports” and “Physical Environment”.
- The **Relationships** domain describes the degree to which students and educators feel that students have positive, caring and respectful connections with their peers and adults in the school. The topics surveyed under this domain are “Staff-Student Relationships” and “Student-Student Relationships”.
- The **Safety** domain describes student and educator perceptions of physical and emotional safety and the degree to which bullying and substance abuse occurs in the school. The topics surveyed under this domain are “Bullying”, “Emotional Safety”, “Physical Safety”, and “Substance Abuse”.

Teachers have an additional domain on the quality of instructional feedback called **Instructional Support**.

Interpreting the Topic and School Survey Results:

Each survey participant responded to at least 3 questions or 50% of all questions within the topic, whichever is lesser. Participants received a topic score for any topic where they meet the minimum requirements, regardless of their participation in the rest of the survey topics. Each participant’s topic score is calculated using item parameters based on a Rasch model. Student Average Scores for each topic are out of 10 points, with results accounting for 70% of that ESSA score. Teacher Average Scores for each topic are out of 10 points, with results accounting for 30% of that ESSA score.

Index/Topic Range Benchmark Level and Interpretation

- **Greater than 9** Most favorable perception of the topic/school
- **Greater than 5.5 to 9** More favorable perception of the topic/school
- **Greater than 2 to 5.5** Less favorable perception of the topic/school
- **Less than or Equal to 2** Least favorable perception of the topic/school

Student Survey Results by Grade Span and Student Group

The averages reported have been calculated by MSDE.

| Student Groups by Grade Span | Community | | Environment | | Relationships | | Safety | | | |
|----------------------------------|------------------------------|-----------------------|----------------------------------|----------------------|-----------------------------|-------------------------------|----------|------------------|-----------------|-----------------|
| | Participation and Engagement | Respect for Diversity | Behavioral and Academic Supports | Physical Environment | Staff-student Relationships | Student-student Relationships | Bullying | Emotional Safety | Physical Safety | Substance Abuse |
| Elementary | | | | | | | | | | |
| All Students | 6.88 | 8.07 | 8.09 | 3.86 | 8.68 | 4.04 | 6.76 | 6.99 | 5.05 | 9.89 |
| American Indian/Alaska Native | 5.40 | 6.87 | 7.30 | 4.04 | 7.55 | 4.38 | 5.16 | 5.70 | 4.06 | 9.42 |
| Asian | 6.62 | 7.12 | 7.93 | 4.01 | 8.32 | 4.60 | 6.07 | 6.72 | 5.33 | 9.48 |
| Black or African American | 6.63 | 7.13 | 7.62 | 3.27 | 7.84 | 3.38 | 5.61 | 6.61 | 4.31 | 9.78 |
| Hispanic/Latino of any race | 6.74 | 8.03 | 8.11 | 4.12 | 8.57 | 4.44 | 6.70 | 7.10 | 5.21 | 9.86 |
| Native Hawaiian/Pacific Islander | 6.18 | 7.53 | 8.06 | 4.48 | 9.42 | 4.83 | 7.45 | 7.20 | 7.30 | 9.90 |
| Two or more races | 6.51 | 7.42 | 7.45 | 3.58 | 7.97 | 4.10 | 6.52 | 6.43 | 5.07 | 9.78 |
| White | 6.72 | 8.29 | 8.01 | 4.07 | 9.04 | 4.17 | 7.15 | 7.00 | 5.47 | 9.91 |
| Economically Disadvantaged | 7.10 | 7.63 | 8.20 | 4.24 | 8.48 | 3.81 | 5.97 | 6.94 | 4.68 | 9.69 |
| English Learner | 6.74 | 7.50 | 7.89 | 4.86 | 8.20 | 4.84 | 5.67 | 7.12 | 5.07 | 9.27 |
| Students with Disabilities | 6.99 | 7.38 | 7.89 | 4.09 | 8.43 | 4.19 | 5.68 | 7.08 | 4.57 | 9.61 |

*Grade span includes all students registered in any school as grade 5

- All scores show that there is a more than favorable perception of the school except in the following areas: Physical Environment, Student-Student Relationships, and all but one group under Physical Safety.

| Student Groups by Grade Span | Community | | Environment | | Relationships | | Safety | | | |
|----------------------------------|------------------------------|-----------------------|----------------------------------|----------------------|-----------------------------|-------------------------------|----------|------------------|-----------------|-----------------|
| | Participation and Engagement | Respect for Diversity | Behavioral and Academic Supports | Physical Environment | Staff-student Relationships | Student-student Relationships | Bullying | Emotional Safety | Physical Safety | Substance Abuse |
| Middle | | | | | | | | | | |
| All Students | 4.37 | 4.87 | 4.47 | 1.43 | 5.37 | 2.29 | 2.90 | 3.75 | 1.99 | 4.81 |
| American Indian/Alaska Native | 4.22 | 5.93 | 5.50 | 2.24 | 6.03 | 3.74 | 3.49 | 4.10 | 3.52 | 4.99 |
| Asian | 5.07 | 5.39 | 5.57 | 1.75 | 6.01 | 2.88 | 2.83 | 4.37 | 2.51 | 6.12 |
| Black or African American | 4.34 | 4.20 | 4.24 | 1.29 | 4.57 | 1.88 | 2.39 | 3.39 | 1.79 | 4.62 |
| Hispanic/Latino of any race | 4.86 | 5.23 | 4.97 | 1.73 | 5.69 | 2.59 | 3.45 | 4.12 | 2.67 | 5.57 |
| Native Hawaiian/Pacific Islander | 4.55 | 6.20 | 6.21 | 1.76 | 6.57 | 3.23 | 3.29 | 5.39 | 2.22 | 6.19 |
| Two or more races | 4.20 | 4.52 | 4.41 | 1.47 | 5.37 | 2.33 | 2.73 | 3.63 | 2.02 | 4.43 |
| White | 4.23 | 5.09 | 4.44 | 1.44 | 5.84 | 2.37 | 2.94 | 3.73 | 1.93 | 4.78 |
| Economically Disadvantaged | 4.37 | 4.58 | 4.38 | 1.44 | 4.96 | 2.15 | 2.49 | 3.54 | 1.77 | 4.67 |
| English Learner | 6.15 | 6.40 | 6.55 | 2.88 | 6.27 | 2.96 | 3.40 | 4.95 | 2.85 | 7.06 |
| Students with Disabilities | 5.36 | 5.42 | 5.52 | 1.78 | 6.24 | 2.36 | 2.76 | 4.20 | 2.22 | 6.32 |

*Grade span includes all students registered in any school as grades 6-8

- Most student groups in middle school rate the topics less than favorable. Staff-Student Relationships is the exception with 6 of the 10 middle school student groups rating it as more favorable. Physical Environment is the least favorable topic.

| Student Groups by Grade Span | Community | | Environment | | Relationships | | Safety | | | |
|----------------------------------|------------------------------|-----------------------|----------------------------------|----------------------|-----------------------------|-------------------------------|----------|------------------|-----------------|-----------------|
| | Participation and Engagement | Respect for Diversity | Behavioral and Academic Supports | Physical Environment | Staff-student Relationships | Student-student Relationships | Bullying | Emotional Safety | Physical Safety | Substance Abuse |
| High | | | | | | | | | | |
| All Students | 4.49 | 4.53 | 3.41 | 1.63 | 4.85 | 2.92 | 3.50 | 3.71 | 3.56 | 1.39 |
| American Indian/Alaska Native | 4.52 | 3.74 | 3.13 | 1.83 | 4.37 | 2.93 | 4.29 | 3.73 | 3.91 | 2.26 |
| Asian | 5.10 | 4.73 | 4.20 | 1.95 | 5.22 | 3.19 | 3.17 | 4.01 | 4.04 | 1.37 |
| Black or African American | 4.64 | 3.99 | 3.54 | 1.67 | 4.44 | 2.52 | 3.04 | 3.19 | 3.50 | 1.55 |
| Hispanic/Latino of any race | 4.78 | 4.57 | 3.61 | 1.99 | 4.85 | 3.13 | 3.55 | 3.85 | 3.66 | 1.63 |
| Native Hawaiian/Pacific Islander | 4.44 | 4.76 | 3.94 | 1.89 | 5.43 | 4.28 | 3.86 | 4.84 | 3.74 | 1.93 |
| Two or more races | 3.99 | 3.64 | 2.85 | 1.66 | 4.20 | 2.66 | 2.95 | 3.20 | 3.36 | 1.32 |
| White | 4.35 | 4.68 | 3.35 | 1.67 | 5.09 | 2.99 | 3.58 | 3.83 | 3.42 | 1.32 |
| Economically Disadvantaged | 4.53 | 4.16 | 3.58 | 1.69 | 4.64 | 2.63 | 3.10 | 3.29 | 3.33 | 1.37 |
| English Learner | 6.23 | 6.49 | 5.64 | 4.16 | 6.29 | 3.74 | 3.92 | 5.25 | 4.41 | 3.23 |
| Students with Disabilities | 5.49 | 4.93 | 4.83 | 1.73 | 5.43 | 2.76 | 3.28 | 3.83 | 3.12 | 1.97 |

*Grade span includes all students registered in any school as grades 9-12

- Most student groups in high school rate the topics less than favorable with few exceptions.
- High school seems to have the lowest topic ratings among the grade spans.

Teacher Survey Results by Grade Span

These results have been calculated by AACPS to reflect grade span differences as MSDE did not provide their own calculations by grade level. Multi-level schools are reported separately since teachers are not defined by grade level taught at these schools so must be kept in its own category.

| Teacher Survey by Grade Span | Community | | Environment | | Relationships | | Safety | | | | Instructional Support |
|------------------------------|------------------------------|-----------------------|----------------------------------|----------------------|-----------------------------|-------------------------------|----------|------------------|-----------------|-----------------|------------------------|
| | Participation and Engagement | Respect for Diversity | Behavioral and Academic Supports | Physical Environment | Staff-student Relationships | Student-student Relationships | Bullying | Emotional Safety | Physical Safety | Substance Abuse | Instructional Feedback |
| Elementary | 5.66 | 7.44 | 7.28 | 6.66 | 9.22 | 5.92 | 9.29 | 6.84 | 7.20 | 4.19 | 5.73 |
| Middle | 4.84 | 6.07 | 5.70 | 4.80 | 7.80 | 3.82 | 5.89 | 5.80 | 4.33 | 3.33 | 5.03 |
| High | 5.08 | 6.20 | 5.39 | 4.64 | 7.68 | 4.91 | 5.87 | 5.40 | 4.20 | 3.49 | 4.69 |
| Multi-Level | 5.00 | 6.66 | 5.76 | 5.60 | 8.54 | 4.67 | 7.96 | 6.25 | 6.36 | 2.62 | 5.32 |

Comparison of Teacher Survey Topic Scores with All Students Topic Scores

| Teacher Survey by Grade Span | Community | | Environment | | Relationships | | Safety | | | |
|------------------------------|------------------------------|-----------------------|----------------------------------|----------------------|-----------------------------|-------------------------------|----------|------------------|-----------------|-----------------|
| | Participation and Engagement | Respect for Diversity | Behavioral and Academic Supports | Physical Environment | Staff-student Relationships | Student-student Relationships | Bullying | Emotional Safety | Physical Safety | Substance Abuse |
| Elementary | 5.66 | 7.44 | 7.28 | 6.66 | 9.22 | 5.92 | 9.29 | 6.84 | 7.20 | 4.19 |
| Middle | 4.84 | 6.07 | 5.70 | 4.80 | 7.80 | 3.82 | 5.89 | 5.80 | 4.33 | 3.33 |
| High | 5.08 | 6.20 | 5.39 | 4.64 | 7.68 | 4.91 | 5.87 | 5.40 | 4.20 | 3.49 |
| Multi-Level | 5.00 | 6.66 | 5.76 | 5.60 | 8.54 | 4.67 | 7.96 | 6.25 | 6.36 | 2.62 |
| | | | | | | | | | | |
| Student Survey by Grade Span | Community | | Environment | | Relationships | | Safety | | | |
| | Participation and Engagement | Respect for Diversity | Behavioral and Academic Supports | Physical Environment | Staff-student Relationships | Student-student Relationships | Bullying | Emotional Safety | Physical Safety | Substance Abuse |
| Elementary | 6.88 | 8.07 | 8.09 | 3.86 | 8.68 | 4.04 | 6.76 | 6.99 | 5.05 | 9.89 |
| Middle | 4.59 | 5.12 | 4.69 | 1.45 | 5.55 | 2.41 | 2.80 | 3.93 | 1.96 | 4.51 |
| High | 4.49 | 4.53 | 3.41 | 1.63 | 4.85 | 2.92 | 3.50 | 3.71 | 3.56 | 1.39 |

- For the most part, students reported lower ratings across comparable topics than teachers with the exception of some Elementary ratings.

Raw counts and percentages of “NG” or No Grade for the 4th Marking Period.

% of student with an NG= Unique students with an NG /Student Group Enrollment*100

% of NGs = Total # of NGs/All Students Total # of NGs (68379)*100

| Elementary School Grade Levels by % of Total Grades | | | | |
|---|------------|--|----------------|----------------|
| Grade Level | Enrollment | Approximate # of 4 th MP Grades | Total # of NGs | % NG Grades |
| All Students (Grades 2-5) | 26561 | 292171 | 30259 | 10.37 |
| Grade 2 | 6554 | 72094 | 6533 | 9.06 |
| Grade 3 | 6636 | 72996 | 7111 | 9.74 |
| Grade 4 | 6663 | 73293 | 8547 | 11.66 |
| Grade 5 | 6708 | 73788 | 8068 | 10.93 |
| Middle School Grade Levels by % of Total Grades | | | | |
| Grade Level | Enrollment | Approximate # of 4 th MP Grades | Total # of NGs | % NG Grades |
| All Students (Grades 6-8) | 19420 | 174780 | 15124 | 8.65 |
| Grade 6 | 6593 | 59337 | 4788 | 8.07 |
| Grade 7 | 6595 | 59355 | 5375 | 9.06 |
| Grade 8 | 6232 | 56088 | 4961 | 8.85 |
| High School Grade Levels by % of Total Grades | | | | |
| Grade Level | Enrollment | Approximate # of 4 th MP Grades | Total # of NGs | % NG Grades |
| All Students (Grades 9-12) | 23606 | 212454 | 22996 | 10.82 |
| Grade 9 | 6463 | 58167 | 7769 | 13.36 |
| Grade 10 | 6112 | 55008 | 6892 | 12.53 |
| Grade 11 | 5577 | 50193 | 5621 | 11.20 |
| Grade 12 | 5454 | 49086 | 2714 | 5.53 |

| AACPS District by Student Group | | | | | |
|----------------------------------|------------|---------------------------|----------------------------|-----------|----------|
| Student Group | Enrollment | Unique students with a NG | % of enrollment with an NG | Total NGs | % of NGs |
| All Students (Grades 2-12) | 69587 | 22023 | 31.65 | 68379 | 100.00 |
| American Indian/Alaska Native | 184 | 62 | 33.70 | 205 | 0.30 |
| Asian | 2648 | 607 | 22.92 | 1496 | 2.19 |
| Black/African American | 14865 | 6331 | 42.59 | 19562 | 28.61 |
| Hispanic/Latino of any race | 11715 | 5776 | 49.30 | 20728 | 30.31 |
| Native Hawaiian/Pacific Islander | 148 | 42 | 28.38 | 107 | 0.16 |
| White | 35768 | 7892 | 22.06 | 22282 | 32.59 |
| Two or more races | 4259 | 1313 | 30.83 | 3999 | 5.85 |
| Free/Reduced Meals | 23781 | 12860 | 54.08 | 45620 | 66.72 |
| Limited English Proficient | 6258 | 3593 | 57.41 | 13974 | 20.44 |
| Special Education | 6709 | 3149 | 46.94 | 10452 | 15.29 |
| Female | 34350 | 9841 | 28.65 | 29534 | 43.19 |
| Male | 35248 | 12182 | 34.56 | 38845 | 56.81 |

| AACPS District by Grade Level | | | | | |
|-------------------------------|------------|---------------------------|-------------------------|-----------|----------|
| Grade Level | Enrollment | Unique students with a NG | % enrollment with an NG | Total NGs | % of NGs |
| All Students (Grades 2-12) | 69587 | 22023 | 31.65 | 68379 | 100.00 |
| Grade 2 | 6554 | 1882 | 28.72 | 6533 | 9.55 |
| Grade 3 | 6636 | 2099 | 31.63 | 7111 | 10.40 |
| Grade 4 | 6663 | 2396 | 35.96 | 8547 | 12.50 |
| Grade 5 | 6708 | 2375 | 35.41 | 8068 | 11.80 |
| Grade 6 | 6593 | 1827 | 27.71 | 4788 | 7.00 |
| Grade 7 | 6595 | 1924 | 29.17 | 5375 | 7.86 |
| Grade 8 | 6232 | 1780 | 28.56 | 4961 | 7.26 |
| Grade 9 | 6463 | 2332 | 36.08 | 7769 | 11.36 |
| Grade 10 | 6112 | 2108 | 34.49 | 6892 | 10.08 |
| Grade 11 | 5577 | 1905 | 34.16 | 5621 | 8.22 |
| Grade 12 | 5454 | 1395 | 25.58 | 2714 | 3.97 |

APPENDICES

TITLE I



Title I, Part A: Improving Basic Programs
2020-2021 Title I, Part A Application and Monitoring Tool

Title I, Part A Application and Monitoring Tool Release Date:
June 15, 2020

Federal Grant Application Submission Timeline

| | | | |
|--|-------------------------------------|---|---|
| 1 st Submission to the Title I Specialists for Review | Submission for Conditional Approval | First Submission through Local ESSA Consolidated Strategic Plan | FINAL Submission through Local ESSA Consolidated Strategic Plan |
| August 3- August 31, 2020 | September 30, 2020 | October 15, 2020 | November 16, 2020 |

| | |
|----------------------|------------------------------------|
| Local School System: | Anne Arundel County Public Schools |
| Title I Coordinator: | Sheri Anderson |
| Telephone Number: | 410-222-5444 |
| Email Address: | slanderson4@aacps.org |
| Submission Date: | August 31, 2020 |

2020-2021 Title I, Part A Application and Monitoring Tool

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

Explanation of Terms

| Term in Application | Explanation of Term in Application |
|----------------------|--|
| COMPONENT NAME | The Title I Component |
| LINKS | Pertinent links to non-regulatory guidance, checklists, and other resources are provided, where appropriate. Additional information is forthcoming in a separate, stand-alone guidance document. |
| REQUIRED ATTACHMENTS | Documents that are required with submission of the application. |
| NOTE TO LEA | If documentation is needed prior to the program review, a note will be indicated in the identified component. |
| STAFF RESPONSIBLE | All staff involved with the implementation and oversight of each Title I Component |

| | |
|----------------------------|--|
| ASSURANCE(S) | By receiving funds under the Title I, Part A grant, as a grantee, the LEA agrees to comply with the terms and conditions under each component. Each component includes specific requirements over which the LEA has responsibility for oversight and implementation. During the 2020-2021 Title I, Part A Annual Program Review documentation will be reviewed to confirm that the LEA has complied with all assurances. |
| CITATIONS | For each assurance, this column provides the citation(s) from ESSA, the Code of Federal Regulations (CFR), the Uniform Grant Guidance (UGG), or the Education Department General Administrative Regulations(EDGAR). |
| EVIDENCE OF IMPLEMENTATION | <p>Mandated documentation for evidence of implementation for each assurance and requirement.</p> <p><u>APPLICATION</u>: Documentation listed is shared as a resource for LEA planning and preparation</p> <p><u>MONITORING</u>: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review (KEY POINT: The evidence of implementation is provided for planning and preparation purposes. The documentation will NOT be submitted with the application.</p> |
| MONITORING | This column is for MSDE Title I Use Only. The MSDE will complete this column during the LEA's Annual Program Review, reflecting the level of implementation for each assurance. |
| TABLES AND WORKSHEETS | See Excel template <u>and Fiscal Guidance</u> for instructions. |

2020-2021 Title I, Part A Application Submission Instructions:

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

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

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

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

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

S- Sign in sheets:

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

- printed name
- signature
- role of participants

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

A- Agenda

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

N- Notes

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

E- Evaluations

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

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

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ESSA Law and Non-Regulatory Guidance Links

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

2020-2021 Title I, Part A Application

ATTESTATION

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

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

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

Dr. George Arlotto

Anne Arundel County Public Schools

| | | | |
|---|--------------------------------------|---------------------------------------|-------------|
| <hr/> | | | |
| LEA Superintendent Name (Please Print or Type) | LEA Superintendent Signature | Local Educational Agency | Date |
| Sheri Anderson | <i>Sheri Anderson</i> | Anne Arundel County Public Schools | 11/12/2020 |
| <hr/> | | | |
| Title I Coordinator Name(Please Print or Type) | Title I Coordinator Signature | Local Educational Agency | Date |

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

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

Dr. George Arlotto

Anne Arundel County Public Schools

| | | | |
|---|--------------------------------------|---|--------------------|
| <hr/> | <hr/> | <hr/> | <hr/> |
| LEA Superintendent Name (Please Print or Type) | LEA Superintendent Signature | Local Educational Agency | Date |
| Sheri Anderson | <i>Sheri Anderson</i> | Anne Arundel County Public Schools | 11/12/2020 |
| <hr/> | <hr/> | <hr/> | <hr/> |
| Title I Coordinator Name(Please Print or Type) | Title I Coordinator Signature | Local Educational Agency | Date |

Attestation - Section 1112

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after required attachment1).

REQUIRED ATTACHMENTS:

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

[A1112.1 Anne Arundel County Public Schools FY'21 Collaboration on Title I, Part A Application](#)

2. The LEA must include a written process explaining how the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with the parents of children in schools served under this part. (Section1112(a)(1)(A))

[A1112.2 Anne Arundel County Public Schools FY'21 Stakeholder Participation on the Title I, Part A Application](#)

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

Sheri Anderson, Title I Senior Program Manager; Shannon Pugh, Community and School Based Programs, Director; Human Resources Department: Kathleen Orndorff, Senior Manager of Records; Susan Chittim, Senior Manager of Human Capital; Nicole Carpenter, Certification Specialist; Nancy Grecco, Non-Certification Specialist; Kellie Katzenberger, Senior Manager of Research, Instructional Data Division; Cathi Mellos and Amy Willmarth, Title I Budget Technicians; Title I Principals at Belle Grove Elementary, Eastport Elementary, Freetown Elementary, Georgetown East Elementary, Germantown Elementary, Hilltop Elementary, Maryland City Elementary, Meade Heights Elementary, Mills-Parole Elementary, Park, Tyler Heights, Van Bokkelen Elementary, Woodside Elementary, Annapolis Elementary, Brock Bridge Elementary, Brooklyn Park Elementary, George Cromwell Elementary, Glen Burnie Park Elementary, Glendale Elementary,

Hebron Harman Elementary, Lothian Elementary, Marley Elementary, Monarch Annapolis Academy, North Glen Elementary, Oakwood Elementary, Overlook Elementary, Point Pleasant Elementary, Richard Henry Lee Elementary, Rippling Woods Elementary, Tracey's Elementary, and Southgate Elementary; Regional Assistant Superintendents, Jolyn Davis, Monique Davis, Janine Robinson, Bill Goodman, Lisa Leitholf, and Daryl Kennedy; Matthew Stanski, Director of Finance; Marlene Durholtz, Lead Accountant; Accounting Office; Robert Lundy, Senior Analyst, Technology Support; Kimberly Olds, Specialist, Office of Technology

| APPLICATION: The LEA will respond to each assurance (Check One) | Attestation – Section 1112 Assurances | Citation | Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review |
|--|--|-----------------|---|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 1. The LEA ensures that all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components listed above. <i>(Required Attachment #1)</i> | 1112(a)(1)(A) | Examples of activities demonstrating that the LEA meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program and documentation supporting the implementation of the written process must include: 1. Sign-in, agenda, notes, and evaluations (SANE) from LEA TitleI Meetings demonstrating collaboration with other LEA offices* 2. Written communication demonstrating collaboration with other LEA offices 3. LEA fiscal monitoring of school-level budgets 4. Other documentation to support the LEA has implemented its written process, if applicable. <i>*Agenda topics and notes must reflect the specific component of Title I, Part A and the sign-in sheets must reflect the involvement of pertinent LEA offices.</i> |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 2. The LEA ensures that this application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with | 1112(a)(1)(A) | Documentation supporting the implementation of the written process which must include: 1. SANE from stakeholder meetings demonstrating timely and meaningful consultation regarding the Title I application 2. Written communication from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application 3. Survey data from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application 4. Other documentation to support the LEA has implemented its written process, if applicable. |

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| | <p>the parents of children in schools served under this part.</p> <p><i>(Required Attachment #2)</i></p> | | |
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| Title: A1112.1 Anne Arundel County Public Schools FY'21 Collaboration on Title I, Part A Application | |
| Purpose: to ensure all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components. | |
| Department: Office of Equity and Accelerated Student Achievement | Office: Title I |
| Person(s) Responsible: Title I Office Staff: Senior Manager; Program Managers; Parent and Family Engagement Specialist; Teacher Specialists; Budget Technicians; Executive Director Office of Equity & Accelerated Student Achievement; Assistant Superintendents of: Office of School Performance; Curriculum & Instruction; Human Resources: Senior Managers; Accounting Office; Office of Technology; Instructional Data Division | |
| Implementation Date: 2020 | |

Procedure Steps

| Step | Action | Time Frame | Artifact | Related Department/Agency |
|------|--|--------------------|---|--|
| 1 | AACPS Title I office attends the MSDE Spring Meeting to receive updates for Title I, Part A Application process. Other departments are invited (if necessary) to either of the sessions. | Spring 2020 | MSDE Agenda Day 1 Powerpoint Day 2 Powerpoint | AACPS Title I Office MSDE Title I Office Invited departments: Accounting Office |
| 2 | AACPS Title I Office creates a list of written procedures that need to be updated or created for the application. | May 2020 | List | AACPS Title I Office |
| 3 | MSDE feedback from the Monitoring visit is shared with the Senior Program Manager. | 5 days after visit | MSDE Feedback | MSDE Title I Office |
| 4 | Sr. Program Manager shares via email the feedback with the Title I Office. | 1-3 days | Email | Title I Office Sr. Program Manager |
| 5 | The team meets to discuss the feedback and the new application requirements during their next weekly team meeting. | June 2020 | MSDE Feedback Notes from June | Title I Office |

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| 6 | A timeline is created that includes what required actions need to be completed with an internal deadline and a final deadline. | June 2020-July 2020 | Notes from June Timeline is in the notes | Title I Office |
| 7 | From the timeline and discussion, other stakeholders and offices are contacted and invited to collaborate at least quarterly for specific parts of the FY 21 Application that incorporate new requirements and response to feedback. During this time, the Title I Office and respective offices will discuss and decide on the frequency of meetings to review procedures and actions that are specific to their offices. | July 2020 Each Component Procedures listed in Step 9 has a specific timeline for each Requirement. | SAN from collaborative meetings Component Procedures listed in Step 9 | Title I Office Human Resources Accounting Office Instructional Data Division Office of School Performance Office of Student Services Technology Division |
| 8. | AACPS Title I Office will share progress and updates by holding collaborative meetings for the FY 21 Application with the invited departments. Written processes will also be reviewed at this time and the corresponding department will have a week to propose any changes or revisions to the written processes for the application. | July 2020 | SAN from collaborative meetings | Title I Office Human Resources Accounting Office Instructional Data Division Office of School Performance Office of Student Services Technology Division |
| | The Title I Office will meet to discuss the status of Title I Application. At this time, the timeline will be checked and evidence will be compiled into one document for submission to MSDE. | End of July 2020 | Evidence that the procedure was followed listed above | Title I Office |
| 9. | The participation of Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components in the development, monitoring, implementation and evaluation of | June 2020-June 2021 See specific written procedure for detailed timeline | Crate documentation found in the component | AACPS Title I Office Title I School Teams |

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| | <p>the application is embedded in the following procedures:</p> <p>Component A: Staff Credentials and Certifications</p> <p><u>A.1 Anne Arundel County Public Schools FY'21 Written Process for Staff Credentials and Collaboration</u></p> <p><u>A.1 Anne Arundel County Public Schools FY'21 Human Resources Hiring Procedures Written Process</u></p> <p>Component B: Schoolwide Schools</p> <p><u>B.1 Anne Arundel County Public Schools FY'21 Schoolwide Written Process Developing, Implementing, Monitoring Schools</u> (see Research Based intervention procedure)</p> <p><u>B.4 Anne Arundel County Public Schools FY'21 Schoolwide Written Process to Reduce Overuse of Discipline Practices</u></p> <p><u>B.5 Anne Arundel County Public Schools FY'21 Written Process for How the LEA Supports Programs that Coordinate & Integrate</u></p> <p>Component C: Targeted Assistance Schools</p> <p><u>C.2 Anne Arundel County Public Schools FY'21 TAS Develop, implement and monitor requirements</u> (see Research Based intervention procedure)</p> <p><u>C.2 Anne Arundel County Public Schools FY'21 TAS Identification timeline and ranking criteria</u></p> | | | |
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| <p>Component E: Participation of Children Enrolled in Private Schools E.1.a-c Anne Arundel County Public Schools FY' 21 Equitable Services Private School consultation</p> <p>Component F: Educations for Homeless Children and Youth F.1 Anne Arundel County Public Schools FY'21 Written Process, coordination between Title I and Homeless Education Liaison/Office</p> <p>Component H: English Learners H.1 Anne Arundel County Public Schools FY'21 Written Process for Coordination of Efforts</p> <p>Component I: School Improvement- Targeted Support and Improvement I.1.i-iii Anne Arundel County Public Schools FY'21 Development and Monitoring Of title I TSI School Implementation</p> <p>Component J: Fiscal Requirements J.7 Anne Arundel County Public Schools FY'21 Written Process for Supplement, not Supplant & Methodology</p> <p>J.8 Anne Arundel County Public Schools FY'21 Written Process for Documenting & Monitoring Title I Funds</p> <p>J.10 Anne Arundel County Public Schools FY'21 Written Process for Parent & Family Engagement Allocations</p> | | | |
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Revision History:

| Revision | Date |
|----------|----------------|
| Draft | September 2020 |
| Revised | November 2020 |

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

Purpose: to ensure the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with the parents of children in schools served under this part. (Section 1112(a)(1)(A))

Department: Office of Equity and Accelerated Student Achievement **Office:** Title I

Person(s) Responsible: Title I Office Staff: Senior Manager; Program Managers; Parent and Family Engagement Specialist; Teacher Specialists; Budget Technicians

Implementation Date: 2020

Procedure Steps

| Step | Action | Time Frame | Artifact | Related Department/Agency |
|------|--|-------------------------|----------------------------------|---|
| 1. | The AACPS Title I Office surveys parents in regards to the Title I program. This includes: <ul style="list-style-type: none"> ● barriers ● workshop ideas ● other input | Spring 2020 | Parent Surveys | AACPS Title I Office |
| 2. | The AACPS Title I Office delivers the Spring Title I Meeting with all Title I schools to inform them of requirements for their Title I Plans and Budget Narratives. | May 2020 | SAN from Spring Meetings | AACPS Title I Office |
| 3. | Program Managers are available for consultation to provide feedback for how schools would like to spend funds. Please see specific written processes for Schoolwide and/or Targeted Assistance. | Spring 2020-Summer 2020 | Written feedback forms via email | AACPS Title I Office |
| 4. | Title I schools will create a comprehensive needs assessment from analyzing school data. The | Spring 2020 | SAN from School Improvement Team | Title I School Teams (Title I teachers) |

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| | schools also create a School Improvement Plan (SIP) that requires parental participation or input. | | meetings (school level) | |
| 5. | School specific Title I plans and Budget Narratives will be approved by the AACPS Title I Office. School Improvement Plans will be reviewed and approved by the Office of School Performance. | Summer 2020 | Title I Plans School Improvement Plans | AACPS Title I Office Office of School Performance |
| 6. | AACPS Title I Office will meet to review and edit this procedure for the following school year. | January 2021 | SAN documentation | AACPS Title I Office |
| 7. | <p>The participation of school based personnel in the development, monitoring, implementation and evaluation of the application is embedded in the following procedures:</p> <p>Component B: Schoolwide B.1 Anne Arundel County Public Schools FY'21 Schoolwide Written Process Developing, Implementing, Monitoring Schools</p> <p>Component C: Targeted Assistance Schools C. 1 Anne Arundel County Public Schools FY'21 TAS Transition from TAS to SW C.2 TAS Develop, implement and monitor requirements</p> <p>Component D: Parent and Family Engagement D.1 Parent and Family Engagement Implementation and Monitoring</p> <p>Component I: TSI</p> | June 2020-June 2021 | Crate documentation found in the component | AACPS Title I Office Title I School Teams |

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| <p><u>I.1.i-iii Part 2 Implementing the School Level TSI Plan</u></p> <p><u>I.1.iv Anne Arundel County Public Schools FY’21 Identifying and Addressing Resource Inequities in TSI Schools</u></p> <p>Component J: Fiscal <u>J.8 Anne Arundel County Public Schools FY’21 Written Process for Documenting & Monitoring Title I Funds</u></p> | | | |
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Revision History:

| Revision | Date |
|----------|------------|
| 1 | 11/12/2020 |

A. STAFF CREDENTIALS AND CERTIFICATIONS

Resources:

[Staff Credentials: Glossary of Terms](#)

[Disparity Data Chart](#)

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

1. If a LEA chooses to include required attachments below, please use the space provided below each listed required attachment to insert information.
2. If a LEA chooses to include required attachments as addendums to the application, please label all required attachments to align with the component and list below (i.e. A.1 - means component A required attachment 1). Please use the space below to list the name of the addendum provided for each required attachment (i.e. - A.1 LEA Collaboration would be written below after requiredattachment1).

REQUIRED ATTACHMENTS:

1. A written process to ensure the LEA:
 - has all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements.
 - coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
 - identifies (using the previous school year data) 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. **Per the Maryland ESSA Consolidated Plan, LEAs will be expected to address the data with a specific focus on how the support will differ for schools that receive Title I, Part A funds.** Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
 - has a timeline to notify parents.
 - [A.1 Anne Arundel County Public Schools FY'21 Written Process for Staff Credentials and Collaboration](#)
 - [A.1 Anne Arundel County Public Schools FY'21 Human Resources Hiring Procedures Written Process](#)
 - [A.1 Anne Arundel County Public Schools FY'21 Addressing Disparities](#)
2. **Listing of the percentage and number of teachers who have not met licensure and certification status for the 2020-2021 school year in each Title I School including the area of certification. If applicable, provide a written action plan for teachers who meet conditional certification status with timeline to complete certification requirements.***

A.2 Anne Arundel County Public Schools FY'21 Percentage and Number of Teachers who have not met licensure and certification status.

3. **Listing of the percentage and number of paraprofessionals who have not met qualification status for the 2020-2021 school year.***

A.3 Anne Arundel County Public Schools FY'21 Percentage and Number of Paraprofessionals who have not met qualification status.

4. **Data used to identify disparities (2019-2020), accompanied by communication from Human Resources demonstrating data was generated from Human Resource records. The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White). The MSDE has provided a sample chart that may be used in required attachment #4.**

A.4 Anne Arundel County Public Schools FY'21 Data used to Identify Disparities.

***The data will be submitted on the September 30th submission for Conditional Approval and updated, as needed, for the Final Submission with the Local ESSA Consolidated Strategic Plan on November 16th.**

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

Sheri Anderson, Title I Senior Program Manager; Shannon Pugh, Community and School Based Programs, Director; Human Resources Department: Kathleen Orndorff, Senior Manager of Records; Susan Chittim, Senior Manager of Human Capital; Nicole Carpenter, Certification Specialist; Nancy Grecco, Non-Certification Specialist; Kellie Katzenberger, Senior Manager of Research, Instructional Data Division; Cathi Mellos and Amy Willmarth, Title I Budget Technicians, Title I Principals at Belle Grove Elementary, Eastport Elementary, Freetown Elementary, Georgetown East Elementary, Germantown Elementary, Hilltop Elementary, Maryland City Elementary, Meade Heights Elementary, Mills-Parole Elementary, Park, Tyler Heights, Van Bokkelen Elementary, Woodside Elementary, Annapolis Elementary, Brock Bridge Elementary, Brooklyn Park Elementary, George Cromwell Elementary, Glen Burnie Park Elementary, Glendale Elementary, Hebron Harman Elementary, Lothian Elementary, Marley Elementary, Monarch Annapolis Academy, North Glen Elementary, Oakwood Elementary, Overlook Elementary, Point Pleasant Elementary, Richard Henry Lee Elementary, Rippling Woods Elementary, Tracey's Elementary, and Southgate Elementary; Regional Assistant Superintendents, Jolyn Davis, Monique Davis, Janine Robinson, Bill Goodman, Lisa Leitholf, and Daryl Kennedy; Theresa Gregory and Sarah Bell, Title I Program Managers;

| APPLICATION: The LEA will respond to each assurance (Check One) | Staff Credentials and Certification Assurances | Citation | Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|-----------------------------|---|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 1. The LEA ensures that it has a written process that all teachers 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 #1 and #2)</i> | 1111(g)(2)(J) 1112(c)(6) | Documentation supporting the implementation of the written process which must include: 1. List of teachers and their certification status for each Title I school including: <ul style="list-style-type: none"> Number and percentage of teachers who have certification and licensure in Title I schools for the 2020-2021 school year. 2. Copies of 2020-2021 Principal Attestations with dates and signatures for each Title I school. 3. Other documentation to support the LEA has implemented its written process, if applicable. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 2. The LEA ensures it has a written process to include multiple coordinated efforts with certification and licensure notification between Human Resources, the Title I Office and school administration. <i>(Required Attachment #1)</i> | 1111(g)(2)(J) 1112(c)(6) | Documentation supporting the implementation of the written process which must include: 1. Multiple* dated communications and meetings between Human Resources, the Title I Office, and school administration (SAN/emails) 2. Other documentation to support the LEA has implemented its written process, if applicable. * regular ongoing collaboration throughout the year, including planning, interim check-in, analysis of outcomes. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 3. The LEA ensures that all paraprofessionals working in Title I schools meet applicable State qualification requirements. Mark N/A if | 1112(c)(6) 1111(g)(2)(J) | Documentation supporting the implementation of the written process which must include: 1. List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS to include: |

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| | <ul style="list-style-type: none"> there are no paraprofessionals in the Title I schools; paraprofessionals are not assigned instructional duties (Required Attachment #1 and #3) | | <ul style="list-style-type: none"> Number and percentage of paraprofessionals who have not met qualifications status <p>2. Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2020-2021 must include:</p> <ul style="list-style-type: none"> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers <p>3. Other documentation to support the LEA has implemented its written process, if applicable.</p> |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>4. The LEA ensures it has a written process and evidence of implementation to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. (Required Attachment #1 and #4)</p> | <p>1111(g)(1)(B) 1112(b)(2)</p> | <p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> The implementation of the procedures (from 2019 - 2020 SY) for identifying and, if applicable addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced, out-of-field teachers) Multiple* SAN and email documenting processes for the implementation of identifying and addressing disparities in collaboration with human resources, certification, or other LEA offices showing disparity data, teacher placement, etc. Other documentation to support the LEA has implemented its written process, if applicable. <p>* regular ongoing collaboration throughout the year, including planning, interim check-in, analysis of outcomes.</p> |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>5. The LEA ensures it has a written process that includes timelines/dates used to annually notify parents about:</p> <p>a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals</p> | <p>1112(e)(1)(A)(i)(I-III) 1112(e)(1)(B)(ii) 1112(e)(1)(B)(i)</p> | <p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> Multiple dated communications at the beginning of the school year which must include: <ul style="list-style-type: none"> A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information Communication/ notification to parents (newsletter, memo, letter, school calendars, etc.) |

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|---|------------------------|
| Title: A.1 Assurance 1 and 2 - Staff Credentials and Certification – Teachers | |
| Purpose: To monitor staff credentials at Title I schools and to coordinate certification and licensure notification between Human Resources, Title I, and school administration. | |
| Department: Office of Equity and Accelerated Student Achievement | Office: Title I |
| Person(s) Responsible: Title I Sr. Program Manager; Title I Program Managers; AACPS Human Resources Certification Specialists; Title I Principals | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|---|---|---|
| 1. | Human Resource Certification Specialists complete informal audits and compile a list of teachers whose certifications will expire within 2 years. This list must include the number and percentage of teachers who certification and licensure in Title I schools for the 2019-2020 school year. | <i>Winter 2020 and Spring 2020</i> | The list of teachers | Human Resources |
| 2. | The Department of Human Resources runs a list of teachers who are still working to earn their certification. A letter is sent via email to the teacher, with principals and The Title I Office copied. Principals are sent updated rosters via email notifying them of the subject endorsements of all the teachers to ensure teachers are teaching within the grade levels/subjects for which they are qualified to teach. | Spring 2020 | Letters sent to teachers Rosters with endorsements | Human Resources Title I Office School |
| 3. | The teacher is required to submit confirmation of completed coursework such as grades, transcripts, registration to maintain an active certification to Human | Ongoing – monitored at quarterly HR/Title I | SAN Documentation Email | Title I Office Human Resources |

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| | <p>Resources via email or in person. The Title I Office is updated on the teacher's progress of certification.</p> <p>Due to COVID-19 any teacher with an emergency certification must meet certification requirements within 6 months from the date the State of Emergency is declared over.</p> | collaboration meeting | | |
| 4. | <p>The teacher, principal, and Title I Office are updated with teacher's credentials by Human Resources via email.</p> <p>Title I meets with Human Resources to discuss credentials of Title I employees, recruiting retention updates and needed parent notifications.</p> | Ongoing – monitored at quarterly HR/Title I Office collaboration meeting | SAN Documentation | Title I Office Human Resources Principal |
| 5. | <p>If the teacher fails to meet qualifications upon final notice from Human Resources, the Title I office and principal of said teacher is notified of a date of transfer for the teacher. Teachers who fail to remain certified are transferred from Title I schools at the end of the school year to non-Title I schools and replaced with a certificated teacher.</p> <p>COVID-19: This includes any teacher with emergency certifications who do not meet certification requirements within 6 months from the date the State of Emergency is declared over.</p> | May 2021 | Email of notification Updated School Roster | Human Resources School Title I Office |
| 6. | For any core class that is held by a teacher with less than a Standard Certificate or a long-term substitute on the first day of school, an initial parent letter supplied by the Title I | By October 7 th November February April (per quarter) | Copies of the letters (See separate process for Parent Notification in the Parent Engagement Section) | Human Resources School Title I Office |

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| | <p>Office is sent to parents by October 7th . Within each quarter (September, November, February and April), a letter is sent to parents notifying them of the teacher who holds less than a Standard Certificate or long-term substitute via email, google classroom, or US mail. Copies of all dated parent notification letters are uploaded into the TitleICrate along with the list of students who are instructed by said teacher or long term substitute throughout the school year. All teachers hired by Human Resources for Title I schools hold a MSDE issued certification. For any long-term substitutes who are hired throughout the school year, notification letters are sent to parents within four weeks after they are hired by Anne Arundel County Public Schools.</p> | | | |
| 7 | <p>Human Resource Certification Specialists complete informal audits and compile a list of teachers whose certifications will expire within 2 years.</p> | <p><i>Winter 2021 and Spring 2021</i></p> | <p>Lists of Teachers</p> | <p>Human Resources</p> |

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| 8. | <p>The Department of Human Resources runs a list of teachers who are still working to earn at least their Standard Certification. That list is sent to the teacher, principal and the Title I Office. This will include teachers who received emergency certification due to the COVID-19 pandemic.</p> <p>Principals are sent an email, The Title I Office is copied, of updated rosters notifying them of the subject endorsements of all the teachers to ensure teachers are teaching within the grade levels/subjects for which they are qualified to teach.</p> <p>This list must include the number and percentage of teachers who have certification and licensure in Title I schools for the 2020-2021 school year.</p> | Spring 2021 | <p>List of Teachers</p> <p>Letter</p> <p>Updated Rosters</p> <p>Updated Percentages</p> | Human Resources |
| 9. | <p>Current data consisting of certified staff is compiled by Human Resources for MSDE Title I Monitoring Visit. This list must include the number and percentage of teachers who have certification and licensure in Title I schools for the 2020-2021 school year.</p> | Spring 2021 | List of Certificated Staff | Human Resources |
| 10. | In case of virtual learning, all steps in this process will be followed. | | | |

Revision History:

| Revision | Date |
|----------|---------------|
| Draft | June 2020 |
| Revised | Sept 2020 |
| Revised | November 2020 |

[Return to Table of Contents](#)

| | |
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| Title: A.1 Assurance 1 and 3 - Staff Credentials and Certification – Teacher Assistants | |
| Purpose: To monitor staff credentials at Title I schools | |
| Department: Office of Equity and Accelerated Student Achievement | Office: Title I |
| Person(s) Responsible: Title I Sr. Program Manager; Title I Program Managers; AACPS Human Resources Certification Specialists; Title I Principals | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|---|------------------------------------|----------------------------------|---------------------------|
| 1. | Human Resources hires and places only certified Teacher Assistants/Paraprofessionals in Title I schools. During the school year, Human Resources run a list of paraprofessionals who no longer hold qualifications due to expiration. That list is shared with the Title I Office and Principals. Paraprofessionals are immediately transferred from the Title I school to a nonTitle I school. | <i>Winter 2020 and Spring 2020</i> | The list of paraprofessionals | Human Resources |
| 2. | If a Paraprofessional's certification is due to expire at the end of the school year, they are encouraged to take advantage of the Internal Voluntary Transfer Process to be assigned to a nonTitle I school July 1st. | May 15-July 15 | Internal Voluntary Transfer Form | Human Resources |
| 3. | The Title I Office and principals create a list of vacancies for schools. | Spring 2020 | Roster Emails | Title I Office Principals |

| | | | | |
|-----|--|--|---|--|
| 4.. | Paraprofessionals who did not take advantage of the Voluntary Transfer process and no longer meet applicable qualifications are notified of their reassignment. | Spring 2020 | Notice of Reassignment to Paraprofessionals | Human Resources Schools Title I Office |
| 5. | In collaboration with Human Resources and the Title I office, principals should follow hiring processes for teacher assistants on page 21 of this document Title One Office meets with Human Resources to discuss credentials of Title I employees. | Ongoing – monitored at quarterly HR/Title I Office collaboration meeting | SAN documentation | Human Resources Principal Title I Office |
| 6. | In case of virtual learning, all steps in this process will be followed. | | | |

Revision History:

| Revision | Date |
|----------|--------------|
| Draft | June 5, 2020 |
| Revised | Sept 30 |

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| | |
|--|------------------------|
| Title: A.1 Assurance 4 - Disparities (A.4) | |
| Purpose: To identify and address any disparities that result in low income and minority students being taught at a higher rate than other students by ineffective, inexperienced, or out of field teachers. | |
| Department: Office of Equity and Accelerated Student Achievement | Office: Title I |
| Person(s) Responsible: Title I Sr. Program Manager; Title I Program Managers; Human Resources; Data Office, OEASA (Equity Office); Teachers Association for Anne Arundel County (TAAAC) | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|---|--------------------|--|--|
| 1. | <u>Data Table</u> that includes the statistics of teacher experience levels, ratings, and out of field assignments broken down by school is given to the Title I Office. These statistics should be from the 2019-2020 school year. | <i>Summer 2020</i> | Data Table | Data Office |
| 2. | The Title I Office along with the Equity Office Teachers Association of Anne Arundel County, and the Human Resources office will analyze and discuss the data. The goal is to create a plan to decrease the disparities from teacher quality. | Summer - Fall 2020 | Disparity Chart SAN Documentation Plan with initiatives and strategies | Title I Office OEASA Human Resources TAAC Representative |
| 3. | Monitoring of plan #1 meeting <ul style="list-style-type: none"> What steps have been done? How did they go? Next steps? | Fall/Winter 2020 | SAN documentation | Title I Office Human Resource OEASA |
| 4. | Monitoring of plan #2 Meeting <ul style="list-style-type: none"> What steps have been done? How did they go? Next steps? | Winter/Spring 2021 | SAN documentation | Title I Office Human Resource OEASA |

| | | | | |
|----|--|--------------------|-------------------|--|
| 5. | <p>Monitoring and Reflection of Plan #3</p> <ul style="list-style-type: none"> • What steps have been done? • How did they go? • Next steps? <p>Make updates to the written procedure and plan for next year.</p> | Spring/Summer 2021 | SAN documentation | Title I Office Human Resource OEASA TAAAC |
| 6. | In case of virtual learning, all steps in this process will be followed. | | | |
| | | | | |

Revision History:

| Revision | Date |
|----------|--------------|
| Draft | June 5, 2020 |
| Revised | Sept 2020 |
| | |

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| | |
|---|------------------------|
| Title: A.1 Assurance 5a and 5b - Parent Notification about Staff Credentials | |
| Purpose: to notify parents they have the right to request the professional qualifications of their child's classroom teachers and paraprofessionals. | |
| Department: Office of Equity and Accelerated Student Achievement | Office: Title I |
| Person(s) Responsible: AACPS Human Resources; Title I Sr. Program Manager; Title I Program Managers; Title I principals | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|---|--|---|-----------------------------------|
| 1. | Anne Arundel County Public Schools publishes an annual Parent Handbook around October 7th, that is available online through the county's website and is distributed to all parents in the fall and throughout the school year as new students are enrolled into a school. In this document, there is a Parents' Rights to Know section that outlines the parents' right to request the professional qualifications of their child's classroom teacher and paraprofessionals. | Fall 2020 or upon new student enrollment | Parent Handbook | Title I Schools |
| 2. | During the District and School-level Title I Fall Parent Overview Workshop, which are held in September through November, it is reiterated to parents about their right to seek additional information on the professional qualifications of their child's teacher and paraprofessionals who provide instructional services to their child. Questions and comments are addressed. In addition, the current District Title I Fall Newsletter, is distributed to all parents in Title I | Fall 2020 | SANE Title I Fall Parent Overview Workshop District Title I Newsletter | Title I office Title I schools |

| | | | | |
|----|---|--|---------------------------------|---------------------------|
| | 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. | | | |
| 3. | For long-term substitutes as of the first day of school, an initial parent letter is sent to parents by October 7 th . Copies of all dated parent notification letters are sent to the Title I Office for filing, along with the list of students who are instructed by the teacher or long-term substitute of record throughout the school year. | October 7, 2020 | Parent letter | Title I School Principals |
| 4. | Within each quarter (September, November, February and April), a letter is sent to parents notifying them of any teacher not holding at least a Standard teaching certificate or long-term substitute. Copies of all dated parent notification letters are sent to the Title I Office for filing, along with the list of students who are instructed by the teacher or long-term substitute throughout the school year. | November 2020 February 2020 April 2020 | Parent Letters Student Lists | Title I Schools |

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

Revision History:

| Revision | Date |
|----------|-----------|
| Draft | June 2020 |
| Revised | Sept 2020 |

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| | |
|--|------------------------|
| Title: A.1 Assurance 5c - Parent Notification about Student Achievements | |
| Purpose: to notify parents of their student's level of achievement and academic growth on each of the State academic assessments. | |
| Department: Office of Equity and Accelerated Student Achievement | Office: Title I |
| Person(s) Responsible: Data Division | |
| Implementation Date: August 2020 – DUE TO COVID-19 this written procedure is N/A for the 2020-2021 school year. | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|------------------|--------------|--|
| 1. | Connect Ed phone calls and email communication are sent out in English and Spanish to all parents, informing them that in the following week, PARCC and MISA scores will be sent home. This communication tells parents they may click an enclosed link to the AACPS.org website where they can find more information on what the score means as well a link to the MD report card. | <i>Fall 2020</i> | Letter | AACPS Data Office AACPS Communications |
| 2. | In December, a news release will be published with information about progress and ratings for Anne Arundel County from the Maryland Report Card. Additionally, information is provided publicly in a presentation at the December Board of Education meeting. There is a website that is dedicated to informing all parents and families about Maryland Report Cards at www.aacps.org/statereportcard . | December 2020 | News Release | AACPS Communications |
| 3. | In case of virtual learning, all steps in this process will be followed. | | | |

Revision History:

| | |
|----------|--------------|
| Revision | Date |
| Draft | June 5, 2020 |
| Revised | Sept 2020 |

Insert date here:

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

Dear Parents:

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

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

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

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

Sincerely,

(Principal's signature here)

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

Insert date here:

Estimados Padres/Tutores:

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

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

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

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

Sinceramente,

(Principal's signature here)

Human Resources Hiring and Certification Process

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

| | | | | |
|-----|---|--|---|---|
| 9 | HCM | File created for new employee and employee information entered into Human Resources Information Systems (HRIS) | Advantage HRM | Official Personnel File |
| 10 | (HRIS) Process Specialist | Files are audited against Advantage HRM data to ensure data accuracy in terms of key fields | Advantage HRM | Reports |
| 11 | Certification | File is placed in queue for Certification review | | Official Personnel File |
| 12 | Certification | Certification reviews the file, produces a letter and a certification evaluation listing what is required for renewal based on the position they were hired into, transcripts, and test scores provided. | | MSDE approved forms and standard letter based on Certification type, Certification expiration date. |
| 13 | Certification | Data is scanned and uploaded to MSDE | MSDE Educator Information System (EIS) | MSDE EIS record |
| 14 | Certification | New hire certification data is entered into HR and MSDE systems | MSDE Educator Information System Advantage HRM | MSDE EIS record Advantage HRM |
| 15 | Certification | Certificated staff received a letter 9 months before their certificate renewal date. | MS Office | Renewal letters are sent by email. |
| 16 | Certification | Certificated staff start receiving more targeted email follow-ups within 4 months of their certificate renewal date. Principals are copied as needed. | MS Office | Follow-up by email. |
| 17a | Executive Director of HR | meet approximately 45 days before the December | MS Office | Excel worksheet |
| 17b | Executive Director of HR | meet approximately 15 days before the December | MS Office | Excel worksheet |
| 18 | Certification, HCM and the Executive Director of HR | Certification, HCM and the Executive Director of HR meet post expiration date to discuss staff who did not meet renewal requirements to discuss next steps. (see NOTE) | MS Office | Correspondence based on situation. |

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

Addressing Disparities in Anne Arundel County Public Schools

1. Data is the aggregate of all the Title I schools; the department of Human Resources will separate data by school to see where the gaps are greatest
2. Once HR identified that these are the most relevant options:
 - a. The data will be run again by each school(s) identified to identify which teachers are less experienced, ineffective, and out of field.
 - i. For less experienced, determine how far they are from the appropriate level of experience and confer with the Principal and the Title I office about options.
 - ii. For those who are ineffective
 1. Create or continue to follow the Collaborative Action Plan to increase effectiveness.
 2. If a plan is in place and improvements are not evident move to separate the employee from AACPS.
 3. Involuntary transfer to a non-Title I school.
 - iii. For those out of field
 1. Determine a schedule change into a subject for which the teacher holds an endorsement.
 2. Teacher takes appropriate Praxis exam/coursework to earn the endorsement
 - b. Create a plan to recruit and schedule teachers who will be experienced and effective with Principals to ensure that they are using data provided by HR about teacher certification to develop schedules that align with endorsements. This will include Open House for only Title I schools, Listing vacancies on job boards such as Linked, Indeed and Twitter; having a Title I table at the Diversity Fair with on the spot hiring.
 - c. Move teachers at the end of the school year by involuntary transfer.
 - d. In case of virtual learning, all steps in this process will be followed.

Anne Arundel County Public Schools - Title 1 Schools - Teacher Certification Summary 2020-2021

| | Professional | | | Conditional | | | Professional % | | Conditional % | | |
|---------------------------------------|--------------|-----------|------------|-------------|-----------|----------|----------------|--------|---------------|------|--|
| | APC | SLP | SPC | CDC | RTC | LSLP | Total | | | | |
| ANNAPOLIS ELEMENTARY | 23 | 1 | 5 | - | - | - | 29 | 100.0% | 0.0% | 0.0% | |
| BELLE GROVE ELEMENTARY | 23 | - | 8 | - | - | - | 31 | 100.0% | 0.0% | 0.0% | |
| BROCK BRIDGE ELEMENTARY | 32 | 1 | 22 | 4 | 1 | - | 60 | 91.7% | 8.3% | 0.0% | |
| BROOKLYN PARK ELEMENTARY | 25 | - | 13 | - | - | - | 38 | 100.0% | 0.0% | 0.0% | |
| EASTPORT ELEMENTARY | 29 | 1 | 3 | - | - | - | 33 | 100.0% | 0.0% | 0.0% | |
| FREETOWN ELEMENTARY | 22 | 1 | 20 | - | - | - | 43 | 100.0% | 0.0% | 0.0% | |
| GEORGE CROMWELL ELEMENTARY | 22 | 1 | 9 | - | 1 | - | 33 | 97.0% | 3.0% | 0.0% | |
| GEORGETOWN EAST ELEMENTARY | 23 | - | 11 | 2 | - | - | 36 | 94.4% | 5.6% | 0.0% | |
| GERMANTOWN ELEMENTARY | 37 | 1 | 18 | 1 | - | - | 57 | 98.2% | 1.8% | 0.0% | |
| GLEN BURNIE PARK ELEMENTARY | 22 | 1 | 18 | 1 | 2 | - | 44 | 93.2% | 6.8% | 0.0% | |
| GLENDALE ELEMENTARY | 25 | 1 | 13 | - | - | - | 39 | 100.0% | 0.0% | 0.0% | |
| HEBRON-HARMAN ELEMENTARY | 44 | 1 | 13 | 1 | - | - | 59 | 98.3% | 1.7% | 0.0% | |
| HILLTOP ELEMENTARY | 37 | 1 | 27 | 1 | - | - | 66 | 98.5% | 1.5% | 0.0% | |
| LOTHIAN ELEMENTARY | 32 | 1 | 7 | - | 1 | - | 41 | 97.6% | 2.4% | 0.0% | |
| MARLEY ELEMENTARY | 31 | 1 | 36 | 2 | - | - | 70 | 97.1% | 2.9% | 0.0% | |
| MARYLAND CITY ELEMENTARY | 18 | - | 24 | - | - | - | 42 | 100.0% | 0.0% | 0.0% | |
| MEADE HEIGHTS ELEMENTARY | 22 | 2 | 17 | 1 | 1 | - | 43 | 95.3% | 4.7% | 0.0% | |
| MILLS-PAROLE ELEMENTARY | 41 | 1 | 20 | 5 | 1 | - | 68 | 91.2% | 8.8% | 0.0% | |
| MONARCH ANNAPOLIS | 29 | 1 | 22 | 9 | - | - | 61 | 85.2% | 14.8% | 0.0% | |
| NORTH GLEN ELEMENTARY | 21 | - | 9 | 1 | - | 1 | 32 | 93.8% | 6.3% | 0.0% | |
| OAKWOOD ELEMENTARY | 24 | 2 | 6 | 1 | 1 | - | 34 | 94.1% | 5.9% | 0.0% | |
| OVERLOOK ELEMENTARY | 21 | 1 | 11 | 1 | 1 | - | 35 | 94.3% | 5.7% | 0.0% | |
| PARK ELEMENTARY | 29 | 1 | 17 | 1 | - | - | 48 | 97.9% | 2.1% | 0.0% | |
| POINT PLEASANT ELEMENTARY | 30 | 2 | 16 | 2 | - | - | 50 | 96.0% | 4.0% | 0.0% | |
| RHL ES KI AT OAKWOOD ELEMENTARY | - | - | 1 | - | - | - | 1 | 100.0% | 0.0% | 0.0% | |
| RICHARD HENRY LEE ELEMENTARY | 21 | 1 | 16 | - | - | - | 38 | 100.0% | 0.0% | 0.0% | |
| RIPPLING WOODS ELEMENTARY | 29 | 1 | 17 | 3 | - | - | 50 | 94.0% | 6.0% | 0.0% | |
| SOUTHGATE ELEMENTARY | 36 | - | 24 | 2 | - | - | 62 | 96.8% | 3.2% | 0.0% | |
| TYLER HEIGHTS ELEMENTARY | 30 | 1 | 17 | 1 | - | - | 49 | 98.0% | 2.0% | 0.0% | |
| TYLER HIGHTS PK AT GEORGETOWN EAST ES | 3 | - | - | - | - | - | 3 | 100.0% | 0.0% | 0.0% | |
| VAN BOKKELEN ELEMENTARY | 20 | - | 20 | 4 | 1 | - | 45 | 88.9% | 11.1% | 0.0% | |
| WOODSIDE ELEMENTARY | 29 | 1 | 7 | - | - | - | 37 | 100.0% | 0.0% | 0.0% | |
| Total | 830 | 26 | 467 | 43 | 10 | 1 | 1,377 | | | | |

Data as of: 9/10/2020

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

2020-2021

| | Qualified | Not Qualified | Total | Qualified % | Not Qualified % |
|--------------------------------------|------------|---------------|------------|-------------|-----------------|
| ANNAPOLIS ELEMENTARY | 5 | - | 5 | 100% | 0% |
| BELLE GROVE ELEMENTARY | 10 | - | 10 | 100% | 0% |
| BROCK BRIDGE ELEMENTARY | 11 | - | 11 | 100% | 0% |
| BROOKLYN PARK ELEMENTARY | 6 | - | 6 | 100% | 0% |
| EASTPORT ELEMENTARY | 6 | - | 6 | 100% | 0% |
| FREETOWN ELEMENTARY | 10 | - | 10 | 100% | 0% |
| GEORGE CROMWELL ELEMENTARY | 4 | - | 4 | 100% | 0% |
| GEORGETOWN EAST ELEMENTARY | 11 | - | 11 | 100% | 0% |
| GERMANTOWN ELEMENTARY | 13 | 1 | 14 | 93% | 7% |
| GLEN BURNIE PARK ELEMENTARY | 6 | - | 6 | 100% | 0% |
| GLENDALE ELEMENTARY | 5 | - | 5 | 100% | 0% |
| HEBRON-HARMAN ELEMENTARY | 7 | - | 7 | 100% | 0% |
| HILLTOP ELEMENTARY | 13 | - | 13 | 100% | 0% |
| LOTHIAN ELEMENTARY | 7 | - | 7 | 100% | 0% |
| MARLEY ELEMENTARY | 11 | 1 | 12 | 92% | 8% |
| MARYLAND CITY ELEMENTARY | 9 | - | 9 | 100% | 0% |
| MEADE HEIGHTS ELEMENTARY | 7 | 1 | 8 | 88% | 13% |
| MILLS-PAROLE ELEMENTARY | 14 | - | 14 | 100% | 0% |
| MONARCH ANNAPOLIS | 8 | 2 | 10 | 80% | 20% |
| NORTH GLEN ELEMENTARY | 4 | 1 | 5 | 80% | 20% |
| OAKWOOD ELEMENTARY | 8 | 1 | 9 | 89% | 11% |
| OVERLOOK ELEMENTARY | 5 | - | 5 | 100% | 0% |
| PARK ELEMENTARY | 13 | 1 | 14 | 93% | 7% |
| POINT PLEASANT ELEMENTARY | 15 | - | 15 | 100% | 0% |
| RHL ES KI AT OAKWOOD ELEMENTARY | 2 | - | 2 | 100% | 0% |
| RICHARD HENRY LEE ELEMENTARY | 3 | - | 3 | 100% | 0% |
| RIPPLING WOODS ELEMENTARY | 8 | - | 8 | 100% | 0% |
| SOUTHGATE ELEMENTARY | 7 | - | 7 | 100% | 0% |
| TYLER HEIGHTS ELEMENTARY | 10 | - | 10 | 100% | 0% |
| TYLER HGHTS PK AT GEORGETOWN EAST ES | 3 | - | 3 | 100% | 0% |
| VAN BOKKELEN ELEMENTARY | 16 | - | 16 | 100% | 0% |
| WOODSIDE ELEMENTARY | 9 | - | 9 | 100% | 0% |
| Total | 266 | 8 | 274 | | |

Data as of:

9/10/2020

TITLE 1 - DISPARITY CHART - ANNE ARUNDEL COUNTY PUBLIC SCHOOLS 2019-2020

Percentages are based on total of Inexperienced teachers at both Title 1 and Non-Title 1 schools

| | Inexperienced teachers teaching American Indian/ Alaska Native students | | Inexperienced teachers teaching Asian students | | Inexperienced teachers teaching Black/African American students | | Inexperienced teachers teaching Hispanic students | | Inexperienced teachers teaching Multiple Race students | | Inexperienced teachers teaching Native Hawaiian/Pacific Islander students | | Inexperienced teachers teaching White students | |
|--------------------|---|-------|--|-------|---|-------|---|-------|--|-------|---|-------|--|--------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Title I | 20 | 0.84 | 72 | 3.01 | 194 | 8.11 | 172 | 7.19 | 97 | 4.05 | 11 | 0.46 | 140 | 5.85 |
| Non-Title I | 41 | 1.71 | 225 | 9.40 | 345 | 14.42 | 350 | 14.63 | 307 | 12.83 | 37 | 1.55 | 382 | 15.96 |
| Difference | -21 | -0.88 | -153 | -6.39 | -151 | -6.31 | -178 | -7.44 | -210 | -8.78 | -26 | -1.09 | -242 | -10.11 |

In 2020, due to COVID, it was decided that no teachers would receive a formal evaluation.

| | Ineffective teachers teaching American Indian/ Alaska Native students | | Ineffective teachers teaching Asian students | | Ineffective teachers teaching Black/ African American students | | Ineffective teachers teaching Hispanic students | | Ineffective teachers teaching Multiple Race students | | Ineffective teachers teaching Native Hawaiian/Pacific Islander students | | Ineffective teachers teaching White students | |
|--------------------|---|------|--|------|--|------|---|------|--|------|---|------|--|------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Title I | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Non-Title I | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Difference | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |

Percentages are based on total of Out of Field teachers at both Title 1 and Non-Title 1 schools

| | OOF teachers teaching American Indian/ Alaska Native students | | OOF teachers teaching Asian students | | OOF teachers teaching Black/ African American students | | OOF teachers teaching Hispanic students | | OOF teachers teaching Multiple Race students | | OOF teachers teaching Native Hawaiian/Pacific Islander students | | OOF teachers teaching White students | |
|--------------------|---|------|--------------------------------------|------|--|------|---|------|--|------|---|------|--------------------------------------|-------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Title I | 4 | 0.17 | 21 | 0.88 | 94 | 3.93 | 87 | 3.64 | 38 | 1.59 | 1 | 0.04 | 65 | 2.72 |
| Non-Title I | 17 | 0.71 | 159 | 6.64 | 239 | 9.99 | 237 | 9.90 | 206 | 8.61 | 14 | 0.59 | 267 | 11.16 |
| Difference | 13 | 0.54 | 138 | 5.77 | 145 | 6.06 | 150 | 6.27 | 168 | 7.02 | 13 | 0.54 | 202 | 8.44 |

B. SCHOOLWIDE PROGRAMS

Resources

[Schoolwide Program Non-Regulatory Guidance](#)

[MSDE Schoolwide Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools.
[B.1 Anne Arundel County Public Schools FY'21 Schoolwide Written Process Developing, Implementing, Monitoring Schools](#)
2. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start programs and, if feasible, other early childhood programs as feasible. (Section 1119(b)).
[B.2 Anne Arundel County Public Schools FY'21 Schoolwide MOU- Y Head Start & AACPS](#)
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty.
[B.3 Anne Arundel County Public Schools FY'21 Schoolwide 40% Waiver Not Applicable](#)
4. Written Process for how the LEA supports efforts to reduce to overuse of discipline practices that remove students from the classroom.
[B.4 Anne Arundel County Public Schools FY'21 Schoolwide Written Process to Reduce Overuse of Discipline Practices](#)
5. Written process for how the LEA supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.

B.5 Anne Arundel County Public Schools FY'21 Written Process for How the LEA Supports Programs that Coordinate & Integrate

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

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

Theresa Gregory, Title I Program Manager; Sheri Anderson, Title I Senior Program Manager; Stacey Witte, Parent & Family Engagement Specialist; Cathi Mellos, Title I Budget Technician, Schoolwide Principals at Belle Grove Elementary, Eastport Elementary, Freetown Elementary, Georgetown East Elementary, Germantown Elementary, Hilltop Elementary, Maryland City Elementary, Meade Heights Elementary, Mills-Parole Elementary, Park , Tyler Heights, Van Bokkelen Elementary, Woodside Elementary; Regional Assistant Superintendents, Jolyn Davis, Monique Davis, Bill Goodman , Janine Robinson

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

☐ YES ☒☒☒☒ NO

If Yes, continue below. Check one:

☐ Federal funds ☐ Federal, State, local funds.

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

☐ YES ☒☒☒☒ NO

(Required Attachment #3)

| APPLICATION: The LEA will respond to each assurance <i>(Check One)</i> | Schoolwide Programs Assurances | Citation | Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|-----------------|---|
| <input type="checkbox"/> YES <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> NO response below. <input type="checkbox"/> N/A | <p>1. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LEA ensures in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.</p> <p>i. Describe how the LEA will assist schools in consolidating funds for schoolwide programs.</p> <p>ii. If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs. <u>Response:</u> The District has begun quarterly meetings where program managers from major grant programs and the budget office</p> | 1114(a)(1) | <ol style="list-style-type: none"> 1. SANE documentation demonstrating collaboration on the consolidation of funds 2. LEA Budget documents to support the consolidation of funds and the individual funding sources 3. Methodology of how percent contribution from each program was calculated 4. Disbursement method for consolidated funds |

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| | meet to discuss ongoing efforts from each grant program to facilitate the coordination of resources to support schoolwide programs and students. | | |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>2. The LEA ensures the implementation of a Schoolwide Program includes the following four components:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment • schoolwide program Reform Strategies* • Parent, Family and Stakeholder Engagement • If applicable, coordination and Integration of Federal, State, and Local services and programs. <p>*MSDE's Title I Office strongly encourages LEAs to implement "evidence-based" interventions/ strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/ activities/ program for non-CSI schools should demonstrate a rationale that meet the "Demonstrate a Rationale" requirement. (Level 4)</p> | <p>1114(b)(2) 34 C.F.R. § 200.26(a) 1114(b)(6) 1114(b)(2)(7)(i-iii)(I-V) 1114(b)(2) 1114(b)(5)</p> | <ol style="list-style-type: none"> 1. Selected copies of Schoolwide Plans 2. A written process for the annual review of schoolwide program plans including the four components. <ul style="list-style-type: none"> ○ within the written process a description of how the LEA will examine relevant academic achievement; include data analysis charts, tools, and/or tables <p>Comprehensive Needs Assessment:</p> <ol style="list-style-type: none"> 1. Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. 2. As needed, evidence of interviews, focus groups, or surveys. 3. Tools or processes to identify the strengths and needs of students, teachers, school and community. 4. Examples of how the data is used by the administration, teachers and parents to guide decisions and instruction. 5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups. 6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders. <p>Schoolwide program Reform Strategies:</p> <ol style="list-style-type: none"> 1. Examples of how schoolwide program reforms increase the quality and quantity of instruction. 2. Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. |

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| | <p>To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEAs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (Non-Regulatory Guidance: NRG: Using Evidence to Strengthen Education Investments)</p> <p>Schoolwide Program Non-Regulatory Guidance</p> <p>MSDE schoolwide program Checklist</p> <p>Early Learning in ESSA Non-Regulatory Guidance</p> | | <p>3. Evidence to demonstrate the effectiveness of reforms.</p> <p>4. Applicable adjustments were made or are planned to be made to address students not making progress.</p> <p>Parent, Family and Stakeholder Engagement:</p> <p>1. Evidence of the involvement of teachers, principals, and other school staff in the development of the schoolwide program plan must include:</p> <ul style="list-style-type: none"> ○ SAN from School Improvement meetings ○ Written communication, including email, letters, newsletters, website ○ Surveys and survey data <p>2. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></p> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <p>1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.)</p> <p>2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.</p> |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO | <p>3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs.</p> | 1114(b)(3) | <p>Documentation supporting the implementation of the written process and evidence of implementation of the LEA Monitoring Plan which must include:</p> <p>1. Schoolwide program monitoring tool(s)</p> <p>2. SAN from program monitoring visit(s)</p> |

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| <input type="checkbox"/> N/A | <i>Required Attachment #1</i> | | 3. LEA Schoolwide program monitoring visit(s) schedule 4. Schoolwide Program monitoring reports 5. Email communication 6. Documentation demonstrating how findings for the LEA annual review process are addressed at the school level (samples) 7. Other documentation to support the LEA has implemented its written process, if applicable. |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 4. The LEA ensures it has a process for making the schoolwide program plan available to the LEA, parents, and the public. | 1114(b)(4) | 1. Schoolwide Program Plan on school website; handbooks, etc. 2. Schoolwide Program plans available to the public |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 5. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable. <i>Required Attachment #2</i> | 1114(b)(7)(A)(iii)(V) | 1. SAN from collaboration meetings regarding transitions 2. Timelines with evidence of implementation 3. Documentation of articulation meetings, if applicable |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 6. The LEA has a written process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom. <i>Required Attachment #4</i> | 1112(b)(11) | Documentation supporting the implementation of the written process, which may include: 1. SAN from collaboration meetings between Title I and Student Services/Discipline Office 2. Written communication between Title I and Student Services/Discipline Office 3. SANE from professional learning related to behavior support strategies (multi-tiered system of support (MTSS), restorative practices, positive behavioral interventions and supports (PBIS), etc.) 4. Data reports and analysis demonstrating the implementation of |

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| | | | <p>the written process</p> <p>5. Other documentation to support the LEA has implemented its written process, if applicable.</p> |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>7. The LEA has a written process for how the LEA supports programs that coordinate and integrate (A) Career and Technical Education (CTE) content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.</p> <p><i>Required Attachment #5</i></p> | <p>1112(b)(12) (A-B)</p> | <p>Documentation supporting the implementation of the written process, which may include:</p> <ol style="list-style-type: none"> 1. SAN from collaboration meetings between Title I and CTE and/or Work-Based Learning Office 2. Written communication between Title I and CTE and/or Work-Based Learning Office 3. SANE from professional learning related to CTE and/or Work-Based Learning 4. SANE from school events and/or LEA events related to CTE and/or Work-Based Learning 5. Data reports and analysis demonstrating the implementation of the written process 6. Other documentation to support the LEA has implemented its written process, if applicable. |

| Title: B.1 Assurances 2-4 Monitoring the Schoolwide Program | | | | |
|--|--|--|--|--|
| Purpose: To develop, implement, and monitor requirements in all schoolwide schools. | | | | |
| Department: Community and School Based Programs | | | Office: Title I | |
| Person(s) Responsible: Sr. Program Manager; Title I Program Manager; Title I Parent Family Engagement Specialist, Title I Budget technicians, Principals; Title I School Team | | | | |
| Implementation Date: August 2020 | | | | |
| Procedure Steps: | | | | |
| Step | Action | Time Frame | Evidence | Related Dept/Agency |
| 1. | For the FY’21, all schoolwide schools will provide evidence to document the four components in an “electronic” binder called the <i>Title I Crate</i> . <ul style="list-style-type: none">• Comprehensive Needs Assessment• Schoolwide Reform Strategies• Parent, Family, andStakeholder Engagement• Coordination and Integration of Fed, State, and Local services and programs. | Ongoing – Due dates are assigned via the Crate | <i>Title I Crate</i> | Title I Office Schoolwide Schools Title I School Team, Principals |
| 2. | <ul style="list-style-type: none">• The Title I office will provide detailed training on the meaning and the requirements of each component and how the components are integral to developing the Title I Plans.• Schoolwide schools will be provided a Data Source reference sheet to assist with completing the Title I Plan. In order to ensure the Plan is timely and relevant to the needs, trend data for three consecutive years is required.• Schools are provided examples of the components, including a requirement checklist that can be referred to throughout the year. | May 28, 2020 | Training materials SANE Recording of Virtual Meeting | Title I Office and Schoolwide Schools Title I School Team, Principals Regional Assistant Superintenden ts |
| 3. | The Title I Plans and Budget Narratives are due to the Title I Office for review and written feedback. | June 12, 2020 | Plans and Narratives | Title I Office Schoolwide schools: Principal & Title I School Team |

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| 4. | The Title I Office will review all Plans in order to provide written feedback based on the requirements for the components. | June/July 2020 | Feedback provided | Title I Office Program Managers Budget Technicians |
| 5. | Title I Plans are reviewed to ensure the Reform Strategies are aligned to the school data. The data includes quantitative and qualitative data points that have been disaggregated and analyzed in the form of charts and/or graphs to identify the strengths and needs of the students and the teachers. | June/July 2020 | Feedback provided | Title I Office Program Managers |
| 6. | The Budget Narratives will be reviewed to ensure alignment with the Comprehensive Needs Assessment and Reform Strategies. Interventions will also be checked to ensure they are evidence-based interventions/strategies/activities/programs (Levels 1-3). | June/July 2020 | Feedback provided | Budget Technicians, Program Managers |
| 7. | After receiving written feedback via email on the Title I Plan and Budget Narrative, school teams will have 3-5 days to address the corrective actions or adjustments documented on the written feedback form. | June/July 2020 | Feedback maintained in school specific folders | Title I Office- Program Manager Budget Technicians Title I School Team, Principal |
| 8. | The Title I Plan and Budget Narrative will be reviewed, approved, and signed by the Principals and the Regional Assistant Superintendents. | July/August | Google Documents <i>TitleICrate</i> | Principals, Regional Assistant Superintendents. |
| 9 | <p>Title I Office will hold a virtual Fall Orientation Meeting. The Principal, the Title I School Team, and the Regional Superintendents are required to attend. The orientation will include the following, but not limited to:</p> <ul style="list-style-type: none"> • Guidelines and timelines to upload evidence into the Title I Crate • Ranking Lists indicating identified students for intervention/support • Effective scheduling of interventions • Approved interventions are identified and scheduled. • Documenting student progress in | Fall 2020 | Training materials SANE Peer Review Rubrics | Title I Office Title I School Team Principal Regional Assistant Superintendents |

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| | <ul style="list-style-type: none"> interventions ● Staff Attestation Report ● Staffing Responsibilities ● Title I Central Office Professional Development opportunities ● PFE Expectations ● Budgeting Protocols ● Peer review of all plans with guidance and a rubric for feedback. | | | |
| 10. | After the Peer Review is complete, the reviewing school emails the feedback to the Program Manager to ensure feedback is provided promptly with fidelity. The Program Manager will email the Peer Review to the school to be uploaded into the <i>TitleICrate</i> . | Fall 2020 | Training materials Peer Reviews Rubrics | Title I Office Title I School Team Principal |
| 11. | Monitoring visits will occur twice a year to review and discuss evidence of compliance within the four components using a monitoring tool checklist to review documentation. Monitoring visits will be conducted using a virtual platform until schools reopen traditionally. As part of each visit, the schools will have the opportunity to share feedback and input on the program's structures and supports provided by the AACPS Title I Office. Schools will have a chance to give feedback and input in writing. | October/November 2020 And February/March 2021 | Written feedback from Monitoring Visit SAN Input survey about Structure and Support from Title I schools. | Title I Office Senior Program Manager Program Manager Budget Technician Principal Title I School Team |
| 12. | <p>Monitoring visits will be scheduled based on the level of completeness and accuracy demonstrated in the Title I Plan. Schools are identified with a score of 1, 2, or 3.</p> <ul style="list-style-type: none"> ● 1 score: <i>Support Needed</i> Data not disaggregated/analyzed to show strengths or needs. Reform Strategies not aligned with the Comprehensive Needs. The Plan requires significant corrective actions to be completed. ● 2 score: <i>Moderate Support Needed</i> Several data points provided and disaggregated/analyzed to show strengths or needs. Reform Strategies closely aligned with the Comprehensive Needs. The Plan requires a few corrective actions to be completed. | October/November 2020 and February/March 2021 | Written feedback from Monitoring Visit SAN | Title I Office Sr. Program Manager Program Manager Budget Technician Principal Title I School Team |

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| | <ul style="list-style-type: none"> 3 score: High Performing Multiple data points provided and disaggregated/analyzed to show strengths and needs. Reform Strategies aligned with the Comprehensive Needs. The Plan required minor adjustments | | | |
| 13. | Monitoring visits will focus on the effectiveness of the Title I Plan on student achievement and building teacher capacity. Schoolwide data will be reviewed to determine progress in the areas identified in the Title I plan. | October/November 2020 And February/March 2021 | Written feedback from Monitoring Visit SAN | Title I Office Senior Program Manager Program Manager Budget Technician Principal Title I School Team |
| 14. | The Title I Program Manager(s) will participate in virtual learning walks to observe how Title I resources are being used to support students and teachers in their growth as well as instructional implementation. | October/November 2020 And February/March 2021 | Written feedback from Monitoring Visit SAN | Title I Office Sr. Program Manager Program Manager Budget Technician Principal Title I School Team |
| 15. | <ul style="list-style-type: none"> Ongoing review of requisition submitted to ensure expenditures are aligned to the four Schoolwide Title I components Monthly analysis of spend down reports by team members to monitor school spending in compliance with the expenditure timeline and requirements | October/November 2020 And February/March 2021 | Written feedback from Monitoring Visit SAN | Title I Office Sr. Program Manager Program Manager Budget Technician Principal Title I School Team |
| 16 | Written feedback will be provided within 10 working days of the monitoring visit. Feedback will be emailed to the Principals, the Title I School Team, and the Regional Assistant Superintendents. | October/November 2020 And February/March 2021 | Written feedback from Monitoring Visit SAN | Title I Office Sr. Program Manager Program Manager Budget Technician Principal |

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

Revision History:

| Revision | Date |
|----------|----------------|
| Draft | June 2020 |
| | September 2020 |
| | November 2020 |

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:

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

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

- a. Provide opportunities for all children, including each of the subgroup of students as defined in Section III (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)(i))
- 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)
 - o Counseling, school-based mental health programs, specialized instructional support services;
 - o Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - o Schoolwide tiered model to prevent and address problem behavior;
 - o Professional development and other activities for teachers;
 - o Strategies to assist preschool children in transition

Things to consider:

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

3A. Parent, Family and Stakeholder Involvement - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the 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:

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

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

1114(b)(5)

Things to consider:

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

Feedback #1

Component 1: Comprehensive Needs Assessment

| | |
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| Identification and analysis of 3 or more current trended quantitative data sources inclusive of state and local assessments based on the past two consecutive years | |
| Qualitative and quantitative data collected, | |
| Data sources analyzed and disaggregated to identify the strengths and needs | |
| Explain how the data will be used by the administration, teachers, and parents to guide decisions and instruction. | |
| Describe how the data will be reviewed in a disaggregated format | |
| Define how the needs assessment will be used for a cycle of ongoing continuous improvement | |
| Data presented in a narrative and/or well-defined bullet points, charts, and/or graphs to show the progress and needs of all student groups | |
| Signed Attestation – After final approval | |

Title I Plan

Component 2A: Support to Lowest Performing Students:

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| A detailed description of how each strategy, intervention, and/or position aligns to the needs assessment including how it will increase the quality and quantity of instruction | |
| Reform Strategies that increase the quality and quantity of instruction | |
| Reform Strategies that align with the needs assessment and address the needs of all students, including low achieving, etc | |
| Reform Strategies that specifically address the strengths and needs of the students and the teachers | |
| A clear connection between the identified Needs and the Data | |
| A clear connection between the identified Needs and the Action Steps/Reform Strategies | |
| A clear connection between the identified Needs and How Student Progress will be measured and adjustments made or plan to be made to address students not making progress. | |
| A clear connection between the identified Needs and any Budgetary Items needed to implement the Reform Strategies | |

Component Step 2B: Teacher Supports

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| A <i>detailed</i> description of how each strategy, intervention, and/or position aligns to the needs assessment including how it will increase the quality and quantity of instruction | |
| Reform Strategies that increase the quality and quantity of instruction | |
| Reform Strategies that align with the needs assessment and address the needs of all students, including low achieving, etc | |
| Reform Strategies that specifically address the strengths and needs of the students and the teachers | |
| A clear connection between the identified Needs and the Data | |
| A clear connection between the identified Needs and the Action Steps/Reform Strategies | |
| A clear connection between the identified Needs and How Student Progress will be measured and adjustments made or plan to be made to address students not making progress. | |
| A clear connection between the identified Needs and any Budgetary Items needed to implement the Reform Strategies | |

PD Plan

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| Projected date |
| Name and description of the PD |
| PD aligned to the Comprehensive Needs and your Reform strategies |
| How will the PD be Evaluated and Followed up |

Component 2C: Transition Supports

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| Supporting data identified | |
| Shows evidence of Collaborative meetings- timelines for implementation and/or articulation meetings | |
| Identifies how Transition Supports will assist in student achievement | |
| Identify Budgetary needs | |

Component 4: Coordination & Integration with other Federal, State...Programs

| | |
|--|--|
| Supporting data identified | |
| How are services braided to maximize student achievement | |
| How will budgetary needs be braided (if applicable) | |

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|--|--|----------------------|--|---------------------|--|------------------------|--|---------------------------------|--|--|--|
| Personnel Roster | <table border="1"> <tr> <td>Full Name identified</td><td></td></tr> <tr> <td>Position identified</td><td></td></tr> <tr> <td>Title / FTE identified</td><td></td></tr> <tr> <td>Other funding source identified</td><td></td></tr> <tr> <td>Describe how the position supports the Comprehensive Needs and Reform Strategies</td><td></td></tr> </table> | Full Name identified | | Position identified | | Title / FTE identified | | Other funding source identified | | Describe how the position supports the Comprehensive Needs and Reform Strategies | |
| Full Name identified | | | | | | | | | | | |
| Position identified | | | | | | | | | | | |
| Title / FTE identified | | | | | | | | | | | |
| Other funding source identified | | | | | | | | | | | |
| Describe how the position supports the Comprehensive Needs and Reform Strategies | | | | | | | | | | | |
| Budget Narrative | Cathi will review the budget related to categories, calculations, etc. She will contact you if corrections need to be made. | | | | | | | | | | |
| PFE Plan | Components 3A & 3B: Stacey Witte to provide feedback | | | | | | | | | | |

A. SCHOOLWIDE COMPONENT 1: COMPREHENSIVE NEED ASSESSMENT

Component 1: Comprehensive Needs Assessment

1.1 School Improvement Plan

1.1.1 School Improvement Plan (Oct. 1)

- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.2 Title I Schoolwide Plan (if revisions are made, please update with a copy. Always leave the original Title I Plan.

1.2.1 Title I Schoolwide Plan (Sept. 27)

- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.3 School Improvement and/or Title I Team Leadership Meetings

1.3.1 School Improvement Team and/or Title I Team Meetings with SAN Documents - First Marking Period (Nov. 15)

1.3.2 School Improvement Team and/or Title I Team Meetings with SAN Documents - Second Marking Period (Feb. 6)

1.3.3 School Improvement Team and/or Title I Team Meetings with SAN Documents - Third Marking Period (April 15)

1.3.4 School Improvement Team and/or Title I Team Meetings with SAN Documents - Fourth Marking Period (June 16)

- **MET**
- **Not Met**

Evidence of implementation and feedback:



1.4 Peer Review

FORM 1.4.1 Peer Review of Assigned School (Nov. 1)

- **MET**

- **Not Met**

Evidence of implementation and feedback:

1.5 VERIFICATION OF COMPLIANCE ATTESTATION

FORM 1.5.1 Attestation for staff members- includes Classroom Teachers, Teaching Assistants, Culture Arts Teachers, Media Specialist, SIST, Behavior Specialist. (Dec. 6)

- **MET**
- **Not Met**

Evidence of implementation and feedback:



1.6 Evidence of the involvement of teachers, parents, and others in the community in the development of the FY'19 Title I Plan SAN

1.6.1 Evidence of the involvement of teachers, parents, and others in the community in the develop of the Title I plan. List of Names & Positions of all those contributing to the Title I Plan, or document attempts made to invite and include them in the development of the Title I Plan (SAN needed). (Nov. 1)

- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.7 Title I Personnel Roster

1.7.1 Title I Personnel Roster with FTEs and identified positions (Sept. 27)

- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.8 Non-Certified Teacher Letter

FORM 1.8.1 Provide copies of all dated parent letters, along with the list of students who are instructed by a non-certified teacher or long-term substitute. First Marking Period (Nov. 15)

1.8.2 Provide copies of all dated parent letters, along with the list of students who are instructed by a non-certified teacher or long-term substitute. Second Marking Period (Feb. 6)

1.8.3 Provide copies of all dated parent letters, along with the list of students who are instructed by a non-certified teacher or long-term substitute. Third Marking Period (April 15)

1.8.4 Provide copies of all dated parent letters, along with the list of students who are instructed by a non-certified teacher or long-term substitute. Fourth Marking Period ([June 16](#))

- **MET**
- **Not Met**

Evidence of implementation and feedback:

B. SCHOOLWIDE COMPONENT 2A: REFORM STRATEGIES - SUPPORT TO THE LOWEST PERFORMING STUDENTS

Component 2A – Reform Strategies – Support to the Lowest Performing Students

1.1 Ranking Lists End of school year ranking lists - Identify the lowest performing students in Reading & Math that will be supported instructionally

- [1.1.1](#) Re-rank/re-identify if needed - students Identified as the lowest performing in Reading & Math for the First Marking Period ([Oct.1](#))
- [1.1.2](#) Re-rank/re-identify if needed - students Identified as the lowest performing in Reading & Math for the Second Marking Period ([Feb.6](#))
- [1.1.3](#) Re-rank/re-identify if needed - students Identified as the lowest performing in Reading & Math for the Third Marking Period ([April 15](#))
- [1.1.4](#) Re-rank/re-identify if needed - students Identified as the lowest performing in Reading & Math for the Fourth Marking Period ([June 16](#))

- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.2 Intervention/Support Groups for Reading and Math (for Evidence-Based Interventions or Curriculum Supports). Identify the intervention/support, **FORMS the person providing the intervention/support, the time(s), and days of the week the intervention/support occurs**

- [1.2.1](#) Intervention/Support Groups - First Marking Period ([Nov. 15](#))
- [1.2.2](#) Intervention/Support Groups - Second Marking Period ([Feb.6](#))
- [1.2.3](#) Intervention/Support Groups - Third Marking Period ([April 15](#))
- [1.2.4](#) Intervention/Support Groups - Fourth Marking Period ([June 16](#))

- **MET**
- **Not Met**

Evidence of implementation and feedback:

FORMS

1.3 Evidence of student attendance, progress, and anecdotal notes within interventions or curriculum support groups

- 1.3.1 Evidence of student attendance, progress, and anecdotal notes with interventions or curriculum support groups – October & November ([Nov. 15](#))
- 1.3.2 Evidence of student attendance, progress, and anecdotal notes with interventions or curriculum support groups – December & January ([Feb. 6](#))
- 1.3.3 Evidence of student attendance, progress, and anecdotal notes with interventions or curriculum support groups – February & March ([April 15](#))
- 1.3.4 Evidence of student attendance, progress, and anecdotal notes with interventions or curriculum support groups – April, May & June ([June. 16](#))
- **MET**
- **Not Met**

Evidence of implementation and feedback:

FORMS

1.4 Evidence of adjustments made to or plan to be made to address students not making progress (SAN)

- 1.4.1. Evidence of adjustments made to or plan to be made to address students not making progress – October & November ([Nov. 15](#))
- 1.4.2 Evidence of adjustments made to or plan to be made to address students not making progress – December & January ([Feb. 6](#))
- 1.4.3 Evidence of adjustments made to or plan to be made to address students not making progress – February & March ([April 15](#))
- 1.4.4 Evidence of adjustments made to or plan to be made to address students not making progress – April, May & June ([June 16](#))
- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.5 Schedules for the ALL Identified Staff on the Title I Roster, to be updated quarterly (ensure schedules reflect contractual hours)

- 1.5.1 Provide schedules for all Title I/AAA funded staff in the building – First Marking Period ([Nov. 15](#))
- 1.5.2 Provide schedules for all Title I/AAA funded staff in the building – Second Marking Period ([Feb. 6](#))
- 1.5.3 Provide schedules for all Title I/AAA funded staff in the building – Third Marking Period ([April 15](#))
- 1.5.4 Provide schedules for all Title IAAA funded staff in the building – Fourth Marking Period ([June 16](#))
- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.6 Before or After School Instructional Support (*This is not the Extended Day Program)

- 1.6.1 Provide evidence of how students are selected, how data was used to identify the additional instructional support, Document weekly/monthly student attendance, progress, and anecdotal notes. SAN provided for planning meetings. First Marking Period (Nov. 15)
- 1.6.2 Provide evidence of how students are selected, how data was used to identify the additional instructional support, Document weekly/monthly student attendance, progress, and anecdotal notes. SAN provided for planning meetings. Second Marking Period (Feb. 6)
- 1.6.3 Provide evidence of how students are selected, how data was used to identify the additional instructional support, Document weekly/monthly student attendance, progress, and anecdotal notes. SAN provided for planning meetings. Third Marking Period (April 15)
- 1.6.4 Provide evidence of how students are selected, how data was used to identify the additional instructional support, Document monthly student attendance, progress, and anecdotal notes. SAN provided for planning meetings. Fourth Marking Period (June 16)

- MET
- Not Met

Evidence of implementation and feedback:

C. SCHOOLWIDE COMPONENT 2B: REFORM STRATEGIES - TEACHER & SCHOOL SUPPORTS

Component 2B – Reform Strategies – Teacher & School Supports



1.1 Title I Staff Overview SANE

PPT 1.1.1 Title I Staff Overview SANE (Nov. 1)

- MET
- Not Met

Evidence of implementation and feedback:

1.2 Master School Schedules – include Cultural Arts

1.2.1 Master School Schedule (Sept. 27)

- MET
- Not Met

Evidence of implementation and feedback:

1.3 Collaborative Planning Schedules, Signatures, Agendas, & Notes (SAN)

- 1.3.1 Collaborative Planning Schedules, Signatures, Agendas, & Notes - September Grades K-5 Reading & Math (Oct. 4)
- 1.3.2 Collaborative Planning Schedules, Signatures, Agendas, & Notes - October Grades K-5 Reading & Math (Nov.8)
- 1.3.3 Collaborative Planning Schedules, Signatures, Agendas, & Notes - November Grades K-5 Reading & Math (Dec. 6)
- 1.3.3 Collaborative Planning Schedules, Signatures, Agendas, & Notes - December Grades K-5 Reading & Math (Jan. 10)
- 1.3.4 Collaborative Planning Schedules, Signatures, Agendas, & Notes - January Grades K-5 Reading & Math (Feb. 7)
- 1.3.5 Collaborative Planning Schedules, Signatures, Agendas, & Notes - February Grades K-5 Reading & Math (Mar.6)
- 1.3.6 Collaborative Planning Schedules, Signatures, Agendas, & Notes - March Grades K-5 Reading & Math (April 3)
- 1.3.7 Collaborative Planning Schedules, Signatures, Agendas, & Notes - April Grades K-5 Reading & Math (May 8)
- 1.3.8 Collaborative Planning Schedules, Signatures, Agendas, & Notes – May & June Grades K -5 Reading & Math (June 16)

- MET
- Not Met

Evidence of implementation and feedback:

1.4 Professional Development Calendar for the year

1.4.1 Professional Development Calendar for the year (Sept. 27)

- Reminder 1: There should be a clear connection between PD opportunities and student/teacher needs as documented in your Title I Plan.
- Reminder 2: When using Title I funds for PD this must be indicated in your Title I Plan.
- Reminder 3: Accountable for sharing at school with teachers/support staff i.e. PD/faculty meeting, collaborative planning, one-on-one Planning.

- MET
- Not Met

Evidence of implementation and feedback:

1.5 Professional Development and conferences to build teacher capacity. PD provided at the school in alignment with the Title I Plan must be documented with SANE. Conferences opportunities must be documented in this section with the Off-Site PD Form.

1.5.1 Professional Development to build teacher capacity. First Marking Period (Nov. 15)

- 1.) PD reflected on the submitted PD Calendar - **SANE** required.
- 2.) Conference opportunities must be documented in this section using the required **Off-Site PD** form .

1.5.2 Professional Development to build teacher capacity. Second Marking Period [\(Feb. 6\)](#)

- 1.) PD reflected on the submitted PD Calendar - **SANE** required.
- 2.) Conference opportunities must be documented in this section using the required **Off-Site PD** form.

1.5.3 Professional Development to build teacher capacity. Third Marking Period [\(April 15\)](#)

- 1.) PD reflected on the submitted PD Calendar - **SANE** required.
- 2.) Conference opportunities must be documented in this section using the required **Off-Site PD** form..

1.5.4 Professional Development to build teacher capacity. Fourth Marking Period [\(June 16\)](#)

- 1.) PD reflective on the submitted PD Calendar - **SANE** required.
- 2.) Conference opportunities must be documented in this section along with the required **Off-Site PD** form.

- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.6 Evidence of Coaching and/or Co-Teaching to build and enhance teacher capacity

FORM **1.6.1** Evidence of Coaching and/or Co-Teaching (Coaching logs with evidence of direct follow-up and/or Co-Teaching Documents) – First Marking [\(Nov. 15\)](#)

1.6.2 Evidence of Coaching and/or Co-Teaching (Coaching logs with evidence of direct follow-up and/or Co-Teaching Documents) – Second Marking [\(Feb. 6\)](#)

1.6.3 Evidence of Coaching and/or Co-Teaching (Coaching logs with evidence of direct follow-up and/or Co-Teaching Documents) – Third Marking [\(April 15\)](#)

1.6.4 Evidence of Coaching and/or Co-Teaching (Coaching logs with evidence of direct follow-up and/or Co-Teaching Documents) – Fourth Marking [\(June 16\)](#)

- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.7 Before/After School Planning with a Bluesheet and SAN Documents

1.7.1 Before/After School Planning with a Bluesheet and SAN Documents - First Marking Period [\(Nov.15\)](#)

- 1.7.2 Before/After School Planning with a Bluesheet and SAN Documents - Second Marking Period [\(Feb 6\)](#)
- 1.7.3 Before/After School Planning with a Bluesheet and SAN Documents - Third Marking Period [\(April 15\)](#)
- 1.7.4 Before/After School Planning with a Bluesheet and SAN Documents - Fourth Marking Period [\(June 16\)](#)

- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.8 Planning (with or without Sub)

- 1.8.1 Planning (with or without Sub) SAN Documents - First Marking Period [\(Nov.15\)](#)
- 1.8.2 Planning (with or without Sub) SAN Documents - Second Marking Period [\(Feb 6\)](#)
- 1.8.3 Planning (with or without Sub) SAN Documents – Third Marking Period [\(April 15\)](#)
- 1.8.4 Planning (with or without Sub) SAN Documents – Fourth Marking Period [\(June 16\)](#)

- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.9 Schoolwide tiered model to prevent and address disruptive behaviors/SEL (if part of your Comprehensive needs)

- 1.9.1 Schoolwide tiered model to prevent and address disruptive behavior/SEL (if part of your Comprehensive needs) First Marking Period [\(Nov. 15\)](#)
- 1.9.2 Schoolwide tiered model to prevent and address disruptive behavior/SEL (if part of your Comprehensive needs) Third Marking Period [\(April 15\)](#)

- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.10 Evidence of Title I Monitoring Visits

- 1.10.1 Evidence of Title I Monitoring Visits – Fall Visit [\(Nov. 20\)](#)
- 1.10.2 Evidence of Title I Monitoring Visits – Spring Visit [\(June 16\)](#)

- **MET**
- **Not Met**

Evidence of implementation and feedback:

DRAFT

D. SCHOOLWIDE COMPONENT 2C: REFORM STRATEGIES - TRANSITION SUPPORTS

Component 2C – Reform Strategies -Transition Supports

1.1 Pre-Kindergarten to Kindergarten Transition Support (strategies for assisting preschool children in the transition from early childhood programs to the local elementary school programs) SAN(E)

1.1.1 Pre-Kindergarten to Kindergarten Transition Support SAN(E) [\(May 15\)](#)

- SAN from collaboration meetings regarding transitions
- Timelines with evidence of implementation

- **MET**
- **Not Met**

Evidence of implementation and feedback:

1.2 Fifth grade to Sixth Grade Transition SAN(E)

1.2.1 Fifth grade to Sixth grade (middle school) Document meetings with the middle school & site visits to the middle school SAN or SANE Documents needed [\(May 15\)](#)

- **MET**
- **Not Met**

Evidence of implementation and feedback:

G. SCHOOLWIDE COMPONENT 4: COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES, AND PROGRAMS

Component 4 Coordination with other Federal State, and Local Services, Resources, and Programs.

1.1 If applicable, identify all federal, state, and local programs and services – [\(June 16\)](#)

- SAN from meetings involving other federal, State, and local program (Title III, Title IV, Judy Center, Headstart, Library, or outside businesses, etc).
- If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide plan. Budget documentation (MOUs, contracts, invoices) from outside support) SAN Documents needed

- **MET**
- **Not Met**

Evidence of implementation and feedback:

| | |
|--|------------------------|
| Title: Interventions | |
| Purpose: To ensure that schools are implementing “evidence-based” interventions/strategies/activities/programs, Levels 1-4. | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Title I Sr. Program Manager; Title I Program Manager; Parent Family Engagement Specialist, Principals, Title I School Team | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|---|----------------------------------|--|--|
| 1. | All students will be screened using the iReady assessment in the first three weeks of school. | Early September – October 2020 | Diagnosed data Spreadsheets Assessment schedule | Title I School Team Title I Support staff (SIST/TA/IA) |
| 2. | Schools will analyze multiple criteria data that may include F&P, county assessments, attendance, behavior, and iReady, etc.to rank all students for interventions. | May/June/October 2020 – | <i>Preliminary Ranking List May/June 20202</i> | Title I School Team |
| 3. | Students will be identified for interventions in reading, math, or both on the ranking list by grade level. | End of September – early October | Ranking List for students in Grades 1-5 | Title I School Team |
| 4. | Interventions will be provided to identified students in virtual classrooms. | Early October 2020 – June 2021 | Ranking List – uploaded quarterly 2 nd quarter 3 rd quarter 4 th quarter (7 days after previous Marking period closes) | Title I School Team |

| | | | | |
|----|---|---|----------------------------------|--|
| 5. | <p>The Title Student Intervention Support Teacher (SIST) and Teaching Assistants/Instructional Assistants (TA/IA) will maintain all necessary documentation to monitor student progress. Documents will be uploaded into the <i>TitleICrate</i> according to the timelines established.</p> <ul style="list-style-type: none"> ● Evidence of student attendance, progress, and anecdote notes in interventions ● Evidence of adjustments made to or plan to be made to address students not making progress | Interventions will start by mid to late September 30, 2020 | SAN Intervention evidence | Title I School Team SIST, TA, IA, hourly employees |
| 6. | Title I School Teams will monitor the fidelity and implementation of the interventions and make necessary program adjustments based on student needs. | Quarterly (*minimum) *whenever adjustments are warranted | SAN Intervention documentation – | Title I School Team |

Revision History:

| Revision | Date |
|----------|---------------|
| Draft | June 2020 |
| | November 2020 |

| | |
|---|------------------------|
| Title: Research-Based Interventions | |
| Purpose: to ensure that schools are using research-based interventions. | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Title I Sr. Program Manager; Title I Program Managers; Title I Parent and Family Engagement Specialist; Manager of Research – Instructional Data Division (IDD); Principals; Title I School Teams | |
| Implementation Date: 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Department/Agency |
|------|---|---|-----------------------------------|---|
| 1. | The School or the Title I Office submits a form to the research department. | Ongoing The suggested focus in February 2021 – July 2021 during School planning for the following year | Responses to form | Title I School Team Title I Office IDD Research Department. |
| 2. | The Research Team will compile evidence for the specific intervention/strategy that was requested on the form. | 3 - 4 weeks from request | Evidence Level Forms | IDD Research Department |
| 3. | The Research Team will assign the intervention/strategy an evidence level of 1, 2, 3, or 4. | 3-4 weeks from request | Evidence Level Forms | IDD Research Department |
| 4. | The Research Team will notify the requester of the evidence level via email using the evidence level form. The completed information/form is added to the AACPS database depot. | 3-4 weeks from request | Evidence Level Forms | IDD Research Department |
| 5. | Follow Title I process for approval. | After receiving information from IDD | Communication with Title I Office | Title I Office |

Revision History:

| Revision | Date |
|----------|---------------|
| | November 2020 |

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

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

BACKGROUND STATEMENT

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

coordinate providing Head Start services in connection therewith; and

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

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

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

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

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

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

FUNDING, PAYMENT TERMS, AND FISCAL REQUIREMENTS

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

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

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


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

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

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

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

For: Anne Arundel County Public Schools



George P. Arlotto, Ed.D
Superintendent of Schools


6.1.2020
Date



Attested by:

5/28/20
Date

For: YMCA of Central Maryland, Inc.



John K. Hoey
President & CEO

6.3.20
Date



Attested by:

6/3/20
Date

B.3 Anne Arundel County Public Schools FY'21 40% Waiver

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

☐ YES ☒ NO

(Required Attachment #3)

A waiver is not needed to operate a schoolwide school for FY'21. All schoolwide schools meet or exceed the 40% threshold based on the number of students receiving FREE meals for the FY'21 school year.

| | | | | |
|--|---|--|--|---|
| Title: B.4 Assurance 6 Support for Discipline Practices | | | | |
| Purpose: to provide support in efforts to reduce the overuse of discipline practices that remove students from the classroom. | | | | |
| Department: Community and School Based Programs | | | Office: Title I | |
| Person(s): Title I Program Manager, Student Services/Safe & Orderly Schools | | | | |
| Implementation Date: August 2020 | | | | |
| Procedure Steps | | | | |
| | Action | Time Frame | Evidence | Related Dept/Agency |
| 1. | The Title I Office and Student Support Services/Safe & Orderly Schools will meet/google meet to collaborate to review and determine how AACPS supports efforts to reduce the overuse of discipline practices that remove students from the classroom. | July August | SAN from collaboration meeting Written procedure | Title I Office Office of Student Support Service |
| 2. | Maintain communication via email with Student Support Services/Safe & Orderly Schools to stay informed regarding the professional development available and the participants from the Title I Schoolwide Schools. | August/September November/January | SAN from collaboration meeting List of professional developments and participants | Title I Office Office of Student Support Service |
| 3. | Maintain communication via email with Student Support Services/Safe & Orderly Schools to review resources/tools available to Schoolwide Schools. | Ongoing July 2020- June 2021 | Email SAN documentation | Title I Office Office of Student Support Service |
| 4. | Maintain communication via email with Student Support Services/Safe & Orderly Schools to review discipline data. | Ongoing July 2020- June 2021 | Title I Office Office of Student Support Service/Safe & Orderly Schools | Title I Office Office of Student Support Service |

| | | | | |
|----|---|-----------------------------|--|--|
| 5. | Maintain communication via email with Student Support Services/Safe & Orderly Schools to review updates to the Code of Student Conduct. | Ongoing July 2020-June 2021 | Code of Conduct Committee meeting agendas, sign in sheets, outcomes, and draft documents. | Title I Office Office of Student Support Service |
| 6. | Maintain communication via email with Student Support Services/Safe & Orderly Schools to review revisions to the Board of Education Policy and Regulations for Anne Arundel County Public Schools. | Ongoing July 2020-June 2021 | Policy Review Committee meeting agendas, sign-in sheets, outcomes, and draft documents. | Title I Office Office of Student Support Service |
| 7. | Maintain communication via email with Student Support Services/Safe & Orderly Schools to meet to collaborate with Title I Schools. | Ongoing July 2020-June 2021 | Title I meeting agendas, sign-in sheets, outcomes, and draft documents. | Title I Office Office of Student Support Service |
| 8. | Maintain communication via email with Student Support Services to collaborate with Title I Schools to review outcomes from MTSS Supports. Virtual supports include coaching and PD around- Virtual Acknowledgement Tool kit, Virtual Check-In Check-Out, Virtual Behavioral Expectations, Using Restorative Practices in the Virtual Classroom - Virtual Community Building Circles & Five Questions, Data-Based Decision Making via SWIS training, and use of Team Initiated Problem Solving (TIPS) model. | Ongoing July 2020-June 2021 | Title I meeting agendas, SWIS data related to Minor Referrals, (RP) Restorative Practice data, sign-in sheets, outcomes, and draft documents, Fidelity Inventories for Restorative Practices, PBIS, and CDM. | Title I Office Office of Student Support Service |
| 9. | Maintain communication with Student Support Services to collaborate with MTSS Team regarding Collaborative Decision Making (CDM) plans for students in Title I schools. Virtual supports include coaching and PD around- Implementing CDM in the virtual setting, using data to drive decisions, and how to conduct virtual CDM meetings/plan in the virtual setting. | Ongoing July 2020-2021 | CDM Plans, discipline data, CDM team meeting notes, progress notes | Title I Office Office of Student Support Services |

| | | | | |
|-----|---|---|--|---|
| 10. | <p>In a virtual setting communication and monitoring of student discipline practices will consist of the following:</p> <p>Embedded Virtually (Same steps different platform- FYI)</p> <ul style="list-style-type: none"> • Virtually (Phone calls, emails, google classroom, google meet, live YouTube internal AACPS broadcasts, Microsoft teams (504, IEP, Administrative teams, Committees, Task Force teams, Councils, Extended Leadership, Departmental, Collaborative Decision Making) • Specifically: to the Office of Safe & Orderly <p>Continue to:</p> <ul style="list-style-type: none"> • Monitor Communication Center calls from schools (remedy) and violations between schools and the Office of School System Security Services. • Partner with the Department of Juvenile Services to follow up and monitor reportable arrests on AACPS property. • Provide updated disciplinary consequences and interventions for professional development with school leaders in accordance with Maryland Annotated Code 7-305 and COMAR 13A.08.01.11. • Institute and adhere to all AACPS Board Policy and Regulation. • Ensure the Student Code of Conduct Adherence and Acknowledgement and Review of the Student Code of Conduct by students amongst schools • Provide adequate resources, technology, and tools for school-based administrators to access online (intranet site). | Ongoing August 2020 - until schools reopen in the traditional manner. | Title I Office Office of Student Support Service/Safe & Orderly Schools | Title I Office Office of Student Support Service |
|-----|---|---|--|---|

| | | | | |
|--|---|--|--|--|
| | <ul style="list-style-type: none"> • Monitor the AACPS Bullying Dashboard to ensure equitable and timely investigations of schools for student violations of the Code of Conduct. • Provide, institute, and administer the AACPS Code of Conduct lessons annually in addition to the Acknowledgement and Review of the Student Handbook, Code of Conduct. | | | |
|--|---|--|--|--|



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

2644 Riva Road, Annapolis, MD 21401 | 410-222-5000 · 301-970-8644 (WASH) · 410-222-5500 (TDD) | www.aacps.org

Student Support Services SWS Assurance #6

Adjudicatory Discipline Process

Anne Arundel County Public Schools adheres to the requirements of the law for any student who violates Board of Education of Anne Arundel County Public Schools Policy and Regulation in accordance with the Code of Conduct to ensure all students receive due process when determining exclusion (suspension) from school. Specifically, the specific MSDE violation/rule(s) of which the student is accused, the duration of disciplinary removal expected by the principal (NOT DISCIPLINARY), the outcome expected by the student and principal, and identify the RULE or law (s) that best applies to discipline cases. Md. Education Code Ann 7-305, Annotated Code of Maryland, Division II. Elementary and Secondary Education, Title 7, Public Schools, Subtitle 3. Attendance and Discipline of Students and *COMAR 13.08.01.11. COMAR 13A.01.04.03*, Safe Schools, in the Code of Maryland Regulations (COMAR) was adopted by the Maryland State Board of Education and is specifically included as part of the overarching public school standards which address and regulate issues of academic performance, school improvement, and safety in every public school in the State. This regulation assures that “All students in Maryland’s public schools, without exception and regardless of race, ethnicity, region, religion, gender, sexual orientation, language, socio- economic status, age, or disability, have the right to educational environments that are safe, appropriate for academic achievement, and free from any form of harassment or disruption.

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

AP 1 & 2 Training- Annual training offered to first and second year Assistant Principals to support their progress towards decision making for student discipline to include interventions rather than exclusionary measures for students.

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

Charles Leisure Programs

The Anti-Tobacco Use Program is mandatory for middle and high school students who violate the Board of Education Regulation which prohibits the use, possession, or distribution of tobacco in any form by students at all times on school property and at any school-sponsored activities. Designed to enable students to comply with the tobacco use regulation, the program promotes healthier lifestyles for students and their families by helping them explore and understand tobacco use behaviors. Classes are conducted in a positive atmosphere by professionals who provide information, skills, and resources to help students make reasonable decisions about tobacco use. The ultimate intent of the program is to encourage students to become tobacco free. Students in the Anti-Tobacco Use Program learn about medical issues related to tobacco use, identify tobacco triggers, and obtain tips for remaining tobacco-free during the school day. Students also practice refusal skills, learn about advertising manipulation, and where to obtain help once a decision to quit is made. Class instruction consists of large and small group work requiring active



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participation by students. The mandatory parent information meeting provides an overview of the program content, the board regulation regarding tobacco use, and requirements for successful completion.

A discussion of ways that parents can help their children remain tobacco-free in school is one of the most important aspects of the parent session. The parent session ends with a family activity designed to help students make positive changes in their lives. Parents are welcome to attend the remaining two class sessions with students, if desired.

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

Alternatives to Drugs Program is designed to help students and their parents confront together the challenges of adolescent drug and alcohol use. The Alternatives to Drugs Program is also an opportunity for families to gain information, skills, and resources to work together to create new possibilities in their lives.

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

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

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

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

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



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

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

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

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

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

MTSS

Anne Arundel County Public Schools use a Multi-Tiered System of Supports (MTSS) that emphasize proactive and preventive strategies for defining, supporting, and teaching appropriate behaviors to create a positive school climate. The MTSS approach emphasizes proactive and preventative strategies for supporting appropriate behaviors, both social and academic. Behavioral supports and interventions are implemented using a three-tiered prevention/intervention approach to student behaviors. The MTSS framework consists of three-tiers: Tier 1 Universal or school wide for all to be successful. Tier II – Targeted or available for some students who need more behavioral or academic support and is layered with Tier 1 supports. Tier III – Individualized for students in need of intensive behavioral or academic support. This is a continuum of supports available to students as a need arises. The MTSS model includes Positive Behavioral Intervention and Supports (PBIS), Restorative Practices (RP), and various other proven interventions and supports. All AACPS staff are committed creating positive school climates that teach students how to engage, connect, and succeed in their school community.

Three Tiers of Intervention Support

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

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



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

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

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

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

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

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

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

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

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

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

| Title: B.5 Assurance 7 Career and Technical Education (C.T.E.) | | | |
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| Purpose: The LEA has a written process for how the LEA supports programs that coordinate and integrate (A) Career and Technical Education (CTE) content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit. | | | |
| Department: Community and School Based Programs | | Office: Title I and Advanced Studies and Programs | |
| Person(s): Title I Program Manager, Teacher Specialists form the Co-Curricular Programs and the Triple E Programs | | | |
| Implementation Date: September 2020 - June 2021 | | | |
| Time Frame | Implementation Method | Evidence | Related Dept/Agency |
| September 2020 – June 2021 | <ul style="list-style-type: none">Starting in September students will participate in Triple E Classes once a week in a virtual setting.Co-Curricular Clubs will occur after-school in a virtual setting.<ul style="list-style-type: none">Grades K-2 participate in activities focused on Games – learning rules, strategies, teamwork/cooperation for 6 weeksGrades 3-5 participate in competition-based activities - for 16 weeksOnce schools reopen traditionally - both programs will be in person. | Advanced Studies and Programs: <ul style="list-style-type: none">Student-created - projectsStudent competitionsInquiryMaintain a list of students participating in Co-Curricular offerings – quarterlyIdentify PBL experiences and success skills supported at each school Title I Office: <ul style="list-style-type: none">Include on the agenda during Title I school monitoring visitCollect student names, demographic information, and if students receive Title I academic supports for those participating in co-curricular programs - quarterly Title I School Staff: <ul style="list-style-type: none">Maintain student data in the Crate.Actively participate in the recruitment of teachers to participate/teach in the co-curricular programs | <ul style="list-style-type: none">Advanced Studies and ProgramsTitle I OfficeTitle I School Staff |

- | | | | |
|--|--|--|--|
| | | <ul style="list-style-type: none"> Follow up on the return of applications for the co-curricular clubs. | |
|--|--|--|--|

Action

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

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

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

Co-Curricular Clubs/Offering:

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

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

Sample course titles include:

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

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

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

The Triple E (Enhancing Elementary Excellence) Programs are embedded into the school day in all 13 school-wide schools. The Triple E Programs provide students with project-based, thematic student-centered learning. Students in grades Prek-5 participate weekly in an instructional class geared toward exploration and a high level of student engagement.

In Project-Based Learning, teachers make learning come alive for students. Students work on a project over an extended period – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience. As a result,

students develop in-depth content knowledge, critical thinking, collaboration, creativity, and communication skills. Project-Based learning unleashes contagious and creative energy among students and teachers.

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

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

Examples of Industry Partnerships:

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

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

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

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

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

C. TARGETED ASSISTANCE SCHOOLS

Resources:

[MSDE Targeted Assistance Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

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

[C. 1 Anne Arundel County Public Schools FY'21 TAS Transition from TAS to SW](#)

[C.1 Anne Arundel County Public Schools FY'21 TAS Transition Letter to MSDE](#)

[Anne Arundel County Public Schools FY'21 TAS Transition MSDE Communication](#)

2. 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 selectioncriteria.

[Anne Arundel County Public Schools FY'21 TAS Develop, implement and monitor requirements](#)

[C.2 Anne Arundel County Public Schools FY'21 TAS Identification timeline and rankingcriteria](#)

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

[Anne Arundel County Public Schools FY'21 TAS MOU with Head Start](#)

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

Not Applicable

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

Sarah Bell, Title I Program Manager; Stacey Witte, Parent & Family Engagement Specialist; Amy Willmarth, Title I Budget Technician, Sheri Anderson, Title I Senior Program Manager; Targeted School Principals at Annapolis Elementary, Brock Bridge Elementary, Brooklyn Park Elementary, George Cromwell Elementary, Glen Burnie Park Elementary, Glendale Elementary, Hebron Harman Elementary, Lothian Elementary, Marley Elementary, Monarch Annapolis Academy, North Glen Elementary, Oakwood Elementary, Overlook Elementary, Point Pleasant Elementary, Richard Henry Lee Elementary, Rippling Woods Elementary, Tracey's Elementary, Southgate Elementary; Regional Assistant Superintendents, Jolyn Davis, Monique Davis, Janine Robinson, Bill Goodman, Lisa Leitholf, Daryl Kennedy.

| APPLICATION: The LEA will respond to each assurance (Check One) | Targeted Assistance Schools Assurances | Citation | Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review | | | | | | |
|--|--|---|--|---|----------------------|------|-------------|--|---|
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>1. The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program (Required Attachment #1 and #4)</p> <p>List Title I school(s) and School ID number below OR attach a list of for Targeted Assistance Schools the LEA is proposing to transition to SW in SY 2021-22:</p> <table border="1"> <thead> <tr> <th>School Name</th> <th>School Number</th> <th>Indicate New Title I School or Current TAS School</th> </tr> </thead> <tbody> <tr> <td>Annapolis Elementary</td> <td>4092</td> <td>Current TAS</td> </tr> </tbody> </table> | School Name | School Number | Indicate New Title I School or Current TAS School | Annapolis Elementary | 4092 | Current TAS | <p>1114(a)(1)(B) 1114(b)(1)(A)</p> | <p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program 2. Other documentation to support the LEA has implemented its written process, if applicable. |
| School Name | School Number | Indicate New Title I School or Current TAS School | | | | | | | |
| Annapolis Elementary | 4092 | Current TAS | | | | | | | |

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| | <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div> | | |
| <input type="checkbox"/> YES <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A | <p>1a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program</p> <p>The LEA has a new school that will enter Title I status in the 2021-2022 school year or an existing Targeted Assistance school that plans to transition from a Title I Targeted Assistance Program to a Schoolwide Program beginning in the 2021-2022 school year, and the school would like to undergo the abbreviated planning process described by MSDE.</p> <p>(NOTE: see MSDE Targeted Assistance School Guidance for more details on this option).</p> <p>Required Attachment #4</p> | <p>1114(b)(1)(A)</p> | <p>Documentation of the planning process must include:</p> <ol style="list-style-type: none"> Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program A letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. SAN and SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> Planning meetings and lists of participants that show stakeholder participation in decision making Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents, and should work in coordination with the School Improvement Team) Meeting schedule Communications, including emails, communication log, notices on web pages, etc. Documentation showing the results of the implementation of the LEA planning process and its recommendation for each school that is to become a Schoolwide Program. |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES | <p>1b. Year Long Planning Option:</p> | <p>1114(b)(1)</p> | <p>Documentation of the planning process must include (For each</p> |

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

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| <input type="checkbox"/> N/A | <p>requirements for Targeted Assistance Programs including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.</p> <p><i>Required Attachment #2</i></p> | | <ol style="list-style-type: none"> 1. Weighted selection criteria <ul style="list-style-type: none"> o Data sources for multiple selection criteria (by school) 2. Master ranking (all students ranked showing most needy students served by grade and subject area) 3. Targeted Assistance teachers and para schedules with matching student roster 4. Service delivery model 5. Description of how services will be delivered to Targeted Assistance students at each school. (Push-in, pullout, etc.) 6. Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting 7. School master schedules 8. Exit criteria by school 9. Other documentation to support the LEA has implemented its written process, if applicable <p>LEA School-level Monitoring:</p> <ol style="list-style-type: none"> 1. Evidence of implementation of the LEA School-level Monitoring Plan must include: <ul style="list-style-type: none"> o SAN from program monitoring o Program monitoring tool(s) o Program monitoring feedback reports o Email communication 2. LEA schedules with dates for regular review for each Title I Targeted Assistance Program. |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components:</p> <p>Targeted Assistance Program Checklist</p> <p>1. Use program's resources to help</p> | 1115(b)(2)(A-G) | <p>Program's resources to help eligible children meet the state's challenging academic standards may include:</p> <ol style="list-style-type: none"> 1. Programs, activities, and academic courses necessary to provide a well-rounded education. <p>Methods and instructional strategies to strengthen the academic program of the school may include:</p> <ol style="list-style-type: none"> 1. Expanded learning time, before- and after-school, and summer programs and opportunities |

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| | <p>eligible children meet the state's challenging academic standards;</p> <ol style="list-style-type: none"> 2. Use methods and instructional strategies to strengthen the academic program of the school; 3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs; 4. Provide Professional Development; 5. Strategies to increase the involvement of parents of eligible children; 6. If appropriate and applicable, coordinate with Federal, State, and local programs; 7. Each Title I Targeted Assistance School will provide the LEA assurances that it will: <ol style="list-style-type: none"> (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of | | <ol style="list-style-type: none"> 2. A schoolwide program tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). <p>Coordination with the regular education program <i>must</i> include:</p> <ol style="list-style-type: none"> 1. SAN from collaboration meetings <ul style="list-style-type: none"> o Timelines with evidence of implementation 2. Documentation <i>of coordination</i> between regular education program and Title I <p>Professional Development:</p> <ol style="list-style-type: none"> 1. Data sources demonstrating the need for identified professional development 2. SANE documents from professional development 3. Professional development schedules, plans, and/or calendars 4. SANE from building capacity for school-level training to educate school personnel with parental assistance on how to work with parents as equal partners (see Parent and Family Engagement Checklist under Building Capacity requirements) <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>Strategies to increase the involvement of parents of eligible children:</p> <ol style="list-style-type: none"> 1. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ol style="list-style-type: none"> 1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, <i>Health Department, Department of Social Services</i>, etc.) |
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| | <p>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> <p><i>Required Attachment #3</i></p> | | <p>2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.</p> |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.</p> <p><i>Required Attachment #2</i></p> | <p>1115 (b)(2)(G)(iii)</p> | <ol style="list-style-type: none"> 1. LEA schedules with dates for regular review for each Title I Targeted Assistance Program 2. SAN documentation of data review meetings 3. Documentation of program adjustments based on data review and progress monitoring 4. Student progress monitoring (evidence of progress/lack of progress) |

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|---|------------------------|
| Title: C. 1 Anne Arundel County Public Schools FY'21 TAS Transition from TAS to SW | |
| Purpose: To detail the one-year process for transitioning a Targeted Assistance Program to a Schoolwide Program | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: AACPS Title I Senior Program Manager; AACPS Title I Program manager; Targeted Assistance School Principals; Regional Assistant Superintendents; Annapolis Elementary Transition Committee | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|---|------------------------------------|-------------------|--|
| 1. | Discuss with MSDE POC the list of potential schools interested in transitioning to Schoolwide. | Winter 2019-2020 | SAN | MSDE Title I AACPS Title I |
| 2. | AACPS Title I submits a letter via email or through mail to request consideration for TAS to begin planning to transition to Schoolwide to the MSDE Title I Director. The following must be included in the letter: <ul style="list-style-type: none"> • School data • Rationale to demonstrate readiness | Before June 19 | Submitted Letter | MSDE Title I AACPS Title I |
| 3. | Title I office receives approval or denial letter whether or not the TAS may begin the year of planning. If yes, the school will establish a <i>small planning team</i> including: <ul style="list-style-type: none"> • TAS Leadership team • AACPS Title Program Manager • AACPS Title I PFE Specialist <p>If no, the school will meet with the AACPS Title I office to discuss next steps.</p> | Summer/Fall By September 30 | SAN documentation | MSDE Title I AACPS Title I Office TAS School |

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| 4. | <p>The TAS school will establish a <i>school transition committee</i> including multiple stakeholders:</p> <ul style="list-style-type: none"> • The small planning team • Central office members • Administration • Teachers at the school • Family members of students at the school • Community leaders involved with the school <p>In October, the small planning team will draft a method and schedule of events for gathering input from families, community members and teachers about the school and the program throughout the year. The small planning team will draft methods and timelines for collecting input. (Possibilities: meetings established, letters sent to all families, surveys at existing events, google classroom notices, phone calls)</p> | By October 30 | <p>SAN documentation</p> <p>Flyers</p> <p>Surveys</p> | <p>TAS small planning team</p> <p>School Transition Committee</p> |
| 5. | <p>In October/November the School Transition Committee will meet to collaborate on the following:</p> <ul style="list-style-type: none"> • Calendar of Events at the school • Comprehensive Needs Assessment • Data protocol of school data • Reviewing surveys, methods and schedules of gathering input • Establish next steps based on data and needs • Create a School wide Title I Plan | <p>November</p> <p>January</p> <p>March</p> <p>May</p> | SANE documentation | School Transition Committee |
| 6. | <p>The small planning team will maintain documentation during the year to demonstrate implementation of schoolwide components with oversight from the AACPS Title I Office. This will be shared at the School Transition Committee meetings. Examples may be: SANE from meetings, minutes, and calendars, schedules, events and professional development.</p> | <p>November</p> <p>January</p> <p>March</p> <p>May</p> | SAN documentation | <p>School Transition Committee</p> <p>TAS small planning team</p> |
| 7. | <p>Using the input and data gathered and discussed throughout the school year, the School Transition Committee will write a schoolwide plan</p> | May 2020 | SAN documentation | School Transition Committee |

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| | including a comprehensive needs assessments for the following year. | | Schoolwide Plan | |
| 8. | The TAS presents documentation regarding proving readiness to become Schoolwide to AACPS Title I office and receives approval or denial, in writing, from the AACPS Title I office via email or US mail. | Spring 2020 | SAN documentation Letter from Title I office | School Transition Committee AACPS Title I Office |
| 9. | AACPS Title I office reviews, with their MSDE Title I POC, the documentation from the year of planning, to determine if the school is ready for approval to transition to Schoolwide. | Spring 2020 | SAN documentation | AACPS Title I Office MSDE POC |

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|-----|--|--------------------|--------|---------------------|
| 10. | AACPS Title I office receives an official letter of approval or denial to begin transition from the MSDE Title I director. | Spring/Summer 2020 | Letter | MSDE Title I Office |
|-----|--|--------------------|--------|---------------------|

Revision History:

| Revision | Date |
|----------|----------------|
| Draft | June 2020 |
| | September 2020 |
| | November 2020 |

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June 18, 2020

Paula M. Harris, M.Ed., Director

Title I-Program Improvement and Family Support Division of Curriculum, Instructional Improvement
and Professional Learning

Maryland State Department of Education

200 West Baltimore Street Baltimore, MD 21201

Re: Transition Request

Dear Ms. Harris,

Anne Arundel County Public School System is submitting this letter of intent to request consideration for Annapolis Elementary School to begin a year of planning to transition from a Title I Targeted Assistance Program to a Title I Schoolwide Program. Annapolis Elementary School has operated as a Title I Targeted Assistance Program for four years. Currently the poverty rate is over 80%. Sixty-three percent of our Title I Targeted Assistance students in fifth grade increased their ELA scaled score on PARCC/MCAP by at least 5 points from 2017-2018 to 2018-2019. Fifty-seven percent of TA students in grades 1-5 grew at least two instructional levels on the Fountas & Pinnell Reading Benchmark Assessment between February 2019 to December 2019. Twenty-five percent of TA fifth graders increased their PARCC/MCAP Math scaled score from 2017-2018 to 2018-2019. On district quarterly math assessments, 3rd grade-overall 50% of TA third graders increased their score from 2nd to 3rd grade, 34% of TA fourth graders increased their score from 2nd to 4th grade, and 70% of TA fifth graders increased their score from 3rd to 5th grade. Due to their success, and as a result of input from parents and families, we would like to request your consideration for Annapolis Elementary School to begin a year of planning to transition from a Title I Targeted Assistance Program to a Title I Schoolwide Program, so that all of our students at the school can benefit from Title I support.

Upon receiving notification that the TA School may begin the year of planning, with our support Annapolis Elementary School will bring together a Schoolwide Planning Team (including staff, district leaders, community leaders and Title I families) to develop a transition plan and timeline for the year of planning (which will include all four Schoolwide Title I components) and input and support from parents, staff, students and the community. Our district will provide ongoing technical assistance. Towards the end of the year of planning we will meet with the school for a final review of their documentation. If we deem that they are truly ready to transition to become a Schoolwide Title I Program, we will follow up with our MSDE Title I Point of Contact for next steps.

If you have any questions, please contact Sheri Anderson, at (410) 222-5444. Thank you in advance for your consideration.

Sincerely,

Sheri Anderson



| | |
|--|------------------------|
| Title: C.2 TAS Develop, implement and monitor requirements | |
| Purpose: To develop, implement, and monitor requirements in all targeted assistance schools. | |
| Department: Community and School Based Programs | Office: Title I |
| SOP Steward(s): AACPS Title I Senior Program Manager; AACPS Title I Program Manager; Title I School Team | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|--------------|---|--|
| 1. | The AACPS Title I office will provide detailed training on the meaning of each component and how these components are an integral part needed to support their Title I Plans. Schools are provided with examples for the components that they can refer to throughout the year. (Virtual meeting) | May 27, 2020 | Training materials SANE Recordings of virtual meeting | AACPS Title I Office Title I School teams |
| 2. | The Title I School Team creates and submits the Title I Plan and Budget Narrative to the AACPS Title I office via school Google folder. | June 2020 | Plans and Narratives | Title I School Team AACPS Title I Office |
| 3. | The AACPS Title I office will review the plans and budgets to ensure that preliminary plans support the components and school data has been disaggregated and analyzed. Budget narratives will be reviewed to ensure alignment with the Comprehensive Needs Assessment. Interventions will also be checked to ensure they are evidence-based interventions/strategies/activities/programs. | June 2020 | Feedback provided in next step | AACPS Title I Office Program Managers AACPS Title I Office Budget Technicians |

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| 4. | The Title I Program Manager will provide feedback in writing to schools via email and discuss with the principal if or when there is a potential compliance issue. | June 2020- October 2020 | Copy of feedback uploaded into the Crate | AACPS Title I Office Program Managers AACPS Title I Office Budget Technicians |
| 5. | Principals and Regional Assistant Superintendents will review the Title I Plans and Budget. | June 2020 | Signatures of Principal and RAS on plans | AACPS Office of School Performance Title I Principals |
| 6. | Schools will administer iReady assessments during the first three weeks of school. School teams will review, rank and identify students in grades 1-5. | September 8 – October 12, 2020 | Ranking lists SAN documentation | Targeted Assistance Leadership team |
| 7. | Collaboration (virtual) must occur in some form (school leadership, grade level planning, and/or with other stakeholders). Individual students are discussed and identified to be targeted. Document the meeting and notes on the ranking spreadsheet. | September 8, 2020 – October 12, 2020 | SAN from meeting Notes from the discussion around the ranking list | Title I School Team and Collaborators |

| | | | | |
|-----|--|--|---|--|
| 8. | Schools will begin providing services to TAS students virtually. | October 12, 2020 Target date, dependent on county administration of iReady. | Attendance, Progress Monitoring and Coaching logs | Title I School team |
| 9. | The Title I school team members will attend the District provided virtual Fall Orientation Meeting. This will include the following items: <ul style="list-style-type: none"> • Peer review of all plans with guidance and a rubric for feedback • Training on compliance, best practices, and expectations for the school year. | Fall 2020 | SANE Peer Reviews Rubrics | Title I Office Title I School Team |
| 10. | Schools will notify families about Title I Targeted identification status. (Email, google classroom and/or letter mailed home.) | November 15, 2020 | Copy of communication | Title I School team |
| 11 | Title I teachers will enter TAS into the district Student Management System. (Power School SMS) | November 15, 2020 | Print out of list | Title I School team |
| 12. | Title I teachers will upload spreadsheets, SAN documentation into Title I Crate. | October 12, 2020 | Spreadsheet | Title I school team |
| 13. | The Title I School will hold a virtual Parent Information Session about the Title I Targeted Program. | By November 15, 2020 | SANE documentation | Title I school team |
| 14. | The Title I schools will hold virtual Title I Staff information sessions and TA and IA training sessions. | Before November 15, 2020 | Training Materials SANE documentation | Title I School team |
| 15. | The Title I schools will upload evidence that all staff at the school has completed training on technology use and safety. Staff were required to complete training virtually during the summer. | Before November 15, 2020 | Training Materials SANE documentation | Title I School Team |

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|-----|--|--|---|---|
| 16. | <p>Monitoring visits will occur twice a year to review and evaluate implementation and evidence of the seven Targeted components using the Monitoring Checklist. Winter, and possibly Spring visits will be virtual. As a part of each visit, the schools will be given an opportunity to share feedback and input on the program structure and support that is provided by the AACPS Title I Office. Schools will have the opportunity to provide this feedback and input in writing.</p> <p>Written feedback will be provided within 10 working days via email.</p> <p>The school will have 10 working days to address concerns in written feedback (either by making corrections or submitting a written plan).</p> <p>If a school does not respond within 10 working days, the Regional Assistant Superintendent will be notified and invited to a collaborative meeting with Title I and the school administration to determine next steps.</p> | <p>December 2020/January 2021</p> <p>And</p> <p>March/April 2021</p> | <p>Monitoring checklist</p> <p>SAN for visits</p> <p>Feedback about Monitoring Visit from AACPS Title I</p> <p>Input survey about Structure and Support from Title I School</p> | <p>AACPS Title I Office– Senior Program Manager</p> <p>Program Manager</p> <p>Teacher Specialist</p> <p>Budget Technician</p> <p>Title I School Team</p> <p>School Principal</p> <p>Regional Assistant Superintendent</p> |
| 17. | <p>The Title I school will re-assess current TAS students using multiple data points. Exit, update or enter students based on data. Meet virtually or in person to document the findings and rankings. Insert notes into the spreadsheet to document all decisions and keep SAN for meetings.</p> | January 2021 | SAN <i>TitleICrate</i> | Title I School team |
| 18. | <p>Based on MOY(middle of year) ranking, exit status, and identification, the Title I school will make necessary adjustments in their program and support, update all items listed in the monitoring checklist. .</p> | February 2021 | SAN <i>TitleICrate</i> | Title I School Team |

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|-----|---|---|---|--|
| 19. | Title I Literacy and Math teachers will maintain sign-in sheets, agendas, notes and evaluations on all Title I funded opportunities. The documentation will be uploaded into the <i>TitleICrate</i> under the various components. | September 2020-June 2021, at minimum quarterly | Documentation on the <i>TitleICrate</i> | Title I School Team |
| 20. | Title I team will review documents on the <i>TitleICrate</i> to ensure compliance is met. The program manager will provide technical assistance upon request or as needed during the year. | September 2020-June 2021, at minimum quarterly Due dates will be in the <i>TitleICrate</i> | Documentation on the <i>TitleICrate</i> | AACPS Title I Office |
| 21. | Title I Program Manager will send the Monitoring checklist to school teams as a summary of the year via email. Additionally, schools will be asked to complete a survey to provide input on the structure and support provided to them by the AACPS Title I Office. | June 2021 | Monitoring Checklist and Feedback Feedback about Monitoring Visit from AACPS Title I Input survey about Structure and Support from Title I School | AACPS Title I Office Title I School Teams |

Revision History:

| Revision | Date |
|----------|-----------|
| Draft | June 2020 |
| | Sept 2020 |
| | Nov 2020 |

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| TAS 20-21 Monitoring Tool ChecklistSchool _____ | | | | | | |
|---|-------------------------------|-----|---|---------------------------|---|---|
| Crate C | Description/Title of Evidence | Due | ✓ | Seco nd due date | ✓ | If item is not “met”, notes, action steps, deadlines here |

| Requirement 1 (This requirement is ONLY FOR ANNAPOLIS ELEMENTARY! Everyone else go to Req 2 below... | | | | | | |
|---|---|--------------|--|------|--|---|
| 1.1 | Written process for transitioning (LEA) | | | | | |
| 1.2 | Other documentation to support written process | | | | | |
| 1.3 | NA Abbrev plan | | | | | |
| 1.4 | Year long planning | | | | | |
| 1.4.1 | Evidence of intent to transition | 2/3 | | | | |
| 1.4.2 | Transition letter with MSDE response | 9/28 | | | | |
| 1.4.3 | SAN(E) documents for planning meetings | 4/16 | | | | |
| 1.4.4 | Roster of committee | 9/28 | | | | |
| 1.4.5 | Orientation meeting SANE, including multiple stakeholders | 9/28 | | | | |
| 1.4.6 | Planning team roster | 9/28 | | | | |
| 1.4.7 | Meeting schedule | 9/28 | | | | |
| 1.4.8 | Plan approval process | | | | | |
| 1.4.9 | Communication samples | 4/16 | | | | |
| 1.4.10 | LEA process for approving plan | | | | | |
| Requirement 2 | | | | | | |
| Crate | Description/Title of Evidence | Due | | Due | | Notes, action steps, deadlines |
| 2 | Written Process for TAS | | | | | |
| 2.1 | Weighted selection criteria for identifying students | 10/12 TBD | | 2/19 | | *I put the Head Start info here for you **May be delayed due to iReady |
| 2.2 | Master Ranking Info | | | | | |
| 2.2.1 | BOY ranking and ID spreadsheets, SAN | 10/12 TBD | | | | May be delayed due to iReady |
| 2.2.2 | MOY Ranking and ID spreadsheets, SAN | 2/19 | | | | |
| 2.2.3 | EOY Ranking and ID spreadsheets, SAN | 6/19 | | | | |

| | | | | | | |
|----------------------|--|-------------------------|--|------|--|--------------------------------|
| 2.3 | Personnel Roster Schedules of all Title I funded staff (2 items) | 9/4 10/12 | | 2/19 | | |
| 2.4 | Service delivery model | 10/12 | | 2/19 | | |
| 2.5 | School master schedule Grade level schedules Contractual hours at school (3 items) | 10/12 | | 2/19 | | |
| 2.6 | Exit Criteria for Title I students | 2/19 | | | | |
| 2.7 | Homeroom lists with TAS highlighted | 10/12 | | 2/19 | | |
| 2.8 | Downloaded PowerSchool SMS list | 11/15 | | 2/19 | | |
| 2.9 | “You are identified” letter | 11/15 | | 2/19 | | |
| 2.10 | September(Oct) Action Logs | 11/15 | | | | |
| Requirement 3 | | | | | | |
| Crate | Description/Title of Evidence | Due | | Due | | Notes, action steps, deadlines |
| 3.1 | Targeted Title I Plan, signed, approved, also budget (2) | 10/12 | | 2/3 | | |
| 3.2 | Extended Learning documentation | | | | | |
| 3.3 | Schoolwide tiered model for SEL | 10/12 | | | | |
| 3.4 | Collaborative Planning | | | | | |
| 3.4.1 | CP During school day Q1 | 11/15 | | | | |
| 3.4.2 | CP Instructional outside of day Q1 | 11/15 | | | | |
| 3.4.3 | CP During school day Q2 | 2/3 | | | | |
| 3.4.4 | CP instructional outside of day Q2 | 2/3 | | | | |
| 3.4.5 | CP during school day Q3 | 4/16 | | | | |
| 3.4.6 | CP instructional outside of day Q3 | 4/16 | | | | |
| 3.4.7 | CP during school day Q4 | 6/19 | | | | |
| 3.4.8 | CP instructional outside of day Q4 | 6/19 | | | | |
| 3.5 | Leadership, Articulation, Transition | | | | | |
| 3.5.1 | L, A, T Q1 | 11/15 | | | | |
| 3.5.2 | L,A, T Q2 | 2/3 | | | | |

| | | | | | | |
|----------------------|--|-------|--|-----|--|--------------------------------|
| 3.5.3 | L, A, T Q3 | 4/16 | | | | |
| 3.5.4 | L,A, T Q4 | 6/19 | | | | |
| 3.6 | PD calendar | 10/9 | | | | |
| 3.7 | PD Q1 | | | | | |
| 3.7.1 | Mandatory Staff training | 11/15 | | | | |
| 3.7.2 | Mandatory Technology training | 11/15 | | | | |
| 3.7.3 | Mandatory TA, IA training | 11/15 | | | | |
| 3.7.4 | Other PD in Q1 | 11/15 | | | | |
| 3.8 | PD Q2 | | | | | |
| 3.8.1 | PD during school day day Q2 | 2/3 | | | | |
| 3.8.2 | PD outside contractual hours Q2 | 2/3 | | | | |
| 3.9 | PD Q3 | | | | | |
| 3.9.1 | PD during school day Q3 | 4/16 | | | | |
| 3.9.2 | PD outside contractual hours Q3 | 4/16 | | | | |
| 3.10 | PD Q4 | | | | | |
| 3.10.1 | PD During school day Q4 | 6/19 | | | | |
| 3.10.2 | PD outside contractual hours Q4 | 6/19 | | | | |
| 3.11 | SANE from building capacity school level... | | | | | |
| 3.12 | Strategies to increase involvement of parents | | | | | |
| 3.13 | Evidence/SANE involving other programs. (Federal,state, local) | 2/3 | | | | |
| 3.14 | Evidence of braided funds | | | | | |
| Requirement 4 | | | | | | |
| Crate | Description/Title of Evidence | Due | | Due | | Notes, action steps, deadlines |
| 4.1 | LEA monitoring schedules with dates | | | | | |
| 4.2 | SAN documentation of monitoring visits | | | | | |

| | | | | | | |
|-------------------------------|---|-------|--|--|--|--|
| 4.3 | Documentation of program adjustments | 2/3 | | | | |
| 4.4 | Student MONTHLY progress monitoring and attendance, push in, pull out, Dreambox | | | | | |
| 4.4.1 | October PM and Attendance | 11/15 | | | | |
| 4.4.2 | November PM and Attendance | 12/15 | | | | |
| 4.4.3 | December PM and Attendance | 1/15 | | | | |
| 4.4.4 | January PM and Attendance | 2/15 | | | | |
| 4.4.5 | February PM and Attendance | 3/15 | | | | |
| 4.4.6 | March PM and Attendance | 4/16 | | | | |
| 4.4.7 | April PM and Attendance | 5/15 | | | | |
| 4.4.8 | May PM and Attendance | 6/19 | | | | |
| 4.4.9 | June PM and Attendance | 6/19 | | | | |
| 4.5 | Coaching documentation | | | | | |
| 4.5.1 | Coaching logs Q1 | 11/15 | | | | |
| 4.5.2 | Coaching logs Q2 | 2/3 | | | | |
| 4.5.3 | Coaching logs Q3 | 4/16 | | | | |
| 4.5.4 | Coaching logs Q4 | 6/19 | | | | |
| 4.6 | Student Data Review | | | | | |
| 4.6.1 | Data Review during school day Q1 | 11/15 | | | | |
| 4.6.2 | Data Review outside day Q1 | 11/15 | | | | |
| 4.6.3 | Data Review during school day Q2 | 2/3 | | | | |
| 4.6.4 | Data Review outside day Q2 | 2/3 | | | | |
| 4.6.5 | Data Review during school day Q3 | 4/16 | | | | |
| 4.6.6 | Data Review outside day Q3 | 4/16 | | | | |
| 4.6.7 | Data Review during school day Q4 | 6/19 | | | | |
| 4.6.8 | Data Review outside day Q4 | 6/19 | | | | |
| Requirement 5 Other... | | | | | | |

| Crate | Description/Title of Evidence | Due | | Due | | Notes, action steps, deadlines |
|-------|--|-------|--|-----|--|--------------------------------|
| 5.1 | Verification of Compliance Attestation | 1/5 | | | | |
| 5.2 | Peer Review of another plan | 11/15 | | | | |
| 5.3 | Copy of a letter to parents, signed by Principal, if a student has been taught by a non-certified teacher 4+ weeks | 11/15 | | | | |
| 5.4 | Copy of a letter to parents, signed by Principal, if a student has been taught by a non-certified teacher 4+ weeks | 2/3 | | | | |
| 5.5 | Copy of a letter to parents, signed by Principal, if a student has been taught by a non-certified teacher 4+ weeks | 4/16 | | | | |
| 5.6 | Copy of a letter to parents, signed by Principal, if a student has been taught by a non-certified teacher 4+ weeks | 6/19 | | | | |
| 5.7 | Inventory of title I funded items | 2/3 | | | | |
| | | | | | | |

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

Semester 1 Feedback

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

Reviewer:

Date:

Additional notes:

Semester 2 Feedback

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

Reviewer:

Date:

Additional notes:

C.2 Identification and Monitoring of Targeted Assistance Students 2020-2021**Weighted multiple criteria on pages 3 and 4**

| Date due | Item | ✓ |
|---|--|---|
| Summer 2020 | Identify the needs in the Comprehensive Needs assessment and link to the budget narrative Collaboration takes place with Reading office, Math office and school teams on specific data points that would best reflect the achievement levels of students. Due to COVID disruption, iReady data points will be discussed in the Fall. | |
| September 2020 | Due to COVID disruption, regular data is unavailable for identification and ranking purposes. Students who were identified as of Winter 19-20, will continue to be identified in the Fall of 2020. | |
| September 2020 | Diagnostic assessments (iReady) will be administered during the first three weeks of September. This data will be reviewed and used as part of the multiple data points to rank and identify students, in addition to any students who were previously identified. Input requested from Reading Office, Math Office and school level teachers. | |
| Target date: By October 12, 2020 Dependent on county iReady administration | School teams will meet and discuss who will be identified and reasons. 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 15, 2020 | Hold a virtual Title I Staff information session as well as a virtual TA and IA session. | |
| By Nov 15, 2020 | Hold a virtual Title I parent information night. (Suggest that parents log in via students' google account for access.) | |
| By Nov 15, 2020 | Enter TAS into Powerschool SMS Upload spreadsheets into TitleICrate | |
| Target date: By Oct 12, 2020 | Begin providing services to TAS students. | |

| | | |
|-----------------|---|--|
| | Documentation that is uploaded into Crate for Attendance/Progress Monitoring/Coaching and any other support should reflect beginning on this date. Schedules will need to specifically state how teachers are providing their services virtually. | |
| By Nov 15, 2020 | Send Title I participation letter home, or upload into student google classrooms, and/or email to parents. | |
| Jan 2021 | Re-assess current TAS students using mid-year criteria. Exit, update or enter students based on data. Meet to document the data, progress and rankings. Insert notes into the spreadsheet to document all decisions. There also needs to be SAN to document discussions. (This may be virtual or in person, depending on whether or not school is in-person.) | |
| By Feb 19, 2021 | Make adjustments in PowerSchool Student Management System | |
| By Feb 19, 2021 | Send Title I participation letter home, or upload into student google classrooms, and/or email to parents. This may be virtual or in person, depending on whether or not school is in-person. | |
| | Collect and upload updated class lists, intervention group lists, schedules so they reflect updates and changes. | |
| June 2021 | 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 | |
| | Review 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 Criteria 2020-2021 *Services begin on or before October 12, 2020*

DUE TO THE CLOSURE, STUDENTS WHO WERE IDENTIFIED IN THE 19-20 SCHOOL YEAR WILL CONTINUE AS IDENTIFIED IN FALL 20-21

| | Reading Beginning of Year By Oct 12 | Math Beginning of Year By Oct 12 | Reading Middle of Year By Feb 19 | Math Middle of Year By Feb 19 | Reading End of Year By June 18 | Math End of Year By June18 |
|---|--|---|--|-------------------------------------|--------------------------------------|----------------------------------|
| 1 | <p>Due to virtual instruction for the Fall semester, the district is implementing the iReady diagnostic assessment and instruction platforms for Reading and Math.</p> <p>*K will be identified in the middle of the school year.</p> <p>Multiple data points included in ranking:</p> <ul style="list-style-type: none"> -SWD (must be considered) -LEP (must be considered) -Head Start (must be considered if K-2) -Identified in 2019-2020 school year -Did not access Google classrooms or interact with teacher virtually in Spring (must be considered) -Dibels scores (K and 1 mid year) -One or more years below grade level in any Reading or Math area of iReady* should be considered. -Fountas and Pinnell winter reading level (Reading) -Quarterly Assessment/checkpoint data previous year (Math and Reading) | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

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

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

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

BACKGROUND STATEMENT

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

coordinate providing Head Start services in connection therewith; and

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

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

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

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

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

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

FUNDING, PAYMENT TERMS, AND FISCAL REQUIREMENTS

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

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

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


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

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

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


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

For: Anne Arundel County Public Schools



George P. Arlotto, Ed.D
Superintendent of Schools

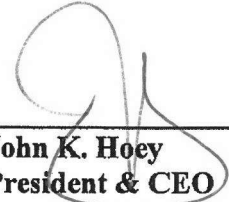
6.1.2020
Date



Attested by:

5/28/20
Date

For: YMCA of Central Maryland, Inc.



John K. Hoey
President & CEO

6.3.20
Date



Attested by:

6/3/20
Date

D. PARENT AND FAMILY ENGAGEMENT

Resources

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

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

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

D.1 Anne Arundel County Public Schools FY'21 Written Process for monitoring the implementation of Parent & Family Engagement

2. LEA's **2020-2021** Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.

D.2 Anne Arundel County Public Schools FY'21 Title I Parent & Family Engagement Plan

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

D.3 Anne Arundel County Public Schools FY'21 Tool for Annual Evaluation

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

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

Sheri Anderson, Title I Senior Program Manager; Stacey Witte, Parent & Family Engagement Specialist; Theresa Gregory, Program Manager; Sarah Bell, Title I Program Manager; Cathi Mellos, Budget Technician; Amy Willmarth, Title I Budget Technician; Schoolwide Principals at Belle Grove Elementary, Eastport Elementary, Freetown Elementary, Georgetown East Elementary, Germantown Elementary, Hilltop Elementary, Maryland City Elementary, Meade Heights Elementary, Mills-Parole Elementary, Park , Tyler Heights, Van Bokkelen Elementary, Woodside Elementary; Targeted School Principals at Annapolis Elementary, Brock Bridge Elementary, Brooklyn Park Elementary, George Cromwell Elementary, Glen Burnie Park Elementary, Glendale Elementary, Hebron Harman Elementary, Lothian Elementary, Marley Elementary, Monarch Annapolis Academy, North Glen Elementary, Oakwood Elementary, Overlook Elementary, Point Pleasant Elementary, Richard Henry Lee Elementary, Rippling Woods Elementary, Tracey's Elementary, Southgate Elementary; Regional Assistant Superintendents, Jolyn Davis, Monique Davis, Janine Robinson, Bill Goodman, Lisa Leitholf, Daryl Kennedy

| APPLICATION: The LEA will respond to each assurance <i>(Check One)</i> | Parent and Family Engagement Assurances | Citation | Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|---|---|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>Local Educational Agency</p> <p>1. The LEA ensures that the District Policy/Plan complies with all requirements including parent outreach, written policy, reservation, annual evaluation, and building capacity. Section 1116 (a)</p> <p><u>Parent and Family Engagement District-Level Checklist</u></p> <p><i>Required Attachment #2</i></p> | <p>Section 1116 (a)(1)(2)(A)(B)(C)(D)(3)(B)</p> | <p>LEA Parent and Family Engagement Plans Evidence:</p> <p>In General Evidence must include:</p> <ol style="list-style-type: none"> 1. Input from parents/families 2. SAN(E) from parent meetings 3. Announcements/Fliers 4. Parents feedback 5. Translated documents, if applicable 6. Receipts for accommodations/ interpreters, if applicable <p>Written Policy/Plan Evidence includes:</p> <ol style="list-style-type: none"> 7. Example of how the LEA's Parent and Family Engagement Policy/Plan is distributed and available. (Examples include district/school website, student handbook, or school newsletters, etc.) 8. Policy/Plan and compact sent home via backpack/ orientation packet 9. SANE from parent meetings with agendas that identify specific topics for input 10. SANE from parent meetings specific to Section 1112. 11. SANE or other evidence that the LEA provides coordination, technical assistance, and other support to school 12. Completed district level evaluations/surveysaddressing: <ul style="list-style-type: none"> o barriers to greater participation by parents; o the needs of parents and family members to assist with the learning of their children, includingengaging with school personnel and teachers; o strategies to support successful school and family |

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| | | | <p>interactions;</p> <ul style="list-style-type: none"> o use of findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. <p>13. Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Policy/Plan</p> <p>14. Results of data/feedback</p> <p>15. Revisions to policy/plan are made, based on evaluation</p> <p>16. SAN with meeting notes</p> <p>17. Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys</p> <p>Reservation: Evidence must include:</p> <p>18. SANE from parent meetings specifying agenda item on Title I PFE funds</p> <p>19. Announcements/Fliers for meetings</p> <p>20. Parents' feedback</p> |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>School Level</p> <p>2. The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity.</p> <p><u>Parent and Family Engagement School-Level Checklist</u></p> | <p>Section 1116 (b)(c)(d)(e)</p> | <p>School Level Parent and Family Engagement Plans Evidence:</p> <p>General Requirements Evidence includes:</p> <ol style="list-style-type: none"> 1. School level plan(s) 2. Example of how the school's Parent and Family Engagement Plan is distributed (Examples include school website, student handbook, school newsletters, plans sent home via backpack/orientation packet) 3. SANE from parent input meetings 4. Announcements/Fliers 5. Parents feedback 6. Translated documents, if applicable 7. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable <p>Reservation Evidence includes:</p> |

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| | | | <p>8. SANE from parent meetings specifying agenda item on Title I PFE funds</p> <p>9. Announcements/Fliers for meetings</p> <p>10. Parentsfeedback</p> <p>Policy Involvement Evidence must include:</p> <p>11. SANE from annual meeting(s) specifying information about Title I and parents rights to be involved</p> <p>12. Announcements/Fliers of outreach/events</p> <p>13. Translated documents, ifapplicable</p> <p>14. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable</p> <p>15. How parents are informed about the Schoolwide plan and can make comments if plan is not satisfactory</p> <p>Shared Responsibility (School-Parent Compact) evidence includes:</p> <p>1. School-Parent Compact(s)</p> <p>2. SANE from parent meetings specifying agenda item for review and input on the school-parent compact</p> <p>3. Announcements/Fliers for meetings</p> <p>4. Parent feedback</p> <p>5. Translated school-parent compacts, if applicable,</p> <p>6. SANE from sharing school-parent compact with parents and family members</p> <p>7. Example of how the school's School-Parent Compact is distributed. (Examples include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet)</p> |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO | <p>3. Building Capacity for Involvement</p> <p>The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family,</p> | <p>1116(e)(1-6)</p> | <p>LEA and School-Level Documentation must include:</p> <ol style="list-style-type: none"> 1. SANE from LEA technical assistance to schools 2. SANE from building capacity for district and school-level (See Parent and Family Engagement Checklist under Building Capacity requirements) |

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| <input type="checkbox"/> N/A | community and school personnel for effective involvement of parents and family members in improving student academic achievement. | | Building Capacity evidence must include: 1. SANE from parent meetings, outreach or events with topic specific agenda items 2. Announcements/Fliers for outreach/events 3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 4. The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. | 1116(f) | Accessibility evidence must include: 1. SANE from LEA technical assistance to schools 2. Translated documents, if applicable 3. Receipts for accommodations/ interpreters, if applicable |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 5. The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachments #1 and #3)</i> | 1116(a)(2)(B) 1116(e)(1-14) | Evidence of LEA monitoring processes of Parent and Family Engagement requirements must include: 1. SANE from technical assistance, including topic specific agenda items 2. Training and/or evaluation feedback results 3. Data charts, tools, and/or tables demonstrating engagement of parents and family members in improving student academic achievement |

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| Title: D.1 Assurance 2-5: Parent and Family Engagement Implementation and Monitoring | |
| Purpose: To develop, implement, and monitor requirements for parent and family engagement in Title I Schools | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Title I Sr. Program Manager; Parent & Family Engagement Specialist; Title I Program Managers; Title I Budget Technicians; Title I School Team | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Artifacts | Related Dept/Agency |
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| 1. | For FY'21, all Title I Schools will continue to document the implementation of their Parent and Family Engagement plan in an “electronic” binder called <i>Title I Crate</i> . The Parent & Family Engagement Specialist provides technical assistance on ways to increase parent and family engagement at the schoolhouse level through professional development workshops, newbie meetings to support new Title I principals and school-based Title I teachers as well as visiting individual schools to support the needs of parents and families. | Ongoing June 2020 – June 2021 School Visits: The PFE Specialist will meet with each school at least once a school year. New to Title I Schools will meet with the PFE Specialist at least 2-3 times during their initial year. Schools with new Title I teachers will also meet with the PFE Specialist at least 2-3 times within the school year. | <i>Title I Crate</i> . | Title I Office |

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| 2. | <p>Title I Office will provide detailed training on the meaning of each component and how the components are an integral part needed to support each school's Title I Plan which includes the Parent & Family Engagement Plan. Schools are shown and provided with examples for the components they can refer to throughout the year. The PFE Specialist will attend school-based workshops to provide feedback using the Workshop Visit Form and strategies to the school-based Title I team. The written feedback will be shared through the school's Google Folder.</p> <p>Due to COVID-19, all fall meetings with schools will be held in a virtual setting. During this time, we will continue to breakdown and discuss the integral pieces of the parent & family component as well as support each school's needs as they continue to conduct workshops and build relationships with their families.</p> <p>See Building Parent Capacity Checklist</p> | <p>May 2020: Virtual Targeted Assistance Schools Meeting May 2020: Virtual Schoolwide Schools Meeting</p> <p>School Visits: The PFE Specialist will meet with each school at least once a school year. New to Title I Schools will meet with the PFE Specialist at least 2-3 times during their initial year. Schools with new Title I teachers will also meet with the PFE Specialist at least 2-3 times within the school year.</p> <p>Newbie Meetings: Three times a year October, January, March for schools with a Title I team that is new to Title I (2 years or less)</p> | <p>Training Materials - ex. PowerPoint Presentations, sample plan, recording of the virtual meeting</p> <p>SANE Documentation</p> <p>Building Parent Capacity Checklist</p> | Title I Office |
| 3. | <p>Schools receive their allocation and create a Parent and Family Engagement Plan and a budget narrative for the Parent & Family Engagement component as a part of the overall Title I Plan using guidance from the Title I Spring Budget Meeting and Parent Input Meeting held in the Spring. Due</p> | Due June 12 | Parent & Family Engagement Plan and Budget Narratives | Title I School Team |

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| | to COVID-19, parent surveys and a virtual Spring Parent Input Meeting was held at the school & district level. | | | |
| 4. | Parent and Family Engagement Specialist will review each school's Parent & Family Engagement Plan and provide written feedback shared in the school's Google folder to individual schools Title I team and administration. If the plan has not been approved, schools must make suggested modifications by a specific deadline. | June 2020 | Written feedback to schools | Title I Office |
| 5. | <p>Schools must hold the required Fall Meeting. The purpose of this meeting must include:</p> <ul style="list-style-type: none"> • Overview of the entire Title I Budget • Overview of the Parent & Family Engagement Component including the Parent & Family Engagement Plan which includes the focus/purpose of the workshops and the date the workshops will be held • Overview of the School Parent Compact • Parent's Right to Know • Overview of the school's data and Action Steps for the school year (schoolwide schools) <p>Due to COVID-19, the Fall Overview Meeting will be held virtually for families. All schools have planned for the meeting to be in a virtual setting for the FY'21 school year.</p> | <p>By September 25: Schoolwide Schools</p> <p>By October 23: Targeted Assistance Schools</p> | SANE | Title I School Team |
| 6. | A required workshop for school-level teachers and staff in which they will be trained with parental assistance on how to work with parents as equal partners | By October 30, 2020 | Parent Planning Meeting: SANE | Title I School Team |

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| | <p>in their child’s educational process. Parents will help to plan the workshop and provide insight to staff about strategies to bridge the gap between school and home.</p> <p>Due to COVID-19, the staff meeting as well as the meeting held by schools to gain parent insight will be held virtually in the beginning of the school year.</p> | | Staff Meeting: SANE | |
| 7. | <p>Schools are required to create and facilitate at least two workshops in addition to the required workshops set by MSDE guidelines. Parent & Family Workshops should reflect the needs addressed in the Comprehensive Needs Assessment from the approved Title I Plan as well as insight from parents. Due to COVID-19, schools have planned for fall workshops to be held in a virtual setting.</p> | <p>Workshop #1 by December 18, 2020 unless we are in a virtual setting, schools will have the option to push the workshop to February 2021.</p> <p>Workshop #2 by March 19, 2020</p> | SANE | Title I School Team |
| 8. | <p>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. If schools are not in their buildings, these meetings will be held virtually.</p> | By May 5, 2021 | Parent Input Meeting: SANE | Title I School Team |

Revision History:

| Revision | Date |
|----------|---------------|
| Draft | June 2020 |
| | November 2020 |
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| Title: Home School Compact | |
| Purpose: to outline how parents/families, school staff, and students share responsibility for improving student academic achievement. | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Title I Sr. Program Manager; Parent Family Engagement Specialist; Title I Budget Technician; Title I Program Managers; Title I School Team | |
| Implementation Date: Fall Parent Meeting: September for Schoolwide & October 30 for Targeted | |

Procedure Steps

| Step | Action | Time Frame | Artifacts | Related Dept/Agency |
|------|---|------------|---|---|
| 1. | Schools will attend the AACPS Title I Spring Meeting where the School Parent Compact requirements are explained in detail. Using the School Parent Checklist , schools will develop their own School Parent Compact with the support and feedback of parents. | May 2020 | Draft of School Parent Compact Spring Parent Input Meeting: SANE | Title I school team Title I Office - Parent Family Engagement Specialist |
| 2. | The school will send a draft via email of the School Parent Compact to the Parent & Family Engagement Specialist for approval. | June 2020 | Parent & Family Component Feedback Form | Title I school team Title I Office - Parent Family Engagement Specialist |
| 3. | The Parent & Family Engagement Specialist will review the draft and approve or provide written feedback on the draft to the school Title I team and administration through a shared school Google folder. | June 2020 | Parent & Family Component Feedback Form | Title I school team Title I Office - Parent Family Engagement Specialist |

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| 4. | Schools will distribute the first distribution of School Parent Compact after holding the Fall Meeting when the School Parent Compact is discussed with parents. The following day, the teacher and student will also discuss the compact. The parent, student and teacher will sign the compact and return the signed copy to school. Due to COVID-19, the 1st distribution of the compact will be sent home as a Google Form for parents to sign and return to the school virtually. | Schoolwide – September 25 Targeted Assistance – October 30 | Signed School Parent Compacts Distribution list of the percentage of compacts returned signed by parent, teacher, and student. | Title I school team |
| 5. | Schools will have the 2 nd distribution of School Parent Compacts for teachers, students and parents to review the compact as well as initial it has been reviewed a second time. Due to COVID-19, the 2nd distribution may be pushed to Feb. 2021 so the paper copy can be distributed to the parents. | January 2021 | Signed School Parent Compacts Distribution list of the percentage of compacts returned signed by parent, teacher, and student. | Title I school team |
| 6. | Schools will have the 3 rd distribution of School Parent Compact for teachers, students and parents to review the compact as well as initial it has been reviewed a third time. | Parent Teacher Conferences: March 2021 | Signed School Parent Compacts Distribution list of the percentage of compacts returned signed by parent, teacher, and student. | Title I school team |

Revision History:

| Revision | Date |
|----------|---------------|
| Draft | June 2020 |
| | November 2020 |

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

LEA: _____ Reviewer: _____ Date Reviewed: _____

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

| A. Written Policy (Section 1116 (a)(1)(2)) | Evidence of Implementation |
|---|--|
| 1. In consultation with parents of participating children, the LEA conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1) | <ul style="list-style-type: none"> • Input from parents/families • SANE from parent meetings • Announcements/Fliers • Parents feedback • Translated documents • Receipts for accommodations/ interpreters |
| 2. LEA's establishes expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2) | <ul style="list-style-type: none"> • Translated documents Evidence in LEA plan • SAN from meeting discussing expectations and objectives |
| 3. Parent and family member input: <ul style="list-style-type: none"> a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children. Section 1116 (a)(2) b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A) c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A) | <ul style="list-style-type: none"> • SAN from parent meetings with agendas that identify specific topics for input. • Example of how the Plan is distributed and available for parents and community may include: <ul style="list-style-type: none"> ○ District/school website ○ Student handbook ○ School newsletters ○ Plans and compact sent home via backpack/ orientation packet • SAN from parent meetings specific to Section 1112. • SAN from parent meetings specifying agenda item on Title I PFE funds • Announcements/Fliers for meetings. |
| 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) | <ul style="list-style-type: none"> • SANE or other evidence that the LEA provides coordination, technical assistance. See building capacity section (B). • SAN from school visits • Observation Tool for Parent & Family Workshop Visits |
| 5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, | <ul style="list-style-type: none"> • Evidence in LEA plan |

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

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

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

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

LEA: _____ School: _____ Date _____

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

_____ Meets Requirements (M)

_____ Does not meet the requirement (NM)

| A. General Requirements: Section 1116 (b) (d) | Evidence of Implementation |
|---|---|
| <ul style="list-style-type: none"> ○ Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d) ○ Parent and Family Engagement Plan <ul style="list-style-type: none"> a. Date Reviewed for input: _____ b. Date distributed: _____ ○ School-Parent Compact <ul style="list-style-type: none"> a. Date Reviewed for input: _____ | <ul style="list-style-type: none"> • SAN(E) from parent input meetings • Announcements/Fliers • Parents feedback • Translated documents, if applicable • Receipts for accommodations/interpreters, if applicable <p>Examples of how the school level Plan is distributed may include:</p> <ul style="list-style-type: none"> • School website • Student handbook • School newsletters • Plans sent home via backpack/ orientation packet |
| <ul style="list-style-type: none"> ○ Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B) | <ul style="list-style-type: none"> • SAN(E) from parent meetings specifying agenda item on Title I PFE funds • Announcements/Fliers for meetings |

| | |
|---|---|
| | <ul style="list-style-type: none"> Parents feedback |
| B. Policy Involvement: Section 1116 (c) | Evidence of Implementation |
| 1. Schools convene an annual meeting, at convenient times, to inform parents of the school's role and requirements in implementing Title I, and the right of parents to be involved. Sec.1116 (c)(1) | <ul style="list-style-type: none"> SAN(E) from annual meeting(s) specifying information about Title I and parents' rights to be involved Announcements/Fliers of outreach/events Translated documents, if applicable Receipts for interpreters, transportation, or other accommodations, if applicable |
| 2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2) | <ul style="list-style-type: none"> Evidence showing flexible meeting times Announcements/Fliers of outreach/events |
| 3. Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116(c)(3) <ol style="list-style-type: none"> School Parent and Family Engagement Plan Schoolwide plan | <ul style="list-style-type: none"> SAN from parent meetings specifying agenda item for review and input on <ul style="list-style-type: none"> School Parent and Family Engagement Plan Schoolwide plan Announcements/Fliers for meetings Parent feedback |
| 4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A) | |
| 5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5) | <ul style="list-style-type: none"> How parents are informed about the SW plan and can make comments if plan is not satisfactory |
| C. Shared Responsibility: Section 1116 (d) (School-Parent Compact) | Evidence of Implementation |
| <ul style="list-style-type: none"> The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d) | |
| 1. School Responsibilities: Describe how the school will: <ul style="list-style-type: none"> Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1) Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A) Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B) Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C) | <ul style="list-style-type: none"> Completed MSDE PFE school level checklist for compact showing all components are addressed SANE from parent meetings specifying agenda item for review and input on the school-parent compact Announcements/Fliers for meetings Parent feedback Translated school-parent compacts, if applicable SANE from sharing school-parent compact with parents and family members |

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

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

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Title I 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.¹⁶⁹

...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.



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

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

ESSA Annual Report 2020

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

AACPS • Title I Program • DPS/JH 229675 (Rev. 8/20)

Anne Arundel County Public Schools Title I Program



2020–2021
District Level
Parent & Family
Engagement Plan

Anne Arundel County Public Schools

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

...El desarrollo de la habilidad parental



La Oficina del Título I:

Organizará talleres de participación de padres y familias en las escuelas y los vecindarios del Título I durante el año para promover habilidades de liderazgo efectivas, una comunicación más efectiva con el personal de la escuela y para fomentar el conocimiento de los criterios y las estrategias de instrucción en el condado de Anne Arundel. Los temas de este año incluyen talleres para crear relaciones positivas y profundizar en las matemáticas y la lectura.

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

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

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

...El desarrollo de la capacidad escolar



La Oficina del Título I:

Supervisará a las escuelas y la participación de padres y familias para garantizar que la reunión escolar anual se lleve a cabo con el fin de consultar la opinión de los padres, que todos los talleres para padres incluyan una evaluación de los padres para validar sus necesidades y garantizar que se ofrezcan oportunidades para unirse al equipo de mejoras de la escuela como un medio para alentar la participación de los padres en el proceso de toma de decisiones.

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

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

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

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

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

... El trabajo con empresas externas



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

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

Con el propósito de contactar a todas las familias, la oficina del Título I se asegura de contactar a nuestras familias sin hogar para ofrecerles apoyo y obtener información con base en sus necesidades.

Además del compromiso y las expectativas que se encuentran en el plan de participación de padres y familias de cada escuela del Título I y en las políticas y reglamentos de participación de padres y familias de las escuelas públicas del condado de Anne Arundel, la Oficina del título I acepta implementar los siguientes requisitos legales del Título I como lo indica la ley Cada Estudiante Triunfa. Mediante un esfuerzo conjunto los padres y los docentes revisan, evalúan y actualizan anualmente todos los planes de participación de padres y familias como parte de las Reuniones de Participación de Padres y Familias.



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

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

Apreciamos comentarios sobre nuestro Plan de Participación de Padres y Familias a nivel del distrito y sus componentes. Si lo desea, puede contactar a la Oficina del Título I para hacer comentarios o preguntas sobre el plan.

410.222.5444

Stacey Witte
Especialista en Participación de Padres y Familias

Sheri Anderson
Directora Principal del Programa

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



ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

George Arlotto, Ed.D., *Superintendent of Schools*

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



2020–2021
Plan de Participación de Padres y Familias a nivel de distrito



Title I District Level Family Engagement Planning Tool 2020 - 2021

Each year we ask Title I families to evaluate the content and effectiveness of the District Level Family Engagement Plan so we can continue to create meaningful workshops and meet the needs of our families. Please add your comments on each section.

1. What school does your child attend?

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



- ☐ Van Bokkelen Elementary
☐ Woodside Elementary
-

2. **Provide your email.** (Optional)

3. **The Title I District Level Parent & Family Engagement Plan is clearly written & easy to understand. Rate from 1-5 with 1 being the least & 5 being the most.**

| | | | |
|----------|----------|----------|------|
| 1 | 2 | 3 | 4 |
| Not at | a little | Somewhat | Very |
| all true | bit true | true | true |

4. **The Title I District Level Parent & Family Engagement Plan helps parents better understand the responsibilities of schools in supporting academic achievement. Rate from 1-5 with 1 being the least & 5 being the most.**

| | | | |
|----------|----------|----------|------|
| 1 | 2 | 3 | 4 |
| Not at | a little | Somewhat | Very |
| all true | bit true | true | true |

5. **The Title I District Level Parent & Family Engagement Plan helps parents better understand the role of Title I in Anne Arundel County. Rate from 1-5 with 1 being the least & 5 being the most.**

| | | | |
|----------|----------|----------|------|
| 1 | 2 | 3 | 4 |
| Not at | a little | Somewhat | Very |
| all true | bit true | true | true |

6. **Were you able to attend any of the school-based or district level Title I workshops held this year?**

- ☐ Yes
☐ No



7. Please identify reasons for not being able to attend the workshops? Check all that apply.

- ☐ No interest in the topic
- ☐ Never received notification of the opportunity to attend a workshop
- ☐ Lack of child care
- ☐ Lack of transportation to the workshop location
- ☐ Virtual Setting: no access to internet
- ☐ Virtual Setting: no access to technology
- ☐ Language Barrier (need an interpreter)
- ☐ Time of day did not work in my schedule
- ☐ Didn't like the location
- ☐ Do not feel comfortable at my child's school

8. Please provide additional ways we can increase the participation of our Title I families at school-based & district level workshops?

9. What topics are you interested in learning to help support your child's? Check all that apply.

- ☐ Good questions to ask as I read with my child
- ☐ Math vocabulary
- ☐ How to help with math problem solving
- ☐ What to do with the math tools
- ☐ Helping my child sound out words/decoding unknown words
- ☐ Understand the expectations of grade level curriculum
- ☐ Understanding my child's reading level
- ☐ Creating positive relationships/sparking my child's passion
- ☐ Value of conversation and developing oral language
- ☐ Writing process and how it is scored



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

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

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

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Resources

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

[Consultation Checklist](#)

[Affirmation of Consultation Form](#)

[Intent to Participate Form](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

1. A written process for:
 - (a) inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools;
 - (b) **oversight, monitoring, supervising, and evaluating the Title I program serving private school students to include:**
 - (i) ordering and storing of materials and equipment for use in the program provided to private school children
 - (ii) evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program
 - (c) **Developing a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures.**
[E.1.a-c Anne Arundel County Public Schools FY' 21 Equitable Services Private School consultation](#)

- NOTE: The school system must submit the following documents in Appendix H of the Local ESSA Consolidated Strategic Plan. These documents are not required attachments for the Title I application.
 - Consultation timeline
 - Signed Affirmation of Consultation
 - Complaint procedures/dispute resolution process

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

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

Sarah Bell, Title I Program Manager; Amy Willmarth, Title I Budget Technician; Sheri Anderson, Title I Senior Program Manager; Joan Brooks, Assistant Principal St. Philip Neri

| APPLICATION: The LEA will respond to each assurance <i>(Check One)</i> | Participation of Children Enrolled in Private Schools Assurances | Citation | Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|------------------|---|
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>1. Delivery of Services The LEA ensures it (<i>check all that apply</i>):</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Provides services directly to the eligible private school students.</p> <p><input type="checkbox"/> Enters into a third party contract to provide services to eligible private school students.</p> <p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students.</p> <p>Please identify LEAs involved. <i>Baltimore County Public Schools</i> <i>Public Schools</i></p> <p>Provide the date(s) services will begin. 10/8/20_____</p> <p><i>Required Attachment #1c</i></p> | 1117(b)(1)(C)(G) | <ol style="list-style-type: none"> 1. Copies of contracts or agreements with individuals under contract with the LEA (hourly employees) 2. Payroll lists for Title I staff providing Title I services to participating private school children 3. Third party vendor documentation that the LEA has transferred Title I funds to another LEA 4. If applicable, formal agreement (MOU) with other LEA to provide services to private school students. <ul style="list-style-type: none"> ○ If applicable, communication with other LEA(s) regarding timeline for formal agreement(MOU). ○ If applicable, signed MOU with other LEA. |

| | | | |
|--|--|-----------------------------------|--|
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 2. Invitation to Private School Officials The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program. <i>Required Attachment #1a</i> | 1117(a)(1)(A) 1117(b)(1)(b)(5) | 1. Approved list of private schools and approved church exempt schools 2. Other forms of outreach (emails, phone logs, or certified mail receipts, etc.) 3. List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data) |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 3. Ongoing Consultation The LEA ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LEA ensures that services to private school students start at the beginning of the school year. <i>Required Attachment #1a</i> | 1117 (b)(1-5) | 1. Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> o SANE documentation including topic specific agendas; emails, notes from phone calls 2. If applicable, the LEA should have a signed letter from the private school designee if the official is representing a consortium of private schools. |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 4. Equitable Services to Students The LEA ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school. | 1117(a)(1)(A) 8501(c) | 1. List of participating private school children 2. Multiple selection criteria used to select for services |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 5. Teachers and Families Participation The LEA ensures that families and teachers of the children participate, on an equitable basis, in services and activities | 1117(1)(B) | 1. Evidence of professional development for teachers: <ul style="list-style-type: none"> o Agenda topic-specific SANE o List of professional development activities provided or scheduled to be provided to the classroom teachers o Purchase orders, invoices, agendas, sign-in sheets for |

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| | developed pursuant to Section 1116. | | <p>costs related to professional development activities for Title I funded staff that show that these costs are charged to administration, if applicable.</p> <p>2. Evidence of family engagement activities:</p> <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities, if applicable. |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 6. Dispute Resolution The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman. | 1117(b)(2-6) 1117(c)(2) | <p>1. If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution</p> <p>2. If applicable, evidence of resolving disagreements</p> |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 7. Supervision and Evaluation The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. <i>Required Attachment #1b & c</i> | 1117(b)(1) 1117 (d)(1) | <p>Evidence LEA Supervises:</p> <p>LEA Program Oversight</p> <ol style="list-style-type: none"> 1. Schedules of Title I staff 2. Timeline/schedules for monitoring visits 3. LEA written process and procedures for monitoring private schools 4. Monitoring feedback on student progress to Title I staff providing services or private schools officials (including letters, emails, reports, or notes, if applicable) 5. Sample lesson plans and student work 6. Consultation between LEA and third party vendor <p>Qualifications of staff providing services:</p> <ol style="list-style-type: none"> 1. Teachers providing services meet state certification and |

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| | | | <p>licensure requirements</p> <p>2. Paraprofessionals providing instructional support are under direct supervision of teachers that meet state certification and licensure</p> <p><i>(May not apply to LEAs that use a third party provider, unless the LEA has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i></p> <p>Ordering and Storing of Materials and Equipment Oversight:</p> <ol style="list-style-type: none"> 1. Title I property labels 2. Inventory list <p>Evidence of Evaluation must include:</p> <ol style="list-style-type: none"> 1. Progress reports/EOY reports on effectiveness of services 2. SANE documenting modification to program, if applicable |
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| Title: E.1.a Equitable Services Private School consultation | |
| <p>Purpose: to explain how to invite private school officials and document ongoing consultation with private school officials to provide equitable participation to students in private schools.</p> <p>An LEA must consult with appropriate private school officials during the design and development of the LEA's Title I program. The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children. (ESEA section 1117(b)(1)).</p> | |
| Department: Community and School Based Programs | Office: Title I |
| <p>Person(s) Responsible: AACPS Title I Senior Program Manager; AACPS Title I Program Manager; Private School Point of Contacts; AACPS Title I teacher; AACPS Office of Partnerships</p> | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|--|---|--|
| 1. | <p>The Office of Partnerships invites local private schools to a meeting via email and a mass distribution letter to learn about the different Federal Titles with which they are welcome to participate. The Program Manager shares information about Title I, and the school representatives indicate if they are interested.</p> <p>Due to COVID-19: The Title I program manager used the RSVP and interest survey as a guide of schools to contact and share information about Title I.</p> | <p>February/March 2020</p> <p>March-April 2020</p> | <p>SANE Copy of invitation</p> <p>Documentation of communication with private schools Copy of invitation Interest Survey</p> | <p>Office of Partnerships</p> <p>AACPS Title I Program Manager</p> |

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| 2. | <p>The AACPS Title I Program Manager virtually meets with private school officials to determine their interest and discuss details such as:</p> <ul style="list-style-type: none"> • The process for generating funds • Identifying students • Possibilities for services | Spring 2020 | <p>SAN documentation (agenda reflects the Equitable Services Consultation Checklist)</p> <p>Emails Intent to Participate form</p> | AACPS Title I Program Manager |
| 3. | <p>The private school representative will affirm or decline participation. If the representative affirms, in writing by submitting an Intent to Participate form, continue to #4.</p> | Spring 2020 | Intent to Participate form | Point of Contact at Private School |
| 4. | <p>The private school shares K-5 enrollment and income survey data from September 30, 2019 via email.</p> <p>The AACPS Title I Program Manager sorts the data to determine and identify the number of students who generate funds for services. It is sent to the private schools via email.</p> | By Spring 2020 | Data | <p>Point of Contact at Private School</p> <p>AACPS Title I Program Manager</p> |
| 5. | <p>The AACPS Title I Program Manager reviews enrollment data to determine which students are eligible to receive services based on their address and home school. This information is sent to the private schools via email.</p> | Spring 2020 | | <p>Point of Contact at Private School</p> <p>AACPS Title I Program Manager</p> |

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| 6. | Private schools use agreed upon multiple data points to determine which students will be scheduled to receive services. | Summer 2020 | | Point of Contact at Private School AACPS Title I Program Manager |
| 7. | Ongoing consultation occurs via phone and email in order to have a teacher, a list of students and schedules in place by October 4, 2020. | Summer 2020 through October 4, 2020 | Email and/or phone log | Point of Contact at Private School AACPS Title I Program Manager |
| 8. | Schedules will be created and implemented, and interventions will begin. Due to the environment and constraints of COVID, the schools and Title I agreed that services will be provided virtually via google classroom and will be asynchronous learning. | October 4, 2020 | Intervention roster and schedules | Point of Contact at Private School AACPS Title I Program Manager Title I Teacher |
| 9. | Modifications to the program and consultation occur throughout the school year via phone, email, and google meets with monitoring and support visits. Once schools are open and teaching is “live”, consultation, monitoring and support visits will be conducted in person. | Ongoing through 2021 school year, at minimum every other month | SANE Email communications | Point of Contact at Private School AACPS Title I Program Manager |
| 10. | At the end of the year, the AACPS Title I Program Manager and Private school POC collaborate to evaluate the program and begin planning for the next year. The teachers, families and Private School POC are also asked to evaluate the program in writing. | June 2021 | SAN Evaluations | Point of Contact at Private School |

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| | | | | AACPS Title I Program Manager |
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Revision History:

| Revision | Date |
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| Draft | June 2020 |
| | September 2020 |
| | November 2020 |

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|---|------------------------|
| Title: E.1.b.i Equitable Services Ordering and storing materials | |
| Purpose: to provide oversight, monitoring, supervising and evaluating the Title I program serving private school students to include: <ul style="list-style-type: none"> ordering and storing of materials and equipment for use in the program provided to private school children | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: AACPS Title I Sr. Program Manager AACPS Title I Program Manager AACPS Title I Budget Technician Equitable Services teacher | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--------|------------|----------|---------------------|
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| 1. | Students and their content areas for instruction are identified. | Summer 2020 | Roster | School Point of Contact Title I Program Manager |
| 2. | LEA and private school collaborate to determine what materials of instruction, instructional hours and technology will be needed to provide appropriate services. | Summer 2020 | Email communications Budget Narrative | School Point of Contact AACPS Title I Program Manager |
| 3. | The AACPS Program Manager and Budget Technician will order, receive, properly label, inventory, and distribute the materials and equipment to the Title I teacher at the private schools. | Ongoing, as needed, 2020-2021 | Requisition forms Inventory Lists Labels Packing slips | AACPS Title I Program Manager AACPS Title I Budget Technician |
| 4. | Items purchased with Title I funds are stored in a locking cabinet at St. Philip Neri School, or in the Title I Office at Central Office, Riva Road. | Ongoing 2020-2021 | | Title I Teacher AACPS Title I Program Manager |
| 5. | Items are collected and inventoried at the end of each school year, and kept at the Title Office at Central Office, Riva Road. This information is used for ordering purposes for the next school year. | June 2021 | Inventory list | Title I teacher AACPS Title I Program Manager |

Revision History:

| Revision | Date |
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| Title: E.1.b.ii Equitable services Evaluation of program | |
| Purpose: to provide oversight, monitoring, supervising and evaluating the Title I program serving private school students to include: <ul style="list-style-type: none"> monitoring, supervising, and evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: AACPS Title I Sr. Program Manager AACPS Title I Program Manager AACPS Title I Budget Technician School Point of Contact | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|---|--------------------------------------|--|
| 1. | Steps 1 through 7 should be completed on the MSDE Equitable Services Consultation and Communication Process. | | | |
| 2 | The Title I teacher will collect pre-assessment math and reading data and share with the AACPS Title I Program Manager. | September 2020 | Data | Title I teacher AACPS Title I Program Manager |
| 3. | The AACPS Title I Program Manager will collect the progress monitoring and attendance data from the Title I Teacher. | Ongoing Fall 2020 – Spring 2021 Collected quarterly. | Data | AACPS Title I Program Manager Title I Teacher |
| 4. | The AACPS Title I Program Manager will complete at least one observation of the Title I Teacher. This will be completed virtually in the Fall and/or Winter. | Two times a year (one of each). | Lesson plan Observation notes | AACPS Title I Program Manager |

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| | | | | Title I Teacher |
| 5. | <p>The AACPS Title I Program Manager will meet with the school Point of Contact and Title I teacher for a monitoring, either virtually or in person, depending on the situation. The MSDE Program Review items will be used as a checklist and evaluative tool.</p> <p>Professional development documentation will be reviewed at this visit.</p> | February 2021 | <p>SAN documentation</p> <p>Monitoring checklist</p> | <p>AACPS Title I Program Manager</p> <p>Title I Teacher</p> <p>School POC</p> |
| 6. | The AACPS Title I Program Manager will send out an electronic parent input survey and evaluation as well as to the classroom teachers and School Point of Contact. | February 2021 | Parent survey results and evaluations | AACPS Title I Program Manager |
| 7. | The AACPS Title I Program Manager will evaluate and analyze data that is collected to make modifications (if needed). | February 2021 | Parent surveys and evaluations | AACPS Title I Program Manager |
| 8. | <p>The AACPS Title I Program Manager will meet with the school Point of Contact and Title I teacher for a monitoring visit. This may occur virtually, depending on the environment.</p> <p>Professional development documentation will be reviewed at this visit.</p> | May 2021 | SAN documentation | <p>AACPS Title I Program Manager</p> <p>Title I Teacher</p> <p>School POC</p> |
| 9. | The Title I teacher will collect post assessment math and reading data administered to students. The data will be submitted to the Title I Program Manager. | May/June 2021 | Data | <p>AACPS Title I Program Manager</p> <p>Title I Teacher</p> |

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| 10. | The AACPS Title I Program Manager will send the point of contact, Title I teacher and the classroom teachers an evaluation survey electronically. | June 2021 | Evaluation surveys | AACPS Title I Program Manager Title I Teacher Classroom Teachers School POC |
| 11. | The AACPS Title I Program Manager will send out a parent input survey and evaluation of the program electronically. | June 2021 | Parent evaluation surveys | AACPS Title I Program Manager |
| 12. | The AACPS Title I Program Manager will evaluate and analyze data that is collected to make modifications (if needed). The AACPS Title I Program Manager will share the data and collaborate with the private school point of contact to plan for the next year. | June 2021 | All end of year evaluation surveys | AACPS Title I Program Manager School Point of Contact |

Revision History:

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| Title: E.1.c Equitable Services developing MOU and timeline– MOUs and Exchange of Funds for other LSS residence in Anne Arundel private schools. E.1.C Part 1 | |
| Purpose: to develop a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures. | |
| Department: Community and School Based Programs | Office: Title I |

Person(s) Responsible: AACPS Title I Sr. Program Manager
AACPS Title I Program Manager
AACPS Legal Office
AACPS Accounting Office
Neighboring LSS Title I Office, Legal Office, and Accounting Office

Implementation Date: February 2020

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|-------------|---|-------------------|---|--|
| 1. | During the consultation meetings, private schools share enrollment and income data with the Title I Program Manager, which is reviewed for the number of students who generate funds. | April 2020 | SAN documentation from the Consultation Enrollment/Income data | School Point of Contact Title I Program Manager |
| 2. | The Title I Program Manager responds to surveys from the neighboring LSS that include a list of their Title I schools for the upcoming school year. The response includes grades and addresses of any student who are eligible for free meals according to the income survey. | April 2020 | Email Communication Copies of letters | Title I Program Manager |
| 3. | The neighboring LSS will confirm that the addresses are in a Title I school area. | April 2020 | Email Communication Copies of letters | Title I Program Manager |
| 4. | The Title I Program Manager in collaboration with the AACPS Legal Office generates an MOU to share with the neighboring LSS. | July 2020 | Email Communication MOU | Title I Program Manager AACPS Legal Office |

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| 5. | The Superintendents of both AACPS and the neighboring LSS sign the MOU. | By October 2020 | MOU | Superintendent |
| 6. | The Title I Program Manager will notify the neighboring LSS whether or not any of their residences will receive services. | By October 2020 | Email communications | Title I Program Manager |
| 7. | If any neighboring LSS students who would attend a Title I school are receiving services, AACPS submits an invoice to the neighboring LSS that reflects their PPA for the current school year times the number of students from their district who generate funds. | By May 2021 | Invoice | AACPS Accounting Office Title I Budget Technician |
| 8. | AACPS receives the payment from the neighboring LSS. | By May 2021 | Receipt of Payment | AACPS Accounting Office Title I Budget Technician |

Revision History:

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| Title: E.1.C Equitable Services developing MOU and timeline– MOUs and Exchange of Funds for Anne Arundel residents attending private schools in neighboring LSS. E.1.C Part 2 | |
| Purpose: to develop a formal agreement (MOU) with other LEA to provide services to private school students and timeline for securing signatures. | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: AACPS Title I Sr. Program Manager AACPS Title I Program Manager AACPS Legal Office AACPS Accounting Office | |

Neighboring LSS Title I Office, Legal Office, and Accounting Office

Implementation Date: February 2020

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|-----------------|---|--|
| 1. | During the consultation meetings, private schools share enrollment and income data with the Title I Program Manager, which is reviewed for the number of students who generate funds. | April 2020 | SAN documentation from the Consultation Enrollment/Income data | School Point of Contact Title I Program Manager |
| 2. | The Title I Program Manager sends surveys to the neighboring LSS that include a list of our Title I schools for the upcoming school year. The letter is requesting enrollment and income data for Anne Arundel County residents attending their private schools. | April 2020 | Email Communication Copies of letters | Title I Program Manager |
| 3. | The neighboring LSS will respond with the enrollment and income data for students who may generate funds. (This information is needed for our C-125 and allocation worksheet). | April 2020 | Email Communication Copies of letters | Title I Program Manager |
| 4. | The Title I Program Manager will receive the MOU from the neighboring LSS and send it to the Superintendent for the signature unless the AACPS Legal Office determines changes need to be made. AACPS and the neighboring LSS will collaborate to agree upon an MOU. | July 2020 | Email Communication MOU | Title I Program Manager AACPS Legal Office |
| 5. | The Superintendents of both AACPS and the neighboring LSS sign the MOU. | By October 2020 | MOU | Superintendent |

| | | | | |
|----|--|-----------------|----------------------|--|
| 6. | The neighboring LSS will notify AACPS Title I if any Anne Arundel students are receiving services in their private school. | By October 2020 | Email communications | Title I Program Manager |
| 7. | If any Anne Arundel students who would attend a Title I school, are receiving services, the neighboring LSS submits an invoice to AACPS that reflects the AACPS-Title I PPA for the current school year times the number of students from the district who generate funds. | By May 2021 | Invoice | AACPS Accounting Office Title I Budget Technician |
| 8. | AACPS sends the payment to the neighboring LSS. | By May 2021 | Receipt of Payment | AACPS Accounting Office Title I Budget Technician |

Revision History:

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F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Resources

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

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

[F.1 Anne Arundel County Public Schools FY'21 Written Process, coordination between Title I and Homeless Education](#)

[Liaison/Office](#)

2. If applicable,
 - a. a description of how the LEA calculated the excess costs of providing transportation to homeless students;
 - b. the calculations that the LEA used to arrive at the figure on this section.

Not Applicable

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

[F.3 Anne Arundel County Public Schools FY'21 Currently Active Shelters in the County](#)

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

Sheri Anderson; Title I Senior Program Manager, Theresa Gregory; Program Manager, Amy Willmarth; Title I Budget Technician, Laurietta Jones; Coordinator Pupil Personnel, Jennifer Laque; Homeless Education Liaison, Dept. of Student Services, Christopher McGuire; Secretary: Associate Admin, Dept. of Student Services

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

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

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

- a. How AACPS will provide educationally related support services in a coordinated effort to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education
- b. The AACPS method for determining the homeless reservation set aside, whether by a needs assessment or some other method

Department: Community and School Based Programs

Office: Title I

Person(s) Responsible: Title I Office: Senior Program Manager, Program Manager, Administrative Technician

Office of Student Services: Coordinator - Pupil Personnel, Homeless Liaison, Pupil Personnel Worker, McKinney Vento Administrative Assistant

Accounting Office: Grant Manager

Implementation Date: August 2020

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|---|--|---|---|
| 1. | The Title I Office and Student Services will meet to collaborate to analyze Student Services needs assessment to determine what the predetermined set-aside is needed for the upcoming year. Title 1 and McKinney-Vento Budget Needs Assessment 9.28.20.docx | June 2020 - July 2020 | Title I and McKinney Vento Budget Needs Assessment SAN from collaboration | Title I Office Office of Student Services |
| 2. | The Title I Office and Office of Student Services will meet to collaborate to determine how the set-aside funding will be used. The Student Services Office will collaborate with MSDE for approval of McKinney Vento Administrative Assistant Position using the McKinney Vento Administrative Assistant Statement of Need | July 2020 August 2020 September 2020 | SAN from collaboration meetings with Title I and Student Services McKinney Vento Statement of Need Copies of Secretary Position requests email from MSDE | Title I Office Student Services Office Homeless Liaison |

| | | | | |
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| | <p><u>McKinney-Vento Administrative Assistant Statement of Need.docx</u></p> <p>Title I Office and Office of Student Services will meet to collaborate on McKinney Vento Administrative Assistant's schedule and responsibilities.</p> <p><u>Waiver Letter.pdf</u></p> <p>The Title I Office and Student Services Office will decide which budget categories the funds will be placed in based on the needs assessment.</p> <p>Title I Administrative Technician adds the information into the Systemwide budget narrative (Title I Application) equal to the agreed upon set-aside to Accounting for review.</p> <p>Once approved by Accounting, MSDE, funds are populated into McKinney/Vento Budget Spreadsheet.</p> | | <p>Draft Schedule</p> <p>Budget Narrative</p> <p>Budget Spreadsheet</p> | <p>Accounting</p> <p>Title I Office</p> <p>Office of Student Services</p> <p>Administrative Technician</p> |
| 3. | <p>Schools and PPWs will identify the student(s) who need financial support for a Title I approved item and will complete a Sharepoint referral <u>Sharepoint Referral.pdf</u> which is automatically sent to the Homeless Liaison, McKinney Vento Administrative Assistant, Title I Senior Program Manager, Program Manager and Administrative Technician for review. PPW is alerted to the approval or denial of the request. <u>9.29Homeless Assistance Request for Title 1 Reimbursement Process.pdf</u></p> | <p>Ongoing</p> <p>July 2020 - July 2021</p> | <p>Sharepoint Referral</p> <p>Email approval</p> | <p>Pupil Personnel Worker</p> <p>Homeless Liaison</p> <p>McKinney Vento Administrative Assistant</p> <p>Senior Program Manager</p> <p>Program Manager</p> |

| | | | | |
|----|---|--|--|---|
| | | | | Administrative Technician |
| 4. | <p>If approved, the Title I Administrative Technician will enter the amount of the request into the McKinney/Vento Budget Spreadsheet as pending expenditure.</p> <p>Note: A Title I McKinney/Vento purchase can be made either by the PPW or the school associated with the student(s) and reimbursed.</p> <p>Once the need is met, a requisition will be created by the associated school's Financial Secretary and Principal. The documentation receipts are attached and the package will be sent by email to the Title I Administrative Technician for processing.</p> <p>*Due to Covid-19, the Title I Office has been working virtually, therefore all documents are sent via email. Once schools reopen, basket-mail between Central Office and Schools will resume</p> | Ongoing July 2020 - July 2021 | <p>Requisition</p> <p>Invoice/Payment Receipt</p> <p>McKinney/Vento Budget Spreadsheet</p> | <p>Pupil Personnel Worker</p> <p>School's Financial Secretary</p> <p>Principal</p> <p>Administrative Technician</p> |
| 5. | The Title I Senior Manager or Program Manager, Administrative Technician, Homeless Education Liaison and McKinney Vento Administrative Assistant will meet once every other month to discuss Federal updates, LEA procedures, review requests for spending and discuss school-based procedures as it relates to the partnership with Pupil Personnel Workers, the schools and the Title I | September November January March May | <p>SAN from Collaboration</p> <p>McKinney Vento Administrative Assistant Schedule</p> <p>Worklog</p> | <p>Title I Senior Program Manager</p> <p>Title I Program Manager</p> <p>Title I Administrative Technician</p> |

| | | | | |
|----|--|------------------------|--|--|
| | 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. | | | Coordinator - Pupil Personnel Homeless Liaison McKinney Vento Administrative Assistant |
| 6. | G.1 Support for Foster Care Children Foster Care Children and possible Title I supports will be discussed at each Title I/Student Support Office Meeting. At this time, we will determine if there are any needs of Foster Students that are not able to be met elsewhere. As of September 2020, the Foster Care needs are being met through the collaboration between Student Services and Department of Social Services *During the Covid 19 school shut-downs, all meetings and correspondence will be held virtually. | Ongoing July - June | Title I/Student Support Office Meeting SAN | Title I Office Coordinator Pupil Personnel |

Revision History:

| Revision | Date |
|----------|----------------|
| Draft | August 2020 |
| 1 | September 2020 |
| 2 | October 2020 |

SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION

SY 2020-2021

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

Local Educational Agency: Anne Arundel County Public Schools

Homeless Education Coordinator/Liaison: Jennifer Laque
Telephone (410)693-5875, Cell (410)518-9872

Homeless Education Coordinator / Liaison's Email: jllaque@aacps.org

| NAME OF SHELTER/CONTACT PERSON | ADDRESS/TELEPHONE/EMAIL | POPULATION SERVED |
|---|---|--|
| Sarah's House Kelly Anderson | 2015 20th Street, Ft. Meade, MD 20175 443-354-2724 | Families and Adults |
| Lighthouse Shelter JoAnn Mattson | 10 Hudson Street, Annapolis, MD 21401 410-349-5056 | Families and Adults |
| Arden House YWCA Kate Yuan | 410-222-6800 | Victims/Families of Domestic Violence |

Jennifer Laque

Signature - Homeless Education Coordinator/Liaison

8/11/2020

Date

G. SUPPORT FOR FOSTER CARE STUDENTS

Resources

[Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

If applicable,

- a. a description of how the LEA calculated the excess costs of providing transportation to foster care students;
- b. the calculations that the LEA used to arrive at the figure on this section.

N/A

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

Sheri Anderson, Title I Senior Program Manager; Amy Willmarth, Title I Budget Technician; Laurietta Jones, Coordinator Pupil Personnel; Chriss Seipp, Department of Social Services

| APPLICATION: The LEA will respond to each assurance <i>(Check One)</i> | Support for Foster Care Students Assurances | Citation | Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|---|--|-----------------|---|
| X YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 1. The LEA ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care. <i>Required Attachment #1</i> | 1111(g)(1)(E) | 1. Collaboration with the child welfare agency, inclusive of the LEA foster care point of contact and the local education agency. (SAN) 2. Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) 3. Email communication |
| X YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 2. The LEA ensures that it uses a method for determining the foster care transportation set-aside, whether by a needs assessment or some other method (e.g., past foster care student enrollment and support services cost data), and how the foster care point of contact was consulted or involved in that process. <i>Required Attachment #2</i> | 1111(c)(5) | 1. Email or written communication regarding the needs of foster care students 2. Consultation Meetings with the LEA foster care point of contact and Title I Office (SAN) <ul style="list-style-type: none"> ○ copy of needs assessment used ○ copy of foster enrollment data ○ copy of support services data |

H. ENGLISH LEARNERS

Resources

[Non-Regulatory Guidance: English Learners and Title III](#)

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. **The LEA must include a written process for the coordinated effort to inform parents about the ESOL program placement, including the ESOL placement timeline**
[H.1 Anne Arundel County Public Schools FY'21 Written Process for Coordination of Efforts](#)
2. **The LEA must include a written process for sharing the number and percentage of English learners achieving English language proficiency.**
[H.2 Anne Arundel County Public Schools Written Process for Sharing Number & Percentage of English Learners Achieving Proficiency](#)

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

[Sheri Anderson, Title I Senior Manager; Stacey Witte, Parent and Family Engagement Specialist; Leanne Riordan, Coordinator of English as a Second Language; Cecelia Berry, Administrative Assistant](#)

H. ENGLISH LEARNERS

Resources

[Non-Regulatory Guidance: English Learners and Title III](#)

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. **The LEA must include a written process for the coordinated effort to inform parents about the ESOL program placement, including the ESOL placement timeline**
[H.1 Anne Arundel County Public Schools FY'21 Written Process for Coordination of Efforts](#)
2. **The LEA must include a written process for sharing the number and percentage of English learners achieving English language proficiency.**
[H.2 Anne Arundel County Public Schools Written Process for Sharing Number & Percentage of English Learners Achieving Proficiency](#)

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

[Sheri Anderson, Title I Senior Manager; Stacey Witte, Parent and Family Engagement Specialist; Leanne Riordan, Coordinator of English as a Second Language; Cecelia Berry, Administrative Assistant](#)

| APPLICATION: The LEA will respond to each assurance (Check One) | English Learners Assurances | Citation | Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|--|--|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 1. The LEA ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter. Required Attachment #1 | 1112(e)(3) | Evidence of a coordinated effort to inform parents about the ESOL Program placement, which must include: 1. Distribution of dated and completed English and/or translated versions of the ESOL Parent Notification Letter specifying the student's placement in an ESOL Program with parent signature or documentation of due diligence to obtain the parent's signature. 2. Documentation of distribution of the letters within 30 days of the beginning of the school year or within two weeks of the student's enrollment. 3. SAN documentation and/or written communication documenting collaboration between the Title I and TitleIII offices pertaining to: <ul style="list-style-type: none"> ○ Parent notification ○ English Learner (EL) screening and placement ○ ESOL placement timeline |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 2. The LEA ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education. | 1116(e)(4) 1116(f) 1112(e)(3) (c)(ii) | Evidence of intentional practices to implement effective outreach to parents of ELs regarding their education, which must include: 1. SANE documenting English Learner parental participation in parent and family engagement events 2. SANE documenting specific events held for families of English Learners regarding how to increase their awareness of the American Educational System. <i>(For example: English to Speakers of Other Languages (ESOL) Parent Orientations, and workshops on how to help your ELs to be successful on the ACCESS for ELLs, etc.)</i> |

| | | | |
|--|--|------------|---|
| | | | <ol style="list-style-type: none"> 3. Copy of Parent Communication Logs 4. Translated documents or flyers 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 6. Translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet SAN/SANE <p><i>NOTE: some of these items may be available in component D – Parent and Family Engagement.</i></p> |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>3. The LEA has a written process for sharing the number and percentage of English learners achieving English language proficiency.</p> <p>Required Attachment #3</p> | 1111(h)(2) | <p>Documentation supporting the implementation of the written process, which must include:</p> <ol style="list-style-type: none"> 1. The number and percentage of English learners achieving English language proficiency 2. Sample of the LEA's report card 3. SAN and/or written communication documenting the ongoing collaboration between the Title III and Title I Coordinators 4. Other documentation to support the LEA has implemented its written process, if applicable. |

Title: H.1 Anne Arundel County Public Schools Written Process for the coordinated effort to inform parents about the ESOL Program Placement

Purpose: to ensure there is a coordinated effort to inform parents about the ESOL Program placement and ensure collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of Els regarding their education.

Department: Community and School Based Programs

Office: Title I

Person(s) Responsible: Title I Office: Title I Senior Manager/Designee from the Title I Office; Office of English Language Acquisition Coordinator/Designee; Title I Administrative Assistant; Title I Parent and Family Engagement Specialist

Implementation Date: August 2020

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|-------------|---|---|--|---|
| 1. | Title I Senior Program Manager/Designee and ELA Coordinator/Designee meet and work collaboratively to determine needs of the ELA program based on needs assessment for the program as well as determine how the Title I Program can help support and annual monitoring visit completed by MSDE. | June-July | Needs Assessment Monitoring Feedback SAN | Title I Senior Program Manager/Designee ELA Coordinator/Designee |
| 2.. | English Language Acquisition (ELA) teachers are trained in the data system used to generate the EL Parent Notification Letter. | August-September | List of Trained Teachers-Google Form ELA presentation | ELA Coordinator/Designee |
| 3. | ELA teachers generate the letters, along with the translations, which are sent home annually with all English learners. The parent notification letters are sent home as paper copies by the ELA teacher at least 3 times (until they are returned, signed). During virtual | September. (Within 30 days of the beginning of the year. Or new students-within 2 weeks) | Generated Notification Letter | ELA Office |

| | | | | |
|----|--|---|-------------------------------|--|
| | learning the parent notification letter will be sent home electronically. | | | |
| 4. | <p>The ELA Office meets to collaborate with the Office of School and Family Partnerships and International Welcome Center staff to provide timely screening and placement of English Learners.</p> <p>Upon registration, all families complete a Home Language Survey which identifies potential eligibility for ELA service. Students whose home language survey indicates a home language other than English are administered an English language proficiency screener (as required by the Maryland State Department of Education). Based on the results of the initial screener, students who are eligible for ELA instructional services will be enrolled in ESOL courses and receive support from an English Language Acquisition teacher. Student screening data is entered into the ELA system and the ELA teacher will see the entry as a “new student.” A hard copy of the screening data is internally mailed to the student’s new school. If the student enrolled at the International Welcome Center, IWC staff also send an email notification about the new student to the school principal, registrar, and the ELA teacher.</p> | Ongoing throughout the school year and summer | Generated Notification Letter | <p>ELA Office Office of School</p> <p>Family Partnerships International Welcome Center</p> |

Revision History:

| Revision | Date |
|----------|----------------|
| Draft | June 2020 |
| | September 2020 |
| | November 2020 |

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| | |
|--|------------------------|
| Title: H.2 Anne Arundel County Public Schools Written Process for Sharing Number & percentage of English Learners. | |
| Purpose: to ensure the number and percentage of English learners achieving English language proficiency is shared. | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Title I Office: Senior Program Manager/Designee from the Title I Office; ELL Coordinator/Designee from the ELA Office; Title I Administrative Assistant; Title I Parent and Family Engagement Specialist; Teachers | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|-------------|--|------------------------------------|-----------------------------------|----------------------------|
| 1. | The WIDA ACCESS for ELAs assessment is administered annually to all active and refused English Learners. | January | Letter to Parent with WIDA scores | ELA school based teachers |
| 2. | The Maryland State Department of Education generates the Maryland School report card, which includes EL Progress to Proficiency. | Spring | MSDE report card | MSDE |
| 3. | The Office of Student Data shares WIDA data with schools through the Confidential Data Portal and English Language Acquisitions Office. | May | Data Reports/links | Office of Student Data |
| 4. | The English Language Acquisitions Office provides professional development to school based teams during the school year, which includes guidance on interpreting data and determining instructional implications around Progress to Proficiency. | Ongoing throughout the school year | PD PPT PD Information | ELA office |

Revision History:

| Revision | Date |
|-----------------|-------------|
|-----------------|-------------|

| | |
|-------|----------------|
| Draft | June 2020 |
| | September 2020 |
| | November 2020 |

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I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

Resources

[Link for School Improvement Resource Hub](#)

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. The LEA must include a written process explaining how the LEA will carry out responsibilities under Section 1111(d) (TSI) (Section 1112(b)(1)(3))
 - Targeted Support and Improvement (Section 1111(d)(2))
 - i. For each school identified, in partnership with stakeholders, development and implement a school-level TSI plan to improve student outcomes for each student group identified for improvement (Section 1111(d)(2)(B)).
 - ii. Process for approving school-level TSI plans (Section 1111(d)(2)(B)(iii)).
 - iii. Process for monitoring school-level TSI plans (Section 1111(d)(2)(B)(iv)).
[I.1.i-iii Anne Arundel County Public Schools FY'21 Development and Monitoring Of title I TSI School Implementation](#)
[I.1.i-iii Part 2 Anne Arundel County Public Schools FY'21 Implementing the School Level TSI Plan](#)
 - iv. Process for identifying and addressing resources inequities impacting TSI schools (Section 1111(d)(2)(C)).
[I.1.iv Anne Arundel County Public Schools FY'21 Identifying and Addressing Resource Inequities in TSI Schools](#)

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

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

Jennie Stevens-Nelson, Title I Teacher Specialist; Laura Vezer, Title I Teacher Specialist; Sheri Anderson, Title I Senior Program Manager; Principals of Annapolis Elementary, Germantown Elementary, Belle Grove Elementary, Brooklyn Park Elementary, George Cromwell Elementary, Hilltop Elementary, Park Elementary, Freetown Elementary, Marley Elementary, Point Pleasant Elementary and Richard Henry Lee Elementary, Mills Parole Elementary, Tyler Heights Elementary, Eastport Elementary, Monarch Annapolis Academy, Glen Burnie Park Elementary, Southgate Elementary, Rippling Woods Elementary, Van Bokkelen Elementary, Meade Height Elementary, Hebron-Harman Elementary and Brock Bridge Elementary; Regional Assistant Superintendents, Lisa Leitholf and Chris Truffer.

| APPLICATION: The LEA will respond to each assurance <i>(Check One)</i> | Targeted Support and Improvement School Assurances | Citation | Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|------------------------------|---|
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A N/A = There are no Title I TSI Schools | 1. The LEA ensures it has a written process for planning, approving, implementing, and monitoring the components of each Title I TSI School. <i>Required Attachment #1</i> | 1111(d)(2), 1112(b)(1)(3) | Documentation supporting the implementation of the written process which must include: 1. Written process for planning and implementing the components 2. Needs Assessment, with documentation to include: <ul style="list-style-type: none"> o Needs Assessment Tool o Summary of Results, with focus on identified student group(s) o Root Cause Analysis Tool (recommended) o SAN, e.g. School Staff and Parent/Community Members, Training Dates and Materials, o Written Summary of Results 3. SAN Documentation <ul style="list-style-type: none"> o SIT Meetings, Other Stakeholder Meetings o Schedule for Conducting the Needs Assessment 4. Analysis of Resource Inequities that affect lower performance in identified student group(s) <ul style="list-style-type: none"> o Written Method for Conducting Analysis |

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

| | | | |
|--|---|--|--|
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 2. The LEA ensures it has a written process for determining how it will allocate additional Title I and local/other funds set aside for each Title I TSI School, if applicable. | | Documentation supporting the implementation of the written process which must include: 1. If applicable, written process for determining allocation of additional Title I funds to schools 2. SAN from meetings e.g.: Finance Office Staff to develop budget 3. Emails, communication logs 4. Other documentation to support the LEA has implemented its written process, if applicable. |
|--|---|--|--|

| | |
|---|------------------------|
| Title: I.1.i-iii Development and Monitoring Of Title I TSI School Implementation | |
| Purpose: To develop and monitor Title I TSI school implementation to ensure that schools are working to close the gap between identified student groups. | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Title I Sr. Program Manager, Title I Teacher Specialists, Regional Assistant Superintendents (RAS); TSI Title I School Principals and Leadership teams. | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|---------------|----------|--|
| 1. | <p>School Improvement Planning begins. The procedures of Anne Arundel County Public Schools for TSI schools will be followed with the following enhancements. Each school was required to conduct a root cause analysis of the available data included in their ESSA report card for the 2018-19 school year. The Office of School Performance partnered with the 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 once a</p> | February 2020 | | <p>Office of School Performance</p> <p>Principals of TSI Schools</p> |

| | | | | |
|----|---|--|---|---|
| | month to analyze data and adjust plan as needed. | | | |
| 2. | Expectations for TSI are shared at the virtual Title I Spring Meeting. Schools were made aware of the MSDE expectations. | May 2020 | SANE documentation TSI Powerpoint | Title I Office Principals Office of School Performance |
| 3. | Title I Teacher Specialists will meet to collaborate with Regional Assistant Superintendents to discuss how Title I schools will address TSI in their School Improvement Plans. | June 2020 | SAN documentation | Title I Office TSI Regional Assistant Superintendents Point of Contacts (Office of School Performance) |
| 4. | Title I Teacher Specialists will contact assigned schools via email to share the Title I Teacher Support menu and plan goals. Title I Program managers and Office of School Performance will be invited. | July 2020 - September 2020 | Email communication SAN documentation from meetings Title I Teacher Specialist Support Menu | Title I Teacher Specialists Principals/Designee Title I Program Manager Office of School Performance |
| 5. | Schools are required to include goals and monitoring steps in their School Improvement Plans or in a separate TSI Plan. They will submit the plan to Regional Assistant Superintendent by sharing a google document, through email, or in leadership meeting. Due to COVID-19, the School Improvement Plans may need to be adjusted to account for changes in assessments and progress monitoring methods or the school can choose to create a separate TSI Plan. | July 15, 2020 - October 2020 (due to COVID-19 and the modifications due to Re-Opening Plan.) | School Improvement Plans or TSI Plan | Regional Assistant Superintendents Principals/Designee |
| 6. | School Improvement plans for all TSI schools will be approved by Office of School Performance TSI Point of Contact and Teachers Specialists will review the plans. | July – October 2020 | School Improvement Plans | Regional Assistant Superintendents Title I Teacher Specialists |

| | | | | |
|-----|--|--------------------------------|--|---|
| 7. | Title I Teacher Specialists will compile information from approved Title I Plans and School Improvement Plans into the TSI Progress Monitoring Data Table for MSDE documentation to compose a first draft. | July – October 2020 | TSI Progress Monitoring Data Table | Title I Teacher Specialists |
| 8. | Title I Teacher Specialists will develop a summary for each school with the documentation from the TSI Progress Monitoring Data Table and email it to Title I TSI Principals and AACPS Title I Program Managers. | August – November 2020 | TSI Plan Snapshot | Title I Teacher Specialists |
| 9. | Title I TSI Principals and their leadership teams will have this opportunity to add or revise any of the data contained in the snapshot. They will send it back to their assigned Title I Teacher Specialist via email or through google drive. | October - November 2020 | TSI Plan Snapshot | Title I School Team |
| 10. | Title I Teacher Specialists will update the TSI Progress Monitoring Data Table with any additions or revisions from the snapshot feedback to create a second draft. | October - November 2020 | TSI Plan Snapshot TSI Progress Monitoring Data Table | Title I Teacher Specialists |
| 11. | Support will be given to schools via Written Procedure <u>L3 Implementing the School Level TSI Plan.</u> Title I Teacher Specialists will provide additional support as requested by each school. Refer to options in the <u>Title I Teacher Specialist Support Menu</u> . The minimum amount of support is once a month when school is in session. | Ongoing July 2020-June 2021 | SAN documentation <u>Title I Teacher Specialist Support Menu</u> <u>L3 Implementing the School Level TSI Plan.</u> | Title I Teacher Specialist Title I School Team |


| | | | | |
|-----|---|-------------------------------------|---|--|
| 12. | Title I Teacher Specialists will meet with each school during their Program Reviews with the Title I Program Managers to monitor their TSI goals and monitoring steps. They will provide written feedback to the schools within 5 days after the Program Reviews via email or google drive. | Fall/Winter 2020 Spring 2021 | SAN documentation Written feedback | Title I Teacher Specialists Title I Program Managers Title I School Team Office of School Performance |
| 13. | The planning begins for the 2021-2022 school year. Title I Teacher Specialists will be invited to participate in any meetings involving TSI schools. | February/March 2021 | SAN documentation | Office of School Performance Title I Teacher Specialists |
| 14. | Title I Teacher Specialists will meet with schools at the end of the school year to reflect on the TSI process for their school and analyze data for the identified student groups. | End of school year 2021 | SAN documentation TSI Progress Monitoring Data Table | Title I Teacher Specialists Title I School Team Office of School Performance |

Revision History:

| Revision | Date |
|----------|---------------|
| Draft | July 2020 |
| | November 2020 |
| | |

| | School | Subject | Goal | Student Group | Strategies & Evidence Based Interventions | Timeline and Monitoring Dates | Funding Sources | Metric to measure growth | Measure used at intervals for progress monitoring | Baseline measure | Final Measure | Goal met? | Strategy effective? |
|---|-------------------------|---------|------|---------------|---|-------------------------------|-----------------|--------------------------|---|------------------|---------------|-----------|---------------------|
| P S C f o o d a n n A | Annapolis Elem. | | | | | | | | | | | | |
| | Eastport Elem. | | | | | | | | | | | | |
| | Germantown Elem. | | | | | | | | | | | | |
| | Mills-Parole Elem. | | | | | | | | | | | | |
| | Monarch Annapolis | | | | | | | | | | | | |
| T P B n p G | Tyler Heights Elem. | | | | | | | | | | | | |
| | Freetown Elem. | | | | | | | | | | | | |
| | Marley Elem. | | | | | | | | | | | | |
| | Point Pleasant Elem. | | | | | | | | | | | | |
| M C e d a e M | Richard Henry Lee Elem. | | | | | | | | | | | | |
| | Brock Bridge Elem. | | | | | | | | | | | | |
| | Hebron-Harman Elem. | | | | | | | | | | | | |
| | Meade Heights Elem. | | | | | | | | | | | | |
| Y n u o C h f o N | Van Bokkelen Elem. | | | | | | | | | | | | |
| | Belle Grove Elem. | | | | | | | | | | | | |
| | Brooklyn Park Elem. | | | | | | | | | | | | |
| | George Cromwell Elem. | | | | | | | | | | | | |
| I M p o | Hilltop Elem. | | | | | | | | | | | | |
| | Park Elem. | | | | | | | | | | | | |
| | Glen Burnie Park Elem. | | | | | | | | | | | | |
| | Rippling Woods Elem. | | | | | | | | | | | | |
| | Southgate Elem. | | | | | | | | | | | | |

TSI Plan Snapshot '20-21

| | | |
|---|--|--|
| Student Group(s) & Goal(s): | School Name: | Timeline & Monitoring Dates: |
| Strategies/ Evidence Based Interventions: | Metric(s) used to measure growth of the goal(s): | |
|  | | |
| | Baseline measure(s): Final measure(s): | Measure(s) used for progress monitoring: |



Laura Vezer
Title I Teacher Specialist
lvezer@aacps.org

Data Assistance

Support with data protocols, data analysis and next action steps for:

- Grade Level Teams
- Leadership Teams
- School Improvement Teams
- Provide data with TSI student groups highlighted

Professional Development and Instructional Support

- Participate in collaborative planning and co-teaching process
- Provide coaching for resource team or teachers on collaborative planning structures
- Effective Instructional Strategies
- Deliver professional development focused on progress monitoring, analyzing data and making instructional decisions based on data.
- Coaching Feedback and Conversations
- Walk throughs to support SIP goals

Support
Menu:

How can we
help your
teachers and
school?

Needs Assessment

Support the leadership team with:

- Needs assessment
- Root cause analysis
- Implementation and/or monitoring of Interventions
- School Improvement Planning

TSI Classification and Implications

Present information on:

- MSDE requirements for Title I TSI schools
- How a school is classified as TSI
- Which level of classification applies to your school
- Criteria to exit TSI classification

7/9/2020

| | |
|--|------------------------|
| Title: I.1.i-iii Part 2 Implementing the School Level TSI Plan | |
| Purpose: To implement the school level TSI plan, including evidence based strategies that are aligned with findings from the needs assessment and inequities resource analysis. | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Title I Teacher Specialists; School-Title I TSI Point of Contact; TSI Title I School Principals | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|-------------------------|--------------|--|
| 1. | Title I Teacher Specialists will meet with school administration from assigned schools. | Summer 2020 | SAN | Title I Teacher Specialists TSI School administration |
| 1. | The principal will assign a member of the leadership team as the school's Title I TSI Point of Contact. | September 2020 | Email | TSI School Principal |
| 2. | School-Title I TSI Point of Contacts will meet with Title I Teachers Specialists for an overview of TSI requirements. | October 2020 | SANE | Title I Teacher Specialists School-Title I TSI Point of Contact |
| 3. | School-Title I TSI Point of Contacts will be responsible for delivering a Staff Overview of TSI and sharing TSI information with other necessary school personnel. | by end of November 2020 | SANE Surveys | School-Title I TSI Point of Contact |

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| 4. | School-Title I TSI Point of Contact will be responsible for uploading documentation to the TitleICrate. | September 2020- June 2021 | Crate documentation | School-Title I TSI Point of Contact |
| 5. | School-Title I TSI Point of Contact are required to participate in the Title I Monitoring Visits. | September 2020 -June 2021 | SAN | AACPS Title I Team School-Title I TSI Point of Contact |
| 6. | School-Title I TSI Point of Contact are invited to attend quarterly collaboration meetings with Title I Teacher Specialists and share progress and strategies. | Early December 2020 February 2021 June 2021 | SANE | Title I Teacher Specialists School-Title I TSI Point of Contact |
| 7. | School-Title I TSI Point of Contact should meet with principal to discuss preparation for a Needs assessment and possible Root Cause Analysis to develop the TSI portion of the Title I plan. | After February 2021 Meeting | SAN from meeting | School-Title I TSI Point of Contact Principal |
| 8. | A survey will be given to the staff via the TSI Point of Contact evaluating the structures and supports of the Title I Teacher Specialists. The TSI Point of Contact will also provide input on any needed revisions for the TSI written processes. | May 2021 | Survey Results TSI Point of Contact input | AACPS Title I Teacher Specialists Title I TSI Point of Contact |
| 9. | For technical assistance, please contact your Title I Teacher Specialist. | September 2020-June 2021 | emails, SAN | Title I Teacher Specialists School-Title I TSI Point of Contact |

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| 10. | <p>Title I Teacher Specialists will meet with TSI school administration to reflect on progress and next steps.</p> <p>*The processes are the same in Virtual vs. In-School.</p> | July 2021 | SAN | <p>Title I Teacher Specialists</p> <p>Title I Senior Program Manager</p> <p>Title I Program Manager</p> <p>Title I TSI School Administration</p> <p>Office of School Performance</p> |
|-----|---|-----------|-----|--|

Revision History:

| Revision | Date |
|----------|----------------|
| Draft | September 2020 |
| | November 2020 |
| | |

Title: I.1.iv Anne Arundel County Public Schools FY'21 Identifying and Addressing Resource Inequities in TSI Schools.

I.4 School based - Resource Inequities

(Internal control)

Purpose: To analyze the resources that are already available and determine what resources are still needed.

Department: Community and School Based Programs

Office: Title I

Person(s) Responsible: Title I Teacher Specialists; School-Title I TSI Point of Contact; TSI Title I School Principals and leadership/school improvement teams

Implementation Date: February 2021

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|-------------|---|-------------------|---|---|
| 1. | Title I Teacher Specialists will share the MSDE Resource Hub - Root Cause Analysis Methodology and Guidance link with the Principals and TSI School Point of Contacts via email and during the February Point of Contact meeting. | February 2021 | SAN from February TSI Point of Contact Meeting | AACPS Title I Office - Teacher Specialists |
| 2. | School-Title I TSI Point of Contact will share the Root Cause Analysis procedure with their leadership/school improvement team and advocate for its use. | Spring 2021 | SAN from leadership/school improvement team meeting | School-Title I TSI Point of contact Title I TSI School Leadership/School Improvement Team. |
| 3. | Using the Comprehensive Needs Assessment or Root Cause Analysis, identify resources that are needed. | Spring 2021 | SAN | Title I TSI School Leadership/School Improvement Team. |

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| 4. | Use the TSI School based Resource Inequities Guide for key discussion items that will be discussed in the Leadership/SIT meetings that parents are invited to attend. | Spring 2021 | SANE | Title I TSI School Leadership/School Improvement Team. |
| 5. | Include the needed resources in your Title I Plan and Budget Narrative for the 2021-2022 school year. | Spring 2021 | Title I Plan and Budget Narrative | Title I TSI School Leadership/School Improvement Team. |
| 6. | For technical assistance, please contact your Title I Teacher Specialist. These processes are the same for Virtual vs. In-School | September 2020-June 2021 | email, SAN | Title I Teacher Specialists |

Revision History:

| Revision | Date |
|----------|----------------|
| Draft | September 2020 |
| | November 2020 |
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| Title: I.1.iv Identifying and Addressing Resource Inequities in TSI Schools. | |
| Purpose: To identify and address any disparities that result in low income and minority students being taught at a higher rate than other students by ineffective, inexperienced, or out of field teachers. | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Human Resources, Title I program managers, Data office, OEASA (Equity Office) | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|---|------------|--|---|
| 1. | Data table that includes the statistics of teacher experience levels, ratings, and out of field assignments broken down by school is given to the Title I office. These statistics should be from the 2019-2020 school year. The data should reflect the comparison between Title I TSI schools and Title I Non-TSI schools, non-Title I TSI schools and non-Title I Non TSI Schools The Methodology of the way that schools are funded will also be used for the discussion. | Fall 2020 | Data Table AACPS Methodology | Instruction of Data Division Human Resources |
| 2. | Title I office along with the Equity Office, Teachers Association of Anne Arundel County, and the Human Resources office will analyze and discuss the data. The goal is to create a plan to decrease the disparities from teacher quality. | Fall 2020 | SAN Documentation Plan with initiatives and strategies | Title I Office OEASA Human Resources Teachers Association of Anne Arundel County |

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| 3. | Monitoring of plan #1 meeting What steps have been done? How did they go? | Winter 2020 | SAN documentation Guiding Questions (and answers) | Title I Office OEASA Human Resources Teachers Association of Anne Arundel County |
| 4. | Monitoring of plan #2 Meeting What steps have been done? How did they go? | Spring 2021 | SAN documentation Guiding Questions (and answers) | Title I Office OEASA Human Resources Teachers Association of Anne Arundel County |
| 5. | Monitoring and Reflection of Plan #3 Make updates to written procedure and plan for next year. | Summer 2021 | SAN documentation Guiding Questions (and answers) | Title I Office OEASA Human Resources Teachers Association of Anne Arundel County |

Revision History:

| Revision | Date |
|-----------|-----------------|
| Draft 2.0 | September, 2020 |
| | |
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J. FISCAL REQUIREMENTS

Resources:

[Non-Regulatory Guidance: Supplement Not Supplant](#)

[Non-Regulatory Guidance: Within-District Allocations](#) (Draft for Public Comment)

[Skipped School Addendum](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. If applicable, Skipped School Approval Letter [and Skipped School Addendum](#).

Not applicable

2. Neglected & Delinquent: Include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also, list each institution and the amount of funding provided.

Not Applicable

3. Education for Homeless Children and Youth: Include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.

J.3 [Anne Arundel County Public Schools FY'21 Education of Homeless Children & Youth: Title I Funds Provide Support Services](#)

4. Education for Homeless Children and Youth - Homeless Liaison: Include a job description of the Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).

J.4 Anne Arundel County Public Schools FY'21 Education for Homeless Children & Youth: JobDescription

J.4 Anne Arundel County Public Schools FY'21 Education for Homeless Children and Youth: Statement of Need

5. Education for Homeless Children and Youth - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section.

Not Applicable

6. Education for Foster Care Students - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation for Foster Care students; 2) the calculation that the LEA used to arrive at the amount in this section. *Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.*

Not Applicable

7. The LEA must include a written process for Supplement, not Supplant, which includes how the LEA:
- uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
 - provides the methodology used along with a supporting narrative that demonstrates and explains how the methodology is used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

J.7 Anne Arundel County Public Schools FY'21 Written Process for Supplement, not Supplant & Methodology

8. The LEA must include a written process for documenting and monitoring the school-level use of Title I funds and Title I funded positions, including:

- School-level Fiscal responsibility
- Approval of school-level expenditures that are reasonable, necessary, allowable, and allocable
- Appropriate use of school-level Title I funded positions based on approved job descriptions
- Roles and responsibilities of paraeducators

J.8 Anne Arundel County Public Schools FY'21 Written Process for Documenting & Monitoring Title I Funds

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

J.9 Anne Arundel County Public Schools FY'21 District-level Administration Job Description

10. The LEA must include a written process for how the Parent and Family Engagement Allocations are determined, ensuring at least 90% is distributed to schools. The LEA must provide a list of all Title I school's individual parent and family engagement allocations.
J.10 Anne Arundel County Public Schools FY'21 Written Process for Parent & Family Engagement Allocations

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

Sheri Anderson: Senior Manger, Title I Office; Marlene Durholtz: Grant Accountant Manager, Accounting Office; Matthew Stanski: Director of Financial Operations, Accounting Office; Catherine Mellos & Amy Willmarth, Administrative Technicians, Title I Office

| APPLICATION: The LEA will respond to each assurance <i>(Check One)</i> | Fiscal Requirements Assurances | Citation | Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|---|--|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>1. The LEA ensures that all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable), including the use of school-level Title I funds and all Title I funded positions.</p> <p><i>Required Attachment #8</i></p> | <p>2 CFR Part 200 Subpart E 200.403 200.404 200.405</p> | <p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. Systems and structures for monitoring and approving school-level fiscal responsibility 2. Systems and structures for monitoring and approving school-level expenditures that are reasonable, necessary, allowable, and allocable 3. LEA monitoring of the appropriate use of school-level Title I funded positions based on approved job descriptions 4. LEA monitoring of the appropriate use of Title I funded paraeducators, including roles and responsibilities. 5. Other documentation to support the LEA has implemented its written process, if applicable. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>2. The LEA ensures that it uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.</p> | <p>1118(b)(1)</p> | <p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. Most current, dated copy of the district's supplement, not supplant policy and procedures document. 2. The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. 3. Semi-annual certification (district, schoolwide program, and targeted assistance). 4. Time and effort for split funded staff (district, schoolwide program, and targeted assistance), to include: <ul style="list-style-type: none"> o Job descriptions o Time and effort reporting |

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| | Required Attachment #7 | | <ul style="list-style-type: none"> ○ Personnel Activity Reports (PARs) ○ Written procedures to review Time and Effort 5. Other documentation to support the LEA has implemented its written process, if applicable. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 3. The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate State and local funds to each school receiving Title I, Part A funds ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds. Required Attachment #7 | 1118(b)(2) | Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. LEA Internal Controls and Written Procedures 2. Allocation Amount and Expenditures for non-Title and Title I schools (both Schoolwide Program and Targeted Assistance) 3. Distribution of staff and funding per the approved methodology for non-Title I and Title I schools (both Schoolwide Program and Targeted Assistance) 4. List of Title I schools and non-title I schools inclusive of the distribution method used by the local Educational Agency for the applicable school year. 5. LEA Transaction Level Reports of Expenditures 6. Other documentation to support the LEA has implemented its written process, if applicable. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 4. The LEA ensures that all Title I schools received State and local funds necessary to provide services required by law for children with disabilities and English Learners. (Derived from NRG Q17.) | 1118(b)(1)-(2) 1114(a)(2)(B) | 1. Allocation Amount and Expenditures for non-Title and Title I schools demonstrating receipt of State and local funds for children with disabilities and English Learners. |

J. FISCAL REQUIREMENTS

| REQUIREMENTS (align with the Fiscal Tables provided in Excel) | Citation | Evidence of Implementation APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|---|
| Requirement 1- Equitable Services Table 7-8 An LEA must reserve off the top of the LEA's Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc. | 1117(a)(4)(A) Link to Non-regulatory Guidance | <ol style="list-style-type: none"> Evidence of Equitable Services Expenditures to show Proportional Share <ul style="list-style-type: none"> School/LEA reservations are in the LEA budget and line items can be followed from the budget Transaction level reports Salary/wages information Materials, instructional supplies Invoices Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies <ul style="list-style-type: none"> Transaction level reports Evidence of professional development for teachers: <ul style="list-style-type: none"> 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, if applicable. Evidence of family engagement activities: <ul style="list-style-type: none"> Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities, if applicable. |
| Requirement 2- Parent and Family Engagement- Table 7-9.1 LEA must reserve at a minimum, 1% of its allocation (after Equitable Services is deducted from the total allocation) for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs | 1116 (a)(3)(A) 1116(a)(3)(C) | Evidence of Parent and Family Engagement Expenditures <ol style="list-style-type: none"> Evidence of implementing the written process for allocating of 90% to schools School/LEA reservations are in the LEA budget and line items can be followed from the budget LEA Transaction Level Reports of Expenditures Invoices, contracts, etc. <p>Cost related to professional development</p> |

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| schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan. | | <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. <p>Cost related to parent and family engagement</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. |
| Requirement 3 – Neglected & Delinquent Reservation Table 7-9.1 LEAs are required to reserve Title I funds if N&D programs exist in the LEA. Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk. | 1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii) | Evidence of Neglected & Delinquent Expenditures <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. 4. Memorandum of Understanding (MOU) |
| Requirement 4 - Homeless Children and Youth Table 7-9.1 Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds. | 1113(c)(3)(A)(i) | Evidence of Homeless Children and Youth Expenditures Reservation: <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. <p>Instructional/Educational Support (If Applicable) – Costs associated with:</p> |

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| | | <ol style="list-style-type: none"> 1. Tutoring Services, especially in shelters or other locations where homeless students live 2. Extended learning time (before and after school, Saturday classes, summer school) 3. Counseling services to address mental health issues related to homelessness that is impeding learning 4. GED testing for school-age students 5. Parental involvement specifically oriented to reaching out to parents of homeless students 6. Fees for AP and IB testing 7. Items of clothing, student fees, required records, medical and dental services, outreach services <p>Homeless Liaison (If applicable):</p> <ol style="list-style-type: none"> 1. Cost associated with Homeless Education Coordinator/Liaison position 2. Reservation is in the budget 3. Job description 4. Schedules (note who monitors/oversight) <p>Transportation (If applicable):</p> <ol style="list-style-type: none"> 1. Cost associated with Homeless Education Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation |
| <p>Requirement 5 - Education for Foster Children</p> <p>Table 7-9.1</p> <p>Funds are reserved to provide support to children in foster care. The LEA has a plan for the use of the funds.</p> | <p>Sec 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for</p> | <p>Transportation (If applicable):</p> <ol style="list-style-type: none"> 1. Cost associated with Foster Care Student Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation 5. Contracts |

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| | Children in Foster Care Program | |
| Requirement 6- Districtwide Title I Instructional Programs Table 7-9 .2 LEAs must reserve funds for Districtwide instructional programs for Title I schools. | 34 CFR Part 200.77 | Expenditures <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. |
| Requirement 7 - Districtwide Professional Development Table 7-9.2 LEAs may reserve funds for Districtwide professional development programs for Title I schools such as: Professional development for Title I schools that is above and beyond what the Local Educational Agency program provides for all schools. | 34 CFR Part 200.77 | Evidence of Districtwide professional development Expenditures, if applicable: <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. |
| Requirement 8- Administration Table 7-9.3: LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost. <i>Required Attachment #10</i> | 34 CFR Part 200.77 | Evidence of Administration Expenditures, if applicable: LEA reservations are in the LEA budget and line items can be followed from the budget <ol style="list-style-type: none"> 1. LEA Transaction Level Reports of Expenditures 2. Invoices, contracts, etc. 3. Indirect costs at the approved yearly rate 4. Travel, Office Supplies, and technology for Title I 5. Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget |

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| Requirement 9 - Support for Title I TSI Schools Table 7-9.4 | Section 1111(d)(2) | Expenditures 1. LEA Title I, Part A set-aside funding, if applicable, is in the LEA budget and line items can be followed from the budget 2. LEA non-Title I funding is listed, if applicable 3. LEA Transaction Level Reports of Expenditures 4. Invoices, contracts, etc. |
| Requirement 10 - Carryover Estimate Table 7-9.4 | 1127 1117(a)(4)(B) | 1. LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures 2. Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools (if applicable) 3. Waiver intent indicated in the Title I Application |
| Requirement 11 –Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented. | Uniform Grant Guidance (UGG) 200.501(b) | 1. Single audits are conducted annually 2. Copies of single audit reports (2 most recent) and Corrective Action (when applicable) 3. LEA response to findings 4. MSDE follow-up reviews of findings 5. All required corrective actions from the audit findings are fully implemented within the agreed timeline. 6. Independent auditor's report shows that the LEA has corrected all actions required. |
| Requirement 12 - Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA. | 1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR) | 1. Local finance budget reports match amounts reported in the approved Allocation Worksheet. 2. If applicable, Charter Schools are included in the ranking 3. If applicable, Skipped Schools have been approved by MSDE. 4. LEA is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at least equal to the PPA of the school that is below them in rank order. 5. If applicable, Continuing Eligibility schools meet the statutory definition. |

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| <p>Requirement 13 - Equipment and Related Property Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.</p> | <p>EDGAR 34 CFR 80.32, UGG §200.314</p> | <ol style="list-style-type: none"> 1. LEA Inventory 2. Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment 3. Annual physical inventory of Title I equipment 4. Lease agreements 5. Expenditure Reports 6. LEA Transaction Level Reports of Expenditures |
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|--|--|--|
| <p>A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Adequate maintenance procedures must be developed to keep the property in good condition.</p> | | |
| <p>Requirement 14- Use of Technology Devices Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</p> | <p>34 C.F.R. § 80.20 (added in SY 2015-2016)</p> | <ol style="list-style-type: none"> 1. Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. 2. Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies. 3. Staff Training (SANE) 4. Corrective Actions, if applicable. |



J.3 Education for Homeless Children and Youth

| | |
|--|------------------------|
| Title: F.1.a-b Anne Arundel County Public Schools FY'21 Written Process for Education for Homeless Children and Youth and G.1 Support for Foster Care Students | |
| Purpose: to describe how the Title I office will coordinate efforts for homeless children and youth including: <ol style="list-style-type: none"> How AACPS will provide educationally related support services in a coordinated effort to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education The AACPS method for determining the homeless reservation set aside, whether by a needs assessment or some other method | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Title I Office: Senior Program Manager Program Manager Administrative Technician Office of Student Services: Pupil Personnel Worker Office of Student Services: Homeless Liaison McKinney Vento Administrative Assistant Accounting Office: Grant Manager | |
| Implementation Date: August 2020 | |

Title I Senior Program Manager, Program Manager and Administrative Technician will meet with the Homeless Liaison from the Student Services office to review the 2020-2021

McKinney-Vento Homeless Education Program Informal Needs Assessment during the summer of 2020. Based on the needs the set-aside is determined and the parties will agree upon an amount to use based on funding from previous years.

- Items of clothing, particularly if necessary to meet a school's dress or uniform
 - Clothing and shoes necessary to participate in physical education classes;
 - Student fees that are necessary to participate in the general education program;
 - Personal school supplies such as backpacks and notebooks;

- Birth certificates necessary to enroll in school;
- Immunizations;
- Food;
- Medical and dental services;
- Eyeglasses and hearing aids;
- Counseling services to address anxiety related to homelessness that is impeding learning;
- Outreach services to students living in shelters, motels, and other temporary residences;
- Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;
- Tutoring services, especially in shelters or other locations where homeless students live;
- Parental involvement specifically oriented to reaching out to parents of homeless

The Title I Office will meet with the Homeless Education Liaison once every other month to discuss Federal updates, LEA procedures, review requests for spending and discuss school-based procedures as they relate to the partnership with pupil Personnel Workers, the schools and the Title I Office. [If the McKinney Vento Administrative position is funded, their schedule and worklog will be reviewed to ensure that 100% of work time is dedicated to the homeless population, based on the approved job description.](#)

Based on the basic and general needs of the homeless population, School PPWs will work with the Student Services Office, specifically the Homeless Liaison to gain support and/or funding for the identified students' needs. In addition, PPWs will coordinate with school-based personnel to retain that same support and/or funding using the set-aside Title I allocation. During Virtual Learning, the same systems will be used.



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 | |

Position SummaryIs 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.

Essential Duties & ResponsibilitiesDoes 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.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made on request to enable individuals with disabilities to perform the essential functions.

Education

- High School Diploma or Equivalency Certificate.

Experience

- 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.

Knowledge, Skills, and Abilities

- Ability to exercise tact and diplomacy with phone inquiries and visitors.
- Ability to exercise initiative, courtesy, and good judgment in dealing with peers, administrators, students, parents and the general public.
- Ability to follow instructions promptly and take initiative when appropriate.
- Demonstrated ability to effectively work with diverse populations.
- Demonstrated proficiency with business software (e.g. Microsoft Office Suite-Word, Excel, Outlook and/or PowerPoint preferred). For new permanent secretarial/clerical/technician hires, a minimum score on a pre-employment assessment is required.

Licenses/Certifications

- N/A

Career Ladder Requirements

- N/A

Physical Requirements

- As required by the duties and responsibilities of the job.

Established: 1/1/1993

Statement of Need: McKinney-Vento Administrative Assistant

AACPS McKinney-Vento Enrollment and Transportation Data

| | 20.21 as of 9/25/20 | 19.20 | 18.19 |
|--|---------------------|-------|-------|
| MV Enrollments | 582 | 1,155 | 1308 |
| Total MV Transportation Requests | 192 | 517 | 610 |
| MV Modifications to Transportation | 3 | 274 | 267 |
| Students Receiving Transportation out of county | 19 | 106 | 103 |
| Baltimore City | 9 | 51 | 46 |
| Baltimore County | 1 | 20 | 22 |
| Calvert County | 1 | 2 | 4 |
| Montgomery | - | 1 | 1 |
| Howard County | 1 | 9 | 5 |
| Prince George's County | 7 | 21 | 25 |
| Washington County | - | 2 | - |

Prompt Provision of Transportation- Identified Need in AACPS

AACPS is dedicated to our students experiencing homelessness remaining in their school of origin. We understand our responsibility in minimizing educational disruptions for this vulnerable population of students. Our commitment to support this identified need aligns with Anne Arundel County Public Schools Strategic Plan and Driving Value, [All Means All](#) as we work to elevate all students and eliminate all gaps. Using NCHE Guidance [Transporting Children and Youth Experiencing Homelessness](#) we focus on a prompt response with the provision of transportation. AACPS transports from several local LEAs as well as outside of a student's zoned home school. The MV Administrative Assistant is the key staff member with the time allotted in the work schedule to manage the volume of requests in an efficient and timely manner.

AACPS McKinney-Vento enrollments are received through an electronic SharePoint submission. PPWs note the need for transportation on the electronic forms. The McKinney-Vento Administrative Assistant supports the transportation request same day through our STOPS database. The transportation department fills the request and then forwards a PDF route sheet to the MV Assistant. The MV Assistant then emails the route sheet directly to the parent and PPW.

While frequent moves are common for our MV population, we work to minimize the loss of instructional time due to lack of transportation. Pupil Personnel Workers submit a Modification of Transportation Form to our MV Administrative Assistant when families indicate they have moved. Our MV Assistant submits the request to the transportation department and communicates the new route and mode of transportation to the family and PPW once rerouted by the Department of Transportation.

Additionally, parent route sheets outlining the student's transportation plan provides the MV Administrative Assistant as the contact for questions/concerns. The MV Administrative Assistant field calls and troubleshoots within their capacity. Complex concerns are forwarded to the Homeless Education Liaison.

The McKinney-Vento Administrative Assistant is an imperative support to the Homeless Education Liaison in Anne Arundel County Public Schools. The MV Assistant supports the liaison in carrying out the duties as outline by AACPS Regulation [JAC-RA Homeless Students](#).

| | Homeless Education Liaison | McKinney-Vento Administrative Assistant |
|-------------------------|--|--|
| Identification | Ensures homeless children and youth are identified by school personnel and enrolled immediately by providing Professional Development to School-Based Point of Contacts and Pupil Personnel Workers. Ensures AACPS Policy and Regulation is adhered to in regard to identifying students meeting the criteria for an MV enrollment. Disseminates public notice of educational rights of homeless students and participates in Coalition to End Homelessness and LICC to collaborate with local agencies on the identification of families experiencing homelessness. | Manages electronic MV enrollments by noting in PowerSchool students MV status to support immediate enrollment in free and reduced lunch and academic data tracking and reporting. Maintains the McKinney-Vento database to provide accurate real time data of MV students enrolled in AACPS. |
| Enrollment | Outlines enrollment procedures to support immediate enrollment of students experiencing homelessness. Aids unaccompanied homeless youth or MV students needing immunizations or support with enrollment documents. Troubleshoots with school staff and Pupil Personnel Workers regarding McKinney-Vento criteria. Provides Professional Development to School Enrollment secretaries. | Pupil Personnel Workers submit MV Enrollments electronically through Sharepoint. The MV Assistant receives an electronic copy of the enrollment form and inputs the data same day to support enrollment in 24 hours. New MV enrollments will not have student identification numbers immediately. The MV Assistant monitors these enrollments in PowerSchool to ensure they are marked as McKinney-Vento as soon as the school enrollment is finalized. Additionally, notes the MV student as a Priority 1 in PowerSchool to receive immediate access to a device for virtual learning. |
| Attendance | Informs parent/guardian/UHY of all transportation services. Participates in regularly meeting with the McKinney-Vento transportation specialist to troubleshoot complex transportation challenges. Provides MV attendance data to Student Support Teams for participation in quarterly meetings. Consults with PPWs regarding attendance plans for truant and/or chronically absent MV students. Collaborates with intra-agency departments to maintain comparable services for students identified as McKinney-Vento. | Fills requests for school uniforms and school supply needs made by Pupil Personnel Workers and School Staff as to not hinder a student's full participation in academics. Provides supplies and uniforms via inter-office mail upon request. Corresponds with PPW and parents regarding transportation route sheets to ensure school attendance is not impacted by lack of transportation. |
| School Stability | Outlines and participates in the Best Interest Meeting process with school staff. Adheres to all dispute resolution timelines and appeal procedures. Informs parents and UHY of their right to appeal a denial and participates in Best Interest Meeting when requested by school staff. Ensures McKinney-Vento students receive comparable transportation services for continued enrollment in the school of origin. Provides professional development to transportation staff (bus drivers and cab drivers) regarding the importance of school of origin transportation. | McKinney-Vento students may have frequent moves, thus requiring frequent changes to transportation. PPWs submit a Transportation Modification Form which is sent directly to the MV Administrative Assistant. The MV Assistant inputs this change request into the STOPS Transportation to ensure the students receives transportation from the new address. As noted in the data, our office received 274 modifications to transportation in the 19.20 school year in addition to the 517 initial requests. The MV Assistant receives the route sheet and sends it via email to the PPW and parent. |

Title: J.7 Anne Arundel County Public Schools FY'21 Written Process for Supplement, not Supplant**Purpose: To ensure that Title I schools receive all the state and local funds that they would otherwise receive if they were not Title I.****Department: Community and School Based Programs****Office: Title I****Person(s) Responsible: Title I Senior Manager; Grants Accountant; Office of School Performance****Implementation Date: August 2020****Procedure Steps**

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|-------------|---|-----------------------|---|------------------------------|
| 1. | The Office of School Performance provides enrollment and formula-based staffing to all schools regardless of need or status within their online roster. Every school starts with this baseline. | February - March 2020 | Staffing lists Staffing Resource Distribution Documentation | Office of School Performance |
| 2. | The Office of School Performance provides additional staffing to Title I schools. This includes additional classroom teachers, and other support such as Behavior Specialists and other support positions based on specific school needs. | February - March 2020 | School Online Rosters | Office of School Performance |
| 3. | The Office of School Performance provides additional staffing to schools with additional academic or behavioral needs. Additional resources are distributed on a case by case basis to the extent resources are available. | March - April 2020 | School Online Rosters | Office of School Performance |
| 4. | Title I funded positions are added. This ensures that Title I funds do not supplant state and local funds. | April 2020 | School Rosters Title I Staffing Sheet | Title I Office |
| 5. | Elementary schools are also allotted funds for MOI on a county level based on enrollment regardless of Title I or non | March 2020 | MOI Allocation | Office of School Performance |

| | | | | |
|--|--|--|--|-------------------|
| | Title I Status. The above processes are the same for Virtual vs. In-School | | | Accounting Office |
|--|--|--|--|-------------------|

Revision History:

| Revision | Date |
|----------|-----------|
| Draft | June 2020 |
| | |

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AACPS Methodology

State and local funding is allocated to all schools by formulas based on enrollment information and other data driven factors (such as whether a school is a High School, Middle School, or Elementary School). Since all elementary schools (including Title I schools) are allocated state and local funding based on the same formulas, the state and local funding allocated to Title I meets the supplement not supplant requirement. Title I funding should always be additional funding to a Title I school, above and beyond the state and local funding.

AACPS ensures that Title I schools receive all the state and local funds that they would otherwise receive if they were not Title I by our 3-step staffing process in our written procedure. The process is Title I neutral because the three steps do not consider Title I funding or staffing as part of the equation. The steps, as follows, are for general fund positions which are allocated to meet needs equitably across the county:

Step 1 provides enrollment and formula-based staffing to all schools regardless of need or status. Every school starts out with this baseline.

Step 2 provides additional staffing to Title I schools. This includes additional classroom teachers, and other support such as School Performance Coaches, Alt 1 Teachers, Behavior Specialists positions, etc. Other support positions are based on specific school needs.

Step 3 provides additional staffing to schools with additional academic or behavioral needs. Additional resources are distributed on a case by case basis to the extent resources are available.

Once these three steps are complete, schools that have Title I funds then can determine their additional needs and create a plan to address them accordingly. Title I schools never have to use their funds to cover something a non-title I school receives, because of the steps outlined above.

The language for the Accelerated Achievement for All (AAA) section was revised to include both Title I and non-title I schools because Title I schools benefit from AAA positions as

well. Mainly this allows for continuity of program and staffing as Title I funds change from year to year. If a Title I school cannot afford the teachers they currently cover with their Title I funds, AAA FTE can be used so that the school can continue to afford those positions. Additionally at the elementary level there are some schools whose Free Meal percentage may be just below the cut-off for Title I funds. Those are schools that throughout the years have been Title I off and on. AAA funds help grandfather the support to those schools so that they also have some continuity of the program. Usually these schools will receive 1.0 to 2.0 FTEs from AAA to support positions such as Literacy and Math Teachers. Because AACPS does not have secondary Title I funds, the bulk of the AAA program goes to secondary schools with the highest poverty rates.

Anne Arundel County Public Schools
Staffing Resource Distribution
As of October 2019

State and Local funding is distributed to schools based upon formulas with the addition of need-based distributions for identified areas such as special education, English Language Acquisition and economically disadvantaged. All resource distributions are contingent upon funding availability. Currently, the system is underfunded in positions and unable to meet all staffing guidelines.

Enrollment Based Positions:

| Grade Level | Average Ratio for Classroom Teachers | Teacher Assistant Ratio |
|--------------------|---|---|
| Pre K* | 1:20 | 1:20 |
| Kindergarten | 1:18 | 1.0 TA for 4 classes, 2.0 TA for 5 or more classes (Title I schools receive 1.0 TA for every 2 classes) |
| Grades 1 - 3 | 1:25 | |
| Grades 4 & 5 | 1:28 | |
| Grades 6 - 8 | 1:20 | |
| Grades 9 - 12 | 1:23 | |

**not all schools have PreK, all Title I schools have Pre K, all school-wide Title I have full-day programs all PreK programs are general fund positions*

Additional Teaching Positions:

Reading

| enrollment | FTE |
|-------------------|------------|
| up to 450 | 1.0 |
| 451 - 650 | 1.5 |
| 651+ | 2.0 |

Elementary

Middle 1.0 FTE per school

Secondary Supplemental (supports release time for Department Chairs, Athletic Directors, etc.)

| | |
|--------|-----|
| Middle | 1.0 |
| High | 3.0 |

Elementary Cultural Arts (Art, Music, PE & Library Media)

1.0 FTE for approximately every 20 classes, distributed on a full-day schedule

Magnet Programs

2.0 per grade level plus additional for program coordination as needed

English Language Acquisition (ELA)

FTEs are provided based on numbers of ELA students with a target ratio of 1:40 for Elementary and 1:35 for secondary

Enhancing Elementary Education (EEE)

1.0 for participating schools <450, 1.50 for schools 450-699, 2.0 for schools >700. Positions provide project based learning (STEM, Arts Integration, etc) and additional planning time for classroom teachers. EEE is expanding and is currently in half of AACPS feeder systems.

Poverty Program (Academic Achievement for All, AAA)

Additional Teaching (and some TA & Student Services) FTEs are provided to Middle & High Schools as well as Title I Elementary schools and Elementary Schools that do not otherwise qualify for Title I service

Other/Additional Positions

School Performance Coaches, Additional Requests, Alt 1, etc. FTEs based on needs determined by OSP

Assistant Principals

| enrollment | FTE |
|-------------|-----|
| up to 500 | 0.0 |
| 501+ | 1.0 |
| up to 500 | 1.0 |
| 501-1,000 | 2.0 |
| 1,001-1,500 | 3.0 |
| 1,501-2,000 | 4.0 |
| 2,001-2,500 | 5.0 |
| 2,501+ | 6.0 |

Elementary

Secondary

Secretaries

| Enrollment | FTE |
|------------|-----|
| up to 200 | 1.0 |
| 201-400 | 1.5 |
| 401-600 | 2.0 |
| 601-800 | 2.5 |
| 801-1200 | 3.0 |
| 1201-1600 | 3.0 |
| 1601-2000 | 3.0 |
| 2,001+ | 3.0 |

all levels

+0.50 additional Elementary for guidance
 +3.0 additional Middle for guidance, media, data processing & accounting
 +4.0 additional High for guidance, media, data processing & accounting

Student Services

Guidance: Elementary = 1.0 FTE, Secondary = 1:300
 Psychologists, Social Workers and PPWs are staffed based on program and student needs

Other TA positions

Staffed on an as needed basis for class sizes, etc.
 Middle schools receive 1.0 Alternative to Suspension Assistant
 Library Media TA positions used to assist Specialist with various Media functions
 Technology Support Technicians

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)

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Revision History:

| Revision | Date |
|----------|-----------|
| Draft | June 2020 |
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**Title: J.8 Collaboration with AACPS Accounting Office to Review Budget and Responsibilities
Statuses of Active Grants**

Purpose: To have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving district and school-level fiscal responsibility.

Department: Community and School Based Programs

Office: Title I

Person(s) Responsible: Title I Office Senior Manager and Program Managers; AACPS Accounting Office; Grant Accountant; Title I Administrative Technicians

Implementation Date: August 2020

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|--|-------------------|---|
| 1. | The AACPS Title I Office will meet with the AACPS Accounting Office, Office of School Performance. | Monthly on the 4th Monday of every month | SAN documentation | AACPS Accounting Office Office of School Performance |
| 2. | AACPS Accounting Office is responsible for creating the agenda that will facilitate the meetings. | Monthly | Agenda | AACPS Accounting Office |
| 3. | Participants should come to the meeting prepared to discuss items. | Monthly | SAN documentation | AACPS Title I Office AACPS Accounting Office Office of School Performance |
| 4. | Standing Agenda Items may include: <ul style="list-style-type: none"> FY19 Title I Carryover Grant 190725 | Monthly | SAN documentation | AACPS Title I Office |

| | | | | |
|----|--|-----------------------------|--------------------|--|
| | <ul style="list-style-type: none"> • FY20 Title I Grant 200987 • FY19 CSI Pre-Implementation Grant 191722 (activity 1965) • FY20 CSI Year 1 Implementation Grant 201765 (activity 1985) • 1. FY21 CSI Year 2 Implementation Grant • FY21 Title I Grant • Next Steps/Follow up with time frames established in meeting <p>Other items of discussion are added, as necessary, for example</p> <ul style="list-style-type: none"> • Implementation of written procedures • Current Methodologies • Current Title I Schools Vacancies • MSDE Monitoring Feedback and actions | | | AACPS Accounting Office Office of School Performance |
| 5. | Further guidance of responsibilities of Title I Administrative Technicians and AACPS Accounting Office are embedded in the Fiscal written procedures. *The above procedure is the same for Virtual vs. In-School | Ongoing June 2020-June 2021 | Written Procedures | AACPS Title I Office AACPS Accounting Office Office of School Performance |

Title: J.8 Assurance 3 - Cost Principals

Purpose: To have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving school-level fiscal responsibility and school expenditures.

Department: Community and School Based Programs

Office: Title I

Person(s) Responsible: Title I Office Senior Manager and Program Managers; Title I Parent Family and Engagement Specialist (PFES); AACPS Accounting Office; Grant Accountant; Title I Administrative Technicians; Title I Schools Principals and Title I Funded Staff

Implementation Date: August 2020

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|-------------|--|-----------------------|--|---|
| 1. | Title I office will provide detailed training on the expectations for budgets and budget narratives at the Spring Meeting. | May 2020 | Training materials SANE Recording of Virtual Meeting | Title I Office Title I Schools |
| 2. | Title I Plans and Budget Narratives are due to the Title I office from the schools via Google drive or email. | June 12, 2020 | Plans and Narratives | Title I School Team |
| 3. | The Title I office will review to ensure that preliminary plans support the components and school data has been disaggregated and analyzed. Budget narratives will be reviewed to ensure alignment with the Comprehensive Needs Assessment and use of the Cost Principles. Items must be reasonable, necessary, allowable and allocable. | June 2020 | Feedback provided in next step | Title I Office Program Managers Parent Family Engagement Specialist Administrative Technicians |
| 4. | The Title I Office will provide written feedback via email to the Title I School Team to ensure that all requirements have been met in their budget narratives. | June 2020-August 2020 | Copy of feedback uploaded into the Crate | Title I Office-Program Manager Parent Family Engagement Specialist Administrative Technicians Grant Accountant |
| 5. | Once the Title I Administrative Technicians & PFES have reviewed the budget and determined costs align with the Title I Plan, calculations and meet cost principles, the budget is shared via | Summer 2020 | Individual Title I Schools' Budget Narratives | Administrative Technicians Parent Family Engagement Specialist |

| | | | | |
|----|---|---|--|---|
| | Google drive to the Grant Accountant for review of staffing funds sufficiency, classification, and calculations. | | | Grant Accountant |
| 6. | Grant Accountant provides feedback via comments in the budget narratives and/or approves. Once all schools are approved, the budget narratives are consolidated for the Title I application. | Summer 2020 | Individual Schools' Title I Budget Narratives | Grant Accountant |
| 7. | Administrative Technician notifies school via email that their approved budget has been uploaded to their current year school folder in Google. After it has been uploaded, all edit rights are reverted to Read Only except to the Administrative Technicians. | Summer 2020 | Individual Schools' Title I Budget Narratives | Title I Administrative Technicians |
| | Administrative Technician populates corresponding school's current year budget spreadsheet with approved budget amounts. These budget spreadsheets are used by the Administrative Technicians to monitor and reconcile spending by schools Populated spreadsheets are provided to each Title I school at the beginning of the school year for their use in tracking spending in each school's Google folder. | Within 1 week of receiving final budget numbers | Title I Budget Spreadsheet | Title I Administrative Technicians |
| 8. | All purchase orders, requisition forms, pre-approval catering forms, Disbursement Authorizations, stipends, and contractual agreements must be approved by the Title I Office. Please see the specific procedure for more details. This is to ensure that it follows the Cost Principles and is aligned with the Comprehensive Needs Assessment. | Ongoing throughout the school year | Copy of budget documentation is retained in each, individual, school's Budget Binders, in the Title I Office | Title I Office |
| 9. | A justification for any budget transfer form must be submitted via email with every request for transfer. All transfers of funds, even within budget categories, must be approved by the Administrative Technician, Program | Ongoing throughout the school year if needed | Copy of budget documentation is retained in each, individual, school's Budget | Title I Office Senior Program Manager Administrative echinacea, Program |

| | | | | |
|-----|--|---------------|---|------------------------------------|
| | <p>Managers or Parent, Family, Engagement Specialist, and the Title I Senior Program Manager to ensure that it meets the cost principles.</p> <p>Transfers between budget categories must also be approved by the Grant Accountant.</p> <p>Transfers that require programmatic changes must be approved by MSDE.</p> | | Binders, in the Title I Office | Managers, Grant Accountant MSDE |
| 10. | The form is emailed to Grant Accountant, if it is approved, to ensure that the 15% threshold has not been exceeded. | If needed | Justification for Programmatic Budget Transfer Form | Grant Accountant |
| 11. | The Grant Accountant will make the transfer if the funds are available. | If applicable | Copy of approval email is placed in each, individual, school's Budget Binder, in the Title I Office | Grant Accountant |
| 12. | Title I Administrative Technicians will provide the schools with an updated Budget spreadsheet with the new allocations. *These procedures are the same for Virtual and In-School | Ongoing | Updated Budget spreadsheet | Title I Administrative Technicians |

Title: J.8 Requisition Forms Over \$1,000

I.C. J.Assurance 1.1-2

Purpose: to have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving school-level fiscal responsibility and school expenditures.

This is the procedure specifically for **requisition forms over \$1,000**. This form is used for requests related to the following:

- purchases of supplies for PFE
- reimbursements to schools and individuals
- materials of instruction
- purchases of equipment

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| <ul style="list-style-type: none"> • busses for field trips • admittance fees for field trips | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Title I Senior and Program Managers; Title I Administrative Technicians; Title I School Principals and Title I Funded Staff Members | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|---|--|--|
| 1. | Title I School team must check to make sure the requested item(s) have been included in their approved budget narrative. If it was not included in their approved budget, a Justification for Vendor/Item Change Form must be submitted to the Title I Office for the Title I Senior Program Manager and MSDE's approval, prior to submitting requisition for purchase. | Ongoing June 2020- July 2021 | Approved Budget Narrative Justification for Vendor/Item Change Form | Title I School Team Title I Senior Program Manager MSDE |
| 2. | <p>The Title I school team will complete and submit a requisition form for the requested item to the Title I Administrative Technicians. Please check the Master Agreement to see if there is an existing vendor cost list of desired items. If the items/vendors are not on the Master Agreement, due to the amount requested, the school must include.</p> <ul style="list-style-type: none"> • \$1,000-\$4,999 – one quote for the purchase • \$5,000 or more – three quotes for the purchase and justification/sole source form <p>If the requisition form is for reimbursement make sure to attach all original receipts and a copy of the school</p> | <p>Ongoing June 2020- July 2021</p> <p>Within 30 days of purchase</p> | <p>Requisition forms</p> <p>Quotes and justification/sole source letter from Principal</p> | <p>Title I School Team</p> <p>Administrative Technician</p> <p>Principal</p> |

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| | <p>check if the school is being reimbursed. Reimbursements should be limited to \$300 per purchase.</p> <p>For technical assistance, please refer to guiding documents included in the Title I Budget Binder.</p> <p>Purchases over \$1,000 within the Master Agreements do not need quotes if the item is included in the vendor's list. They are created as a "Delivery Order"</p> | | | |
| 3. | <p>Administrative Technician will confirm item(s) are in the budget narrative and ensure funds are available based on the school's spreadsheet.</p> <p>Administrative Technician enters detailed information from the requisition into the corresponding school's budget spreadsheet</p> | 1-3 days after receiving | <p>Requisition Forms</p> <p>Budget Narrative</p> <p>Title I School's Budget Spreadsheet</p> | Administrative Technician |
| 4. | Administrative Technicians enter the account number on the requisition form. | 1-3 days after receiving | Requisition forms | Administrative Technician |
| 5. | The form must be approved by the Title I Sr. Program Manager before processing. | Within 1 week | Requisition forms | Title I Senior Program Manager |
| 6. | Budget technician enters requisition into Advantage Financial System which then generates an RQS number. Budget Technician will hand-write the abbreviated identifying RQS number along the vertical right side of the requisition. Ex. 11R*(last 4 digits). The Budget Technician makes a copy of the original and puts it into the corresponding school's file. | 0-2 days after Senior Program Manager's approval | Requisition forms | Administrative Technician |
| 7. | Original Requisition form will be delivered to the Purchasing Office which will generate a Purchase Order number and will forward to the vendor for processing. | Within 1 week of receiving original requisition | Requisition Form, Yellow Purchase Order | AACPS Purchasing Office |

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| | Purchasing Office sends yellow purchase order to the Schools Title I POC who's name appears on the order | | | |
| 8. | School will receive the materials and send received and signed yellow purchase orders and packing slips to the Title I Office via interoffice basket mail. *During Covid-19, all documents and correspondence are sent via email. | Upon receipt of materials | Yellow Purchase Order | Title I School Team |
| 9. | Administrative Technicians will pull original requisitions from the school's file, attach to the yellow purchase order and accompanying documents received from the school and make copies. Document packet is then sent to Accounting for payment. Copy of documentation is stored in corresponding school's Title I budget binders | Upon receipt of yellow purchase order and accompanying documentation | Yellow Purchase Order | Title I School Team Administrative Technician |

Revision History:

| Revision | Date |
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| Title: J.8 Travel Reimbursement | | I.C. J.Assurance 1.1-2 |
| <p>Purpose: to have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving school-level fiscal responsibility and school expenditures.</p> <p>This is the procedure specifically for travel reimbursements. It should be used for:</p> <ul style="list-style-type: none"> • Professional development teacher travel • Professional development administration travel • Professional development Central Office travel | | |
| Department: Community and School Based Programs | | Office: Title I |

Person(s) Responsible: Title I Senior and Program Managers; Title I Administrative Technicians; Title I School Principals and Title I Funded Staff; Regional Superintendent (for Administrator travel)

Implementation Date: August 2020

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|---|--|--|
| 1. | The professional development opportunity must be included in the school's approved budget narrative. | Ongoing June 2020- July 2021 | School's Budget Narrative | Title I School Team Or Title I Office |
| 2. | A Travel Request Memo must be completed for anyone attending conferences, seminars, and/or workshops out of their buildings 6 weeks prior to making travel arrangements. The travel memo must be accompanied by a copy of the conference program announcement. The Travel Request must be signed by the traveler's Supervisor. For Example, for Teachers, the Principal must approve, For Administrators, the Regional Superintendent must sign. Please keep in mind: <i>No more than 4 people out of the school building at one time.</i> | Ongoing June 2020- July 2021 6 weeks prior to making travel arrangements | Travel Memo Conference Program Announcement | Title I School Team Principal Regional Superintendent (if needed for Admin travel) |
| 3. | Once Budget Technician receives travel request packet, it is reviewed to ensure proper format, that the hotel expenditures are either discounted for the attending conference, or within the government per diem rate, and that the estimate matches what is in the approved budget narrative | Upon receipt of materials | Travel Memo GSA.gov website | Administrative Technician |
| 4. | Budget Technician routes the travel request for approval. The Travel Memo will be approved by the following: <ul style="list-style-type: none"> Principal | 2-3 weeks after receiving approval from Senior Program Manager | Travel Memo | Administrative Technician Title I Program Manager |

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| | <ul style="list-style-type: none"> • Title I Sr. Program Manager or Title I Program Manger • Director of Office of Equity & Accelerated Student Achievement • Regional Superintendent • Assistant Superintendent of Curriculum and Instruction • Deputy Superintendent of Student & School Support | | | Title I Sr. Program Manager Principal Assistant Superintendent of C and I Deputy Superintendent of Student & School Support |
| 5. | After the Travel Memo has been approved, the Administrative Technicians e-mail a copy of the signed approval to the school for their records. | Within 1-2 days of receiving | Travel Memo | Administrative Technicians |
| 6. | Travel arrangements can be made at this time by the approved conference attendee. School POC submits Distribution Authorization form (DA) and registration form for conference registration to be paid by Title I. Advances for travel and hotel are not allowed. Attendees are responsible for completing the registration forms that accompany the DA. Administrative Technicians will follow DA procedures for processing the registration. | Within a week of notification of approved travel | DA Form | Title I School Conference Attendee Administrative Technician |
| 7. | After the professional development event has occurred, Reimbursement for Business Expense should be submitted to the Title I Office within one week. For technical assistance, please refer to guiding documents included in the Title I Budget Binder. (Food allowance is \$35 or \$50 with original, itemized receipts showing payment, per overnight stay) | Within 1 week of return from conference | Reimbursement for Business Expense | Title I Conference Attendee Administrative Technician |
| 8. | Title I Administrative Technicians will review the Reimbursement for Business expense form and accompanying documentation for accuracy and allowable expenses. If not approved, it | Within a week of receiving original Reimbursement | Reimbursement for Business Expense and accompanying documentation | Administrative Technician Senior Program Manager |

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| | <p>will be sent back to the Title I School for revision and correct documentation. If approved by Budget Technician, it is given to Senior Program Manager for review/approval/signature</p> <p>Administrative Technician enters detailed information into the corresponding school's budget spreadsheet</p> | for Business Expense packet | Budget Spreadsheet | |
| 9. | <p>Once approved and signed by the Senior Program Manager, the Title I Administrative Technicians copies the Reimbursement for Business Expense forms and documentation and forwards original to Accounting for review and payment.</p> <p>Budget Technician will file copies in the corresponding Title I school's budget binder *During Covid-19, all documents and correspondence are sent via email.</p> | 1-3 days after receiving | Completed and Approved Reimbursement for Business Expense forms packet | <p>Administrative Technician</p> <p>Senior Program Manager</p> |

Revision History:

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Title: J.8 Mileage Reimbursement

I.C. J.Assurance 1.1-2

Purpose: to have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving school-level fiscal responsibility and school expenditures.

This is the procedure specifically for **mileage reimbursement**. This form is used for requests related to the following:

- Mileage from traveling to another location other than your assigned “home” school for a work-related reason.

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| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Title I Senior and Program Managers; Title I Administrative Technicians; Title I School Principals and Title I Funded Staff | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|-------------|---|-----------------------------------|---|---|
| 1. | <p>Employees must complete a Mileage Reimbursement Request Form located on the AACPS Intranet. Each form generates a unique number; therefore, it must be accessed directly from the Intranet. Old or duplicate forms cannot be reused.</p> <p>Mileage Reimbursement Request Form must be signed by the employee and their Principal.</p> | End of current month | Mileage Travel Reimbursement Request Form | <p>AACPS Employee</p> <p>Title I School Principal</p> |
| 2. | <p>Employee submits the original Business Travel Reimbursement Request Form through interoffice basket-mail or by delivering directly to the Title I office. (or through email to Administrative Technician during shut-down)</p> <p>A copy of the signed Mileage Reimbursement Request Form must be made and placed in the school Budget Binder for documentation.</p> | 1-2 days after Principal approval | Mileage Travel Reimbursement Request Form | <p>AACPS Employee</p> <p>Principal</p> <p>Administrative Technician</p> |
| 3. | <p>Administrative Technician reviews the Budget Narrative to ensure that the mileage reimbursement has been referenced and that funds are available. Administrative Technician enters identifying number and information into corresponding school's budget spreadsheet for tracking</p> | 1-2 days after receipt | <p>Mileage Reimbursement Request Form</p> <p>Budget Spreadsheet</p> | Administrative Technician |

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| 4. | <p>If approved by the Budget Technician, it is given to the Senior Program Manager for review/approval/signature.</p> <p>Once approved and signed by the Senior Program Manager, the Title I Administrative Technicians copies the Reimbursement for Business Expense forms and documentation and forwards original to Accounting for review and payment.</p> <p>Budget Technician will file copies in the corresponding Title I school's budget binder *During Covid-19, all documents and correspondence are sent via email.</p> | 1-2 days after receipt | Mileage Reimbursement Request Form | Administrative Technician Senior Program Manager |
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| Title: J.8 Stipends | | I.C. J.Assurance 1.1-2 |
| <p>Purpose: to have a formal procedure that ensures all Title I, Part A expenditures are aligned with the Federal Cost Principles (reasonable, necessary, allowable, and allocable). This includes systems and structures for monitoring and approving school-level fiscal responsibility and school expenditures.</p> | | |
| Department: Community and School Based Programs | | Office: Title I |
| <p>Person(s) Responsible: Title I Senior and Program Managers; Parent-Family Engagement Specialist; Administrative Technician; Title I School Team</p> | | |
| Implementation Date: August 2020 | | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|------------------------------------|---|---|
| 1. | <p>School-based Title I team must complete an Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet) on light blue paper for each permanent employee who is receiving the stipend. If it is a temporary employee receiving the stipend, the form must be on light green paper.</p> <p>If it is a single event occurring on the same day the employees may be included on the same Bluesheet. A corresponding Timesheet must also be completed by the school-based Title I team to match the dates and times for the Bluesheet.</p> <p>The Timekeeper and the Principal must review and initial Timesheets plus sign the Bluesheets/Greensheets.</p> | Within 1-2 weeks of date(s) worked | <p>Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet)</p> <p>Timesheet</p> | <p>Title I School team</p> <p>Timekeeper</p> <p>Principal</p> |
| 2. | School-based Title I team makes copies of the signed documents and places them in the school Budget Binder for documentation. | Within 1-2 weeks of date(s) worked | <p>Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet/Greensheet)</p> <p>Timesheet</p> | <p>School Timekeeper and Principal</p> <p>School-based Title I team</p> |
| 3. | <p>School-based Title I team must have each employee complete a Title I Instructional Planning Time Documentation form if the stipend is being provided for Instructional Planning time.</p> <p>If the stipend is being provided for Professional Development inside the school building, SANE documentation must be completed.</p> | Within 1-2 days of time worked | <p>Title I Instructional Planning Time Documentation form</p> <p>SANE for onsite PD</p> <p>PD Offsite Form (if taking place outside of the school)</p> <p>Title I Crate</p> | School-based Title I team |

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| | <p>If the stipend is being provided for Professional Development taking place outside of the school building, the School-based Title I team must have each employee complete a PD Offsite Form for the session attended.</p> <p>School-based Title I team submits these forms into the Title I Crate as documentation.</p> | | | |
| 4. | School-based Title I teams submit the signed Bluesheets/Greensheets and timesheets to the Title I office through interoffice basket-mail or by hand delivering them to the Title I office directly. | Immediately following Principal's signature | <p>Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet/Greensheet) Timesheet</p> | <p>Title I School team</p> <p>Timekeeper</p> <p>Principal</p> |
| 5. | Administrative Technician reviews the Budget Narrative for the school to ensure that the stipends have been referenced and that funds are available. Administrative Technician checks the schools Title I Crate to be sure any Title I Instructional Planning Time Documentation forms, SANE or PD Offsite Forms have been completed if necessary. | Within 1 week of receipt | <p>Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet/Greensheet) Timesheet</p> <p>Budget Narrative</p> <p>Title I Crate</p> | Title I Administrative Technicians |
| 6. | Title I Administrative Technicians write budget account numbers from the corresponding budgets on the bluesheets/greensheets and enter the detailed descriptions and amount due to employee in the Title I Budget Spreadsheet for the corresponding school | 0-2 days after verifying the documents have been uploaded into Crate | <p>Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet/Greensheet) Timesheets</p> <p>Budget Spreadsheet</p> <p>Title I Crate</p> | Title I Administrative Technicians |
| 7. | If approved by the Budget Technician, it is given to the Senior Program Manager for review/approval/signature. | 1-2 days after receipt | Advantage HR Overtime & Additional Compensation Payment Request (Bluesheet/Greensheet) | Senior Program Manager |

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| | <p>Once approved and signed by the Senior Program Manager, the Title I Administrative Technicians copies the Blue/Green/Time Sheets and forwards original to Payroll for review and payment.</p> <p>Budget Technician will file copies in the corresponding Title I school's budget binder</p> <p>*During Covid-19, all documents and correspondence are sent via email.</p> | | Title I Budget Binder | Administrative Technician |
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| Title: J.8 Time and Effort | | IC J.Assurance 2.4 |
| <p>Purpose: to have a formal process for documenting and monitoring the school-level use of Title I funds and Title I funded positions.</p> <ul style="list-style-type: none"> • Appropriate use of school-level Title I funded positions based on approved job descriptions | | |
| Department: Community and School Based Programs | | Office: Title I |
| <p>Person(s) Responsible: Title I Senior and Program Managers; Title I Administrative Technicians; Partnership, Title I Dual-Funded Employee; AACPS Development and Marketing Department; AACPS Human Resources Department; Grant Accountant</p> | | |
| Implementation Date: August 2020 | | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|--|-------------------------------|---|--|
| 1. | This process is for fully funded and dual funded Title I positions. Dually funded positions have different duties for each funding source. For example: 0.5 SPED and 0.5 SIST. In the case of a dual funded position where both positions have similar or the same role, only the grant sheet needs to be signed. | Ongoing July 2020 – June 2021 | Grant Certification Reports All Title I Funded Staff Schedules | Partnership, Development and Marketing Dept (AACPS) Title I Office Human Resources |
| 2. | Title I funded staff maintains a schedule and/or calendar that includes the roster of students (if the staff member works in a Targeted Assistance School). These will be collected and reviewed by the Title I Program Manager. This documentation along with the bi-weekly Grant Certification Reports serve as our current equivalent to the Personnel Activity Report because it: <ul style="list-style-type: none"> 1. Reflects an after the fact distribution of activity 2. Accounts for the total activity for which the employee is compensated 3. Is prepared at least monthly 4. Signed by the employee 5. If/when needed an employee and/or principal may document a necessary change to an employee's time spent directly on the Grant report and adjustments are made accordingly, as a result. | Ongoing July 2020-June 2021 | Schedules, calendars of dual funded positions Student Roster (if in TAS) Grant Certification Report | Title I funded employee Title I Program Manager Partnership, Development and Marketing Dept. Human Resources Principal |
| 3. | If a current Title I funded position needs to change, it must be approved by the school's Principal, Title I, Office of School Performance and the Grant Accountant. The Grant Accountant will add/remove/adjust staff from grant accounts, and the change will be reflected | As needed | Online Roster (School-Level) Title I Teacher Schedule Title I Staff Roster | Title I Teacher Principal |

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| | in the school's online roster. The Title I Administrative Technicians will make the change in the Title I Roster | | | Title I Senior Program Manager Title I Program Manager Administrative Technician Grant Manager Office of School Performance |
| 4. | Human Resources prints grant certification reports. | Ongoing July 2020 – June 2021 | Grant Certification Report | Human Resources |
| 5. | Grant Certification Reports are sent to schools per pay period. Reports are sent though basket-mail with Payroll documentation and is received by the School-Based Financial Secretary. *During Covid-19, all documents and correspondence are sent via email. | Bi-weekly July 2020 – June 2021 | Grant Certification Report | Human Resources School-Based Financial Secretary |
| 6. | At a school based level – both the employee and the principal sign off on each report confirming the accuracy of their time spent with their duties. Central Office staff members – both the employee and the Title I Sr. Program Manager sign each report. | Bi-weekly July 2020 – June 2021 | Grant Certification Report | Dual funded employees School Principal Title I Senior Program Manager |
| 7. | Advantage HR grant certification reports are sent to the Partnership, Development and Marketing Office. | Bi-weekly July 2020 – June 2021 | Grant Certification Report | Administrative Technician |

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| 8. | Partnership, Development and Marketing Office tracks, rectifies issues, etc. | Ongoing July 2020 – June 2021 | Grant Certification Report | Partnership, Development and Marketing Office |
| 9. | If more information is needed please refer to the <u>Partnership, Development, and Marketing Office Process for Time and Effort/Grant Certification Sheets.</u> | | | |

Revision History:

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|----------|----------------|
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| 1.0 | September 2020 |

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| Title: J.8 Roles & Responsibilities of Paraeducators | | IC J.Assurance 1.4 |
| Purpose: to have a formal process for documenting and monitoring the appropriate use of Title I funded paraeducators, including roles and responsibilities. | | |
| Department: Community and School Based Programs | | Office: Title I |
| Person(s) Responsible: Title I Senior and Program Managers; Title I Administrative Technicians; Title I Principals; Title I Paraeducators; Executive Director OEASA, Regional Assistant Superintendent, OSP, Grant Accountant | | |
| Implementation Date: August 2020 | | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|---|----------------------------|--|------------------------------|
| 1. | Title I Program Manager will discuss the roles and responsibilities of the paraeducator at the Fall and Spring Meetings. During this time, it will be | September 2020 May 2021 | SANE from Fall and Spring Title I Meetings | Title I Office Principals |

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| | stressed to the principals that substituting is prohibited, and Title I will monitor monthly reports, provided by accounting, throughout the year. | | | Title I School Team |
| 2. | Principals will assign duties to the paraeducators and submit those duties to the Title I Office. . | August 2020 | Records of principal communication to the Title I Office | Title I Schools' Principals Title I Program Managers |
| 3. | Principals will communicate this information to their school's Title I paraeducators during the pre-service week meetings | September 2020 | SANE from Pre-service week meeting | Title I Schools' Principals Title I Paraeducators |
| 4. | AACPS accounting will provide a monthly report of any paraeducators who have charged time as a Title I Paraeducator and as a substitute. | Ongoing September 2020 – June 2021 | SANE from Monthly Budget Meetings Sub Reports | Grant Accountant AACPS Sub Office Title I Team |
| 5. | If it is found that a Title I Paraeducator has charged time as a Substitute, the principal will be contacted immediately by Title I Senior Program Manager, via phone call to cease this practice. A follow-up email will be sent, from the Title I Senior Program Manager, to the principal to include a copy to the Executive Director OEASA, Regional Assistant Superintendent, and OSP. | As necessary, September 2020 – June 2021 | Record of email from Title I Senior Program Manager to principal, with copy to the Executive Director OEASA, Regional Assistant Superintendent, and OSP. | Title I School Principals, Executive Director OEASA, Regional Assistant Superintendent, OSP |
| 6. | If it is found that a Title I Paraeducator has charged time as a Substitute, the Grant Accountant will calculate the money owed from general funds to be returned to the school's budget. *During Covid-19, all documents and correspondence will be sent via email. | As necessary, September 2020 – June 2021 | Financial Records | Grant Accountant |

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**Job Description**

| Title | Title Code | |
|---|---------------|-------|
| Senior Manager-Compensatory Education | D05515 | |
| Division/Department | Unit | Grade |
| Equity and Accelerated Student Achievement | V | F |
| Reports To (title only) | Current as of | |
| Executive Director-Equity and Accelerated Student Achievement | 5/1/2016 | |

Position SummaryIs this position exempt from overtime pay? **Yes**

Collaborates with multiple central office departments and all Title I/AAA schools to elevate all students and eliminate all gaps; manage the development and implementation of EASA compensatory education initiatives to provide added services in high poverty schools to students most at risk of not meeting state standards. Has knowledge about the provision of academic instruction to academically at-risk children as well as familiarity with the intricacies of the Title I requirements mandated by the federal legislation. Collaborates with other district staff to ensure that the Title I requirements are met and the Title I program is implemented successfully.

Essential Duties & ResponsibilitiesDoes this position have supervisory responsibilities? **Yes**

1. Remains current on all Title I federal and state guidelines. Attends state and federal conference and technical assistance conferences and workshops.
2. Ensures that schools are compliant with regulations and funding.
3. Assists with the implementation of Title I initiatives and requirements.
4. Monitors the student engagement in instruction and strategically supports changes in Title I/AAA Schools.
5. Monitors instructional scaffolding to engage all learners in Title I/AAA Schools.
6. Develops the program budgets and maintains liaison with Finance Department, Purchasing, and Human Resources.
7. Oversees instructional alignment to the Common Core State Standards and PARCC's rigor of grant funded programs/initiatives in Title I/AAA Schools.
8. Provides direction and support to Title I/AAA schools; identifies and systematizes best practices that improve student performance.
9. Coordinates the implementation of Title I initiatives and requirements. Assists schools in designing supplemental initiatives that support students and teachers. Monitors school-level implementation to ensure documentation of services, meets federal and state requirements. Ensures that Title I School-wide and Targeted Assistance schools address all elements outlined in federal legislation.
10. Assists with the design and the implementation of collaborative planning at Title I/AAA schools through appropriate structures, procedures and coaching.
11. Supports Title I/AAA Schools in the coordination of the school's instructional program in conjunction with the appropriate central office staff and the staff development office; supports the principal in supervising the instructional program of the school.
12. Supervises Central Office based Title I staff to ensure highly effective supplemental support for schools in implementing Title I funded initiatives that support in fulfilling documentation requirements.
13. Supports building level administrators to improve instructional practices through the purposeful observation and evaluation of teachers in Title I/AAA Schools.
14. Supports Title I/AAA schools to develop a school improvement plan (SIP) that supports the district's strategic plan.
15. Monitors education research; keeps current with developments to support school improvement efforts.

For more information, Contact the Anne Arundel County Public Schools Division of Human Resources at 410-222-5061.

16. Informs schools and communities about the federal and state instructional mandates and requirements associated with EASA.
17. Collaborates with the Senior Manager for School Support and Equitable Practices to develop and provide professional development to Title I/AAA Schools.
18. Completes state and federal monitoring reports that document the fulfillment of grant requirements.
19. Informs schools and communities about the federal and state compliance mandates and requirements associated with EASA.
20. Collaborates with the Program Managers to support Title I/AAA schools in establishing instructional programs.
21. Manages the development and implementation of the district's parental involvement policy
22. Design a county-wide extended day and year initiatives for selected students in Title I schools.
23. Completes all documents necessary to meet federal and state requirements regarding Title I funded initiatives. Submits application requirements for funding. Participates in local, state and federal auditing initiatives and surveys.
24. Completes the annual consolidated application, amendments, and final reports.
25. Completes the annual Title I Performance Report.
26. Establishes eligibility of Title I schools and allocation of funds.
27. Oversees the implementation of the Title I services in nonpublic schools.
28. Prepares documents, confers with district personnel and state representatives to participate in multiple audits.
29. Ensures that the requirements for parent communication and rights as outlined in Title I are met.
30. Plans for district professional development, parent involvement activities, and other districtwide instructional programs.
31. Works with Finance Manager to ensure that regulations are met with expenditures of the awarded grants for Title I/AAA.
32. Performs other duties as assigned.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made on request to enable individuals with disabilities to perform the essential functions.

Education

- Master's degree from an accredited college or university in educational administration, supervision, or curriculum and instruction.

Experience

- Five (5) years of progressively responsible teaching, leadership experience in a public educational setting.
- Five (5) years of experience in assessing student data, professional development and improvement planning.
- Five (5) years of successful leadership (i.e. principal, assistant principal, department chair, manager or coordinator).

Knowledge, Skills, and Abilities

- Be committed to a philosophy that all children can achieve at a high level.
- Experience in systemic organizational thinking, organizational leadership, and change management.
- Knowledge of educational accountability measures including federal and state mandates.

For more information, Contact the Anne Arundel County Public Schools Division of Human Resources at 410-222-5600.

- Knowledge of current trends and research in eliminating the achievement gap, data analysis, instructional pedagogy, assessment, building teacher capacity, leadership, and professional development delivery options
- Skill in data analysis and business software applications.
- Illustrates a passion to thrive in a dynamic, challenging, team environment.
- Ability to set priorities and supervise the work of others.
- Demonstrated ability to effectively work with and provide excellent oral and written communication to diverse populations including students, teachers, administrators, staff, central office personnel, parents, and the community.
- Ability to employ business technology tools (e.g. E-mail, AACPS Intranet, electronic benefits enrolment tool, Microsoft Office Suite, etc.).

Licenses/Certifications

- Maryland State Board of Education Advanced Professional Certificate preferred.
- Possess a valid Motor Vehicle Operator's license and have daily access to a vehicle.

Career Ladder Requirements

- N/A

Physical Requirements

- As required by the duties and responsibilities of the job.

Established: 5/1/2016



Job Description

| Title | Title Code | |
|---|---------------|-------|
| Program Manager-Compensatory Education Compliance | D05516 | |
| Division/Department | Unit | Grade |
| Equity and Accelerated Student Achievement | V | E |
| Reports To (title only) | Current as of | |
| Executive Director-Equity and Accelerated Achievement | 9/1/2020 | |

| Position Summary | Is this position exempt from overtime pay? | Yes |
|------------------|--|-----|
|------------------|--|-----|

Collaborates with multiple Central Office departments and all schools to elevate all students and eliminate all gaps. Coordinates the development of Every Student Succeeds Act (ESSA) required application, documentation, and budget tasks necessary to obtain and monitor compensatory education funds.

| Essential Duties & Responsibilities | Does this position have supervisory responsibilities? | Yes |
|-------------------------------------|---|-----|
|-------------------------------------|---|-----|

1. Remains current on all Title I federal and state guidelines. Attends state and federal conference and technical assistance conferences and workshops.
2. Monitors school level Title I allocation of funds and ensures that schools are compliant with regulations and funding.
3. Assists with the implementation of Title I initiatives and requirements.
4. Coordinates with Senior Manager to complete all documents necessary to meet federal and state requirements regarding Title I funded initiatives. Submits application requirements for funding. Participates in local, state, and federal auditing initiatives and surveys.
5. Supports Title I schools to develop a school improvement plan (SIP) that supports the district's strategic plan and aligns to the state and federal Title I EASA guidelines and mandates.
6. Analyzes multiple student achievement and performance data.
7. Collaborates with Senior Program Manager regarding extended day and year initiatives for selected students in Title I schools and in completing the annual Title I Performance Report.
8. Collaborates with the Compensatory Education Instructional Supports Senior Manager to support Title I schools in establishing instructional programs.
9. Performs other duties as assigned.

| Minimum Qualifications | |
|------------------------|--|
|------------------------|--|

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made on request to enable individuals with disabilities to perform the essential functions.

Education

- Master's degree in educational administration, supervision, or curriculum and instruction from a regionally accredited college or university.

Experience

- Five years of progressively responsible teaching, leadership experience in a public educational setting.

Knowledge, Skills, and Abilities

- Experience in systemic organizational thinking, organizational leadership, and change management.

For more information, Contact the Anne Arundel County Public Schools Division of Human Resources at 410-222-5061.

- Knowledge of educational accountability measures including federal and state mandates.
- Knowledge of ESSA regulations and mandates.
- Illustrates a passion to thrive in a dynamic, challenging, team environment.
- Ability to set priorities and supervise the work of others.
- Analytical skills to analyze and report data in a precise way.
- Demonstrated ability to effectively work with and provide excellent oral and written communication to diverse populations including students, teachers, administrators, staff, central office personnel, parents, and the community.
- Demonstrated proficiency with business technology applications (e.g. Video/Web Conferencing, Microsoft Office Suite – Word, Excel, Outlook, and/or PowerPoint preferred).
- Ability to employ business technology tools (e.g. E-mail, AACPS Intranet, electronic benefits enrollment tool, Microsoft Office Suite, etc.).

Licenses/Certifications

- Maryland State Department of Education Advanced Professional Certificate preferred. Maryland State Department of Education Certificate as an Administrator preferred.
- Possess a valid Motor Vehicle Operator's license and have daily access to reliable transportation.

Career Ladder Requirements

- N/A

Physical Requirements

- As required by the duties and responsibilities of the job.

Established: 4/1/2015

**Job Description**

| Title | Title Code | |
|--|---------------|-------|
| Specialist-Parent & Family Engagement -Title I | D05155 | |
| Division/Department | Unit | Grade |
| Department of Equity and Accelerated Student Achievement | V | D |
| Reports To (title only) | Current as of | |
| Sr Manager-Compensatory Education | 4/1/2017 | |

| Position Summary | Is this position exempt from overtime pay? | Yes |
|------------------|--|-----|
|------------------|--|-----|

Will develop, implement and monitor an effective program for parents and family using ESSA guidelines that promotes home-school connection with community partnerships. Schedules, promotes, implements and monitors district and school programs intended to enhance the support and participation of parents at home, in the community, at the school site, and at the district level that directly and positively affect the educational performance of children. Leads the District Parent Advisory Committee. Serves as a resource to site administrators and teachers regarding parent and family involvement. Serves as instructional support to Title I Program Managers. Implements and maintains Extended Learning Opportunities to include Fall, Spring and summersessions.

| Essential Duties & Responsibilities | Does this position have supervisory responsibilities? | No |
|-------------------------------------|---|----|
|-------------------------------------|---|----|

1. Develops measureable plans to increase and family involvement at district and school levels.
2. Develops, administers and assesses parent input to increase parent participation at district and school levels
3. Plans and implements parent workshops and activities.
4. Gathers and presents detailed data pertaining to parent and family involvement activities occurring at school and district levels
5. Participates in school meeting, forums and other district-wide meetings pertaining to parent and family involvement.
6. Researches and procures resource materials for dissemination to schools
7. Works with individual schools to assess their needs and create a plan and activities to strengthen the home-school-community connection.
8. Assists in implementing and monitoring all Extended Learning Opportunities.
9. Performs other duties as assigned.

| Minimum Qualifications | |
|------------------------|--|
|------------------------|--|

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made on request to enable individuals with disabilities to perform the essential functions.

Education

- Master's degree in related field or an equivalent combination of education and experience deemed sufficient to prepare the applicant to successfully perform the duties of the position.

Experience

- Five years of effective classroom teaching experience.
- Three (3) successful years of teaching in a Title I school and relevant professional office support experience in a related functional area or an equivalent combination of education and experience deemed sufficient to prepare the applicant to successfully perform the duties of this position.

For more information, Contact the Anne Arundel County Public Schools Division of Human Resources at 410-222-5061.

- Extensive knowledge of strategies, techniques, and processes involved in mathematics and reading instruction that can be applied across curriculum areas and grade levels.
- Experience planning and implementing activities/educational sessions for various audiences, specifically with volunteers and/or community members.
- Experience in using data to develop and implement a plan.
- Experience in maintaining a Title I budget and program documentation.
- Ability to interact with diverse populations that includes, students, school system personnel and the community.

Knowledge, Skills, and Abilities

- Knowledge of Title I laws, protocols and procedures.
- Working knowledge of ESSA.
- Knowledge base of federally funded educational grants especially Title I.
- Knowledge of evidence-based instructional programs and strategies.
- Judgment, initiative, inter-personal, organizational, and problem solving skills.
- Ability to successfully manage multiple tasks simultaneously.
- Proven organizational, analytical, and planning skills.
- Excellent oral, written and presentation communication skills.
- Ability to interpret and follow written instructions and specifications, communicate and work effectively and harmoniously with supervisors, administrators, and other employees.
- Demonstrated ability to effectively work and communicate with diverse populations.
- Ability to employ business technology applications (e.g. E-mail, AACPS Intranet, electronic benefits enrollment tool, Microsoft Office Suite, etc.).

Licenses/Certifications

- Current Maryland State Department of Education Teaching Certificate
- Possess a valid Motor Vehicle Operator's license.

Career Ladder Requirements

- N/A

Physical Requirements

- As required by the duties and responsibilities of the job.

Established: 4/1/2017



Job Description

| Title | Title Code | |
|--|---------------|---------------|
| Teacher Specialist-Title I | C21910 | |
| Division/Department | Unit | Grade |
| Equity and Accelerated Student Achievement | I | Teacher Scale |
| Reports To (title only) | Current as of | |
| Senior Manager - Compensatory Education | 8/8/2019 | |

Position SummaryIs this position exempt from overtime pay? **Yes**

Coordinates the implementation of small group instruction and approved intervention programs to specific student groups to accelerate learning. Provides leadership, expertise and policy support to ensure identified student groups are provided extra support and that interventions are implemented with fidelity, enabling students to reach their full academic potential. Position requires traveling to and between schools.

Essential Duties & ResponsibilitiesDoes this position have supervisory responsibilities? **No**

1. Plan, develop, and implement strategies of intervention and evaluate data to close gaps related to identified student groups.
2. Analyze data to plan for instruction of identified student groups and evaluate student progress.
3. Participates in planning and co-teaching process and provides coaching and demonstration/modeling lessons.
4. Attends staff, team, collaborative and leadership team meetings.
5. Implements effective instructional strategies for rapid improvement of student groups in content areas.
6. Develops, facilitates and analyzes professional development and planning as it relates to the schools' specific student groups.
7. Maintain records and documentation as it relates to ESSA requirements.
8. Collaborates with all levels of staff at the central office and school levels to create guidelines for schools regarding data interpretation, assessment, and analysis of student groups.
9. Attends trainings and conferences to keep abreast of educational initiatives and guidelines as it relates to ESSA and current educational practices.
10. Performs other related duties as assigned.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made on request to enable individuals with disabilities to perform the essential functions.

Education

- Master's degree in applicable field of education from a regionally accredited college or university.

Experience

- Three (3) years of teaching experience working with students that receive Title I services, students with disabilities and/or economically disadvantaged students.
- Experience planning and developing professional development
- Experience teaching in a co-teaching setting and implementation of interventions preferred.

For more information, Contact the Anne Arundel County Public Schools Division of Human Resources at 410-222-5061.

Knowledge, Skills, and Abilities

- Knowledge of school organization, goals and objectives with special emphasis on teaching techniques.
- Knowledge of current trends and research in field of specialization.
- Knowledge of effective methods of increasing academic performance of diverse students.
- Knowledge of and proficiency in technical areas of instruction.
- Demonstrated ability to work and communicate effectively with diverse populations.
- Ability to employ a variety of teaching styles to respond to the needs of diverse learners.
- Demonstrated proficiency with business software (e.g. Microsoft Office Suite - Word, Excel, Outlook and/or PowerPoint preferred).
- Satisfactory score on any test required.

Licenses/Certifications

- Hold or be eligible for a Maryland State Board of Education Advanced Professional Teaching Certificate.
- Possess a valid Motor Vehicle Operator's license and have daily access to reliable transportation.

Career Ladder Requirements

- N/A

Physical Requirements

- As required by the duties and responsibilities of the job.

Established: 7/2/2019



Job Description

| Title | Title Code | |
|-----------------------------------|---------------|-------|
| Technician-Administrative-Title I | D04967 | |
| Division/Department | Unit | Grade |
| Compensatory Education | IV | 11 |
| Reports To (title only) | Current as of | |
| Sr Manager-Compensatory Education | 1/1/2016 | |

| | |
|-------------------------|--|
| Position Summary | Is this position exempt from overtime pay? No |
|-------------------------|--|

Performs responsible and complex accounting duties in support of the work of a grants coordinator and members of the professional staff. Work involves responsibility for processing budget paperwork for schools and central office staff, composing and typing correspondence and related transmittal documents; establishing and maintaining detailed office records for State and Federal Title I audits and reporting. This position will require the incumbent to have a detailed knowledge of the Advantage Financial System, county accounting and payroll procedures, as well as some knowledge of federal and state guidelines as they relate to Title I funding compliance.

| | |
|--|---|
| Essential Duties & Responsibilities | Does this position have supervisory responsibilities? No |
|--|---|

1. Serves as secretary to the Senior Manager of Compensatory Education Instructional Supports. Answers and screens telephone calls, visitors, mail, and correspondence.
2. Prepares and maintains spreadsheets concerning schools' Title I budgets and the Title I Office budgets.
3. Prepares purchase orders, maintains financial records and receives deliveries.
4. Performs purchasing procedures in accordance with published guidelines. Enters price agreements, small procurement and requisitions for Title I schools and the Title I Office.
5. Maintains a processing and filing system for requisitions/purchase orders for Title I schools and the Title I Office.
6. Submits required documentation to accounting for payment of delivery orders, small procurements, and requisitions.
7. Research inquiries from Title I schools and vendors regarding order and payment status.
8. Reconciles Title I schools and Title I Office budget spreadsheets with the Detail Expenditures Report provided by Accounting.
9. Maintains department inventory, budget, Grant Certification Reports, and other records as assigned.
10. Establishes, complies, and maintains confidential records/files related to the Title I grant.
11. Assists the Senior Manager of Compensatory Education Instructional Supports with MSDE audits by reconciling Title I budgets, compiling audit documentation, providing examples and explaining order processing procedures, etc.
12. Creates, composes, and types correspondence and related transmittal documents.
13. Prepares reports and other grant-related documents for distribution, as directed.
14. Assists the Senior Manager of Compensatory Education Instructional Supports with training new and returning school resource teachers with regards to Title I budget procedures.
15. Assists the Senior Manager of Compensatory Education Instructional Supports with the startup of Summer School which includes, but is not limited to, typing acceptance letters to staff, receiving student applications, creating staffing and student enrollment grids, ordering and inventory of supplies, etc.
16. Ensure office equipment is maintained and repaired as necessary.
17. Ensures that an ample amount of office supplies and materials are available.
18. Performs other duties as assigned.

| | |
|-------------------------------|--|
| Minimum Qualifications | |
|-------------------------------|--|

For more information, Contact the Anne Arundel County Public Schools Division of Human Resources at 410-222-5061.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and/or abilities required. Reasonable accommodations may be made on request to enable individuals with disabilities to perform the essential functions.

Education

- High School Diploma or Equivalency Certificate. Business or secretarial school training desirable.

Experience

- Three (3) years of progressive diversified secretarial and/or administrative experience, two (2) years of which were at the Administrative Secretary Grade 9 level.

Knowledge, Skills, and Abilities

- Thorough knowledge of Board of Education and school operations, policies, and procedures.
- Thorough knowledge of modern office practices and procedures, bookkeeping, business English, spelling, and arithmetic.
- Ability to maintain confidential and important operating records.
- Ability to exercise initiative, tact, and good judgment in dealing with Board of Education personnel, school administrators and staff, contractors, and/or outside agencies, and the general public.
- Knowledge of Title I law compliance and COMAR regulations in regards to budget and funding approval is strongly encouraged.
- Demonstrated ability to effectively work and communicate with diverse populations.
- Ability to employ business technology tools as required of all AACPS employees, e.g. email, obtaining relevant AACPS employee information through the AACPS Intranet, employing the electronic benefits enrollment tool and other electronic tools implemented in the future. Ability to use school based computer applications.
- Demonstrated proficiency with business software (e.g. Microsoft Office Suite-Word, Excel, Outlook and/or PowerPoint preferred). For new permanent secretarial/clerical/technician hires, a minimum score on a pre-employment assessment is required.

Licenses/Certifications

- N/A

Career Ladder Requirements

- N/A

Physical Requirements

- As required by the duties and responsibilities of the job.

Established: 6/1/2014

For more information, Contact the Anne Arundel County Public Schools Division of Human Resources at 410-222-5600.

This description may be changed at any time by the Division of Human Resources in accordance with Board Policy 800.01. | **Page 2 of 2**

| | |
|---|------------------------|
| Title: J.10 Written Process for Parent & Family Engagement Allocations | |
| Purpose: To explain how the Parent and Family Engagement Allocations are determined, ensuring at least 90% is distributed to schools. | |
| Department: Community and School Based Programs | Office: Title I |
| Person(s) Responsible: Title I Sr. Program Manager; Grant Accountant; Director of Financial Operations; Accounting Office; Administrative Technicians; | |
| Implementation Date: August 2020 | |

Procedure Steps

| Step | Action | Time Frame | Evidence | Related Dept/Agency |
|------|---|------------|---|--|
| 1. | When AACPS is given the Title I grant award for the following year, the amount is entered Title I Spreadsheet Summary Tab that calculates the correct amount of 1% set aside for PFE, and is also linked to the ranking list of schools (listed by Free Meal percentage in decreasing order). | May 2020 | Grant Award Spreadsheet with amounts calculated Title I Ranking spreadsheet | Accounting Director of Financial Operations Title I Office |
| 2. | The Title I Spreadsheet Summary Tab is also set up to calculate 95% of the 1% set aside PFE amount, in order to ensure that <i>at least</i> 90%, as is written in ESEA, is accounted for at the schools. | May 2020 | Spreadsheet with amounts calculated Title I Ranking spreadsheet | Accounting Title I Office |
| 3. | The ranking Title I school Title I school allocation tab is linked to the Title I Allocation spreadsheet summary tab, so the PFE amount is considered when ranking schools by Free Meal percentages and setting the Per Pupil Amounts. | May 2020 | Spreadsheet with amounts calculated Title I Ranking spreadsheet | AACPS Accounting Office Title I Office |
| 4. | The Title I team and Accounting office work collaboratively to set Per Pupil Amounts, and Total Allocations for each school listed on the ranking list. | May 2020 | Spreadsheet with amounts calculated | AACPS Accounting Office |

| | | | | |
|----|---|----------|--|---|
| | | | Title I Ranking spreadsheet | Title I Office |
| 5. | PFE amounts are checked on the Title I Allocation school tab to ensure that each school is allocated <i>at least</i> 1% of their own allocation specifically for PFE. | May 2020 | Spreadsheet with amounts calculated Title I Ranking spreadsheet | AACPS Accounting Office Title I Office |
| 6. | The total amount of PFE for all schools included are compared with the number set aside for all schools, to be sure that at least 90% of the 1% set aside is indeed allocated to schools. | May 2020 | Spreadsheet with amounts calculated Title I Ranking spreadsheet | AACPS Accounting Office Title I Office |
| 7. | When schools are given their Budget Narratives by the Administrative Technicians, the Total Allocation and PFE set aside are populated for them, to ensure they are spent correctly. *These procedures are the same for virtual and in-school | May 2020 | Budget Narratives | Title I School Team Title I Office |

Revision History:

| Revision | Date |
|----------|-------------|
| Draft | August 2020 |
| | |

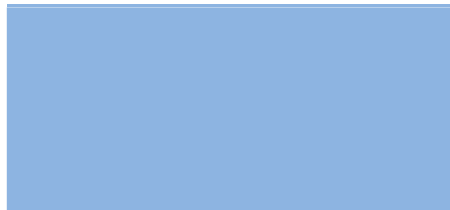
Elementary Title I projected for FY21

| Ranking | FY2021 Title I Plan = 40% and up as of 2/26/2020 *Community School for FY21 | Allocation Amount | Parent Involvement | Total Allocation |
|---------|--|-------------------|--------------------|------------------|
| 1 | Mills-Parole Elementary* | \$ 978,000 | \$ 10,269 | \$ 988,269 |
| 2 | Tyler Heights Elementary* | \$ 746,000 | \$ 7,833 | \$ 753,833 |

| | | | | |
|----|-----------------------------|------------|----------|------------|
| 3 | Annapolis Elementary | \$ 314,000 | \$ 3,140 | \$ 317,140 |
| 4 | Van Bokkelen Elementary* | \$ 690,000 | \$ 7,245 | \$ 697,245 |
| 5 | Belle Grove Elementary* | \$ 446,000 | \$ 4,683 | \$ 450,683 |
| 6 | Park Elementary* | \$ 752,000 | \$ 7,896 | \$ 759,896 |
| 7 | Eastport Elementary* | \$ 426,000 | \$ 4,473 | \$ 430,473 |
| 8 | Georgetown East Elementary* | \$ 460,000 | \$ 4,830 | \$ 464,830 |
| 9 | Hilltop Elementary* | \$ 817,200 | \$ 9,534 | \$ 826,734 |
| 10 | Maryland City Elementary | \$ 453,600 | \$ 5,292 | \$ 458,892 |
| 11 | Germantown Elementary | \$ 583,200 | \$ 6,804 | \$ 590,004 |
| 12 | Woodside Elementary | \$ 408,600 | \$ 4,767 | \$ 413,367 |
| 13 | North Glen Elementary | \$ 289,600 | \$ 3,620 | \$ 293,220 |
| 14 | Glen Burnie Park Elementary | \$ 507,200 | \$ 6,340 | \$ 513,540 |
| 15 | Brock Bridge Elementary | \$ 531,200 | \$ 6,640 | \$ 537,840 |
| 16 | Brooklyn Park Elementary | \$ 385,600 | \$ 4,820 | \$ 390,420 |
| 17 | Glendale Elementary | \$ 388,800 | \$ 4,860 | \$ 393,660 |
| 18 | Freetown Elementary | \$ 406,400 | \$ 5,334 | \$ 411,734 |
| 19 | Monarch Annapolis | \$ 455,000 | \$ 6,500 | \$ 461,500 |
| 20 | Rippling Woods Elementary | \$ 396,200 | \$ 5,660 | \$ 401,860 |
| 21 | Lothian Elementary | \$ 322,000 | \$ 4,600 | \$ 326,600 |
| 22 | George Cromwell Elementary | \$ 183,400 | \$ 2,620 | \$ 186,020 |
| 23 | Meade Heights Elementary | \$ 259,000 | \$ 3,885 | \$ 262,885 |
| 24 | Southgate Elementary | \$ 464,800 | \$ 6,640 | \$ 471,440 |
| 25 | Point Pleasant Elementary | \$ 313,600 | \$ 4,480 | \$ 318,080 |
| 26 | Marley Elementary | \$ 471,800 | \$ 6,740 | \$ 478,540 |

| | | | | |
|---------------|------------------------------|----------------------|-------------------|----------------------|
| 27 | Oakwood Elementary | \$ 193,200 | \$ 2,760 | \$ 195,960 |
| 28 | Richard Henry Lee Elementary | \$ 237,600 | \$ 3,960 | \$ 241,560 |
| 29 | Hebron-Harman Elementary | \$ 352,800 | \$ 5,880 | \$ 358,680 |
| 30 | Tracey's Elementary | \$ 196,800 | \$ 3,280 | \$ 200,080 |
| 31 | Overlook | \$ 164,400 | \$ 2,740 | \$ 167,140 |
| Totals | | \$ 13,594,000 | \$ 168,125 | \$ 13,762,125 |
| | | \$ 14,035,845 | \$ 21 | |

441,845 \$ 20



| | |
|--|----------------------------|
| | School Wide School |
| | Targeted Assistance School |
| | NEW School for FY21 |

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

[Return to application](#)

[COMAR 13A.12.01.14 Waivers and Special Certification Provisions](#)

Types of Certificates

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

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

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

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

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

Glossary of Terms

- Ineffective teacher – An educator who is deemed unsuccessful by a State approved local evaluation model.
- Out-of-field teacher – Teachers teaching in a subject that they are not certified to teach.
- Inexperienced teacher – Inexperienced teachers in the first year include teachers with a year of experience or less. Inexperienced teachers 1-3 years include teachers with one to three years of experience.
- Low-income student – Maryland uses the Free and Reduced Price Meal (FARMS) data and ranks the schools based on the percentage of those students within each school in MD from low to high. Each school is designated as either an elementary or a secondary school. One

calculation includes all elementary schools in the state and the other includes all the secondary schools in the state. The quartiles are determined as two distinct calculations. Quartiles are assigned with the first quartile being lowest poverty (non-poor) and the fourth quartile being highest poverty (poor). Each quartile contains the elementary schools in that quartile and the secondary schools in that quartile.

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



DISPARITY CHART

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

Instructions: Provide data used to identify disparities (2019-2020). The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White).

Inexperienced Teachers

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

| | | | | | | | | | | | | | | |
|-------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <i>Difference</i> | | | | | | | | | | | | | | |
|-------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Ineffective Teachers

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

Out of Field (OOF) Teachers

| | OOF teachers teaching American Indian/ Alaska Native students | | OOF teachers teaching Asian students | | OOF teachers teaching Black/ African American students | | OOF teachers teaching Hispanic students | | OOF teachers teaching Multiple Race students | | OOF teachers teaching Native Hawaiian/Pacific Islander students | | OOF teachers teaching White students | |
|--|---|---|--------------------------------------|---|--|---|---|---|--|---|---|---|--------------------------------------|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|---------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <i>Title I</i> | | | | | | | | | | | | | | |
| <i>Non-Title I</i> | | | | | | | | | | | | | | |
| <i>Difference</i> | | | | | | | | | | | | | | |

[Return to application](#)

Schoolwide Program Plan Components Checklist

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

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

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

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

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| <p>(i) extended learning time, before- and after-school, and summer programs and opportunities; and</p> <p>(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.);</p> | |
| <p>(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;</p> | |
| <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 appropriate and applicable, coordinating and integrating Federal State and local</p> | |

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| <p>services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d);</p> | |
| <p>(G) provide to local educational agency assurances that the schoolwill-</p> <ul style="list-style-type: none"> (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. | |

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

LEA: _____ Reviewer: _____ Date Reviewed: _____

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

| A. Written Policy (Section 1116 (a)(1)(2)) | Evidence of Implementation |
|--|--|
| <p>1. In consultation with parents of participating children, the LEA conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1)</p> | <ul style="list-style-type: none"> • Input from parents/families • SANE from parent meetings • Announcements/Fliers • Parents feedback • Translated documents • Receipts for accommodations/ interpreters |
| <p>2. LEA's establishes expectations and objectives for meaningful parent and family involvement</p> <p>Section 1116 (a)(1)(2)</p> | <ul style="list-style-type: none"> • Translated documents Evidence in LEA plan • SAN from meeting discussing expectations and objectives |
| <p>3. Parent and family member input:</p> <ul style="list-style-type: none"> a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children. Section 1116 (a)(2) b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A) c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A) | <ul style="list-style-type: none"> • SAN from parent meetings with agendas that identify specific topics for input. • Example of how the Plan is distributed and available for parents and community may include: <ul style="list-style-type: none"> ○ District/school website ○ Student handbook ○ School newsletters ○ Plans and compact sent home via backpack/ orientation packet • SAN from parent meetings specific to Section 1112. • SAN from parent meetings specifying agenda item on Title I PFE funds • Announcements/Fliers for meetings. |

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| <p>4. Provides coordination, technical assistance, and other support necessary to assist and *build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education). Section 1116(a)(2)(B)</p> | <ul style="list-style-type: none"> • SANE or other evidence that the LEA provides coordination, technical assistance. See building capacity section (B). |
| <p>5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate. Section 1116(a)(2)(C)</p> | <ul style="list-style-type: none"> • Evidence in LEA plan • SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate. |
| <p>6. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116(a)(2)(D)(E)</p> <ol style="list-style-type: none"> a. barriers to greater participation by parents; b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; c. strategies to support successful school and family interactions; d. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. | <ul style="list-style-type: none"> • Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> • barriers to greater participation by parents; • the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; • strategies to support successful school and family interactions; and other support to school. • used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. • Communication/outreach regarding evaluation/survey of LEA Parent and Family |

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| | <p>Engagement Plan</p> <ul style="list-style-type: none"> • Results of data/feedback • Revisions to policy/plan are made, based on evaluation, if applicable • SAN with meeting notes, if applicable • Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys, if applicable. |
| <p>7. The LEA's policy/plan includes at least one of the following strategies:</p> <ul style="list-style-type: none"> a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies. b. Supporting programs that reach parents and family members at home, in the community, and at school. c. Disseminating information on best practices focused on parent and family engagement. d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy/plan. | <ul style="list-style-type: none"> • Evidence in LEA plan • SANE or other evidence supporting strategies - i.e. working with nonprofit organizations, home visits, LEA guide on best practices for schools, subgrants to schools for PFE, LEA's outreach to parents/families supporting activities in the LEA PFE Plan. |
| <p>B. *Building Capacity: Section 1116(a)(2)(B) The Plan describes how the LEA will build the schools' and parents'/families capacity for parental involvement</p> | <p>Evidence of Implementation may include:</p> |

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

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

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

LEA: _____ School: _____ Date _____

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

_____ Meets Requirements (M)

_____ Does not meet the requirement (NM)

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

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| requirements in implementing Title I, and the right of parents to be involved. Sec.1116 (c)(1) | <ul style="list-style-type: none"> • Announcements/Fliers of outreach/events • Translated documents, if applicable • Receipts for interpreters, transportation, or other accommodations, if applicable |
| 2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2) | <ul style="list-style-type: none"> • Evidence showing flexible meeting times • Announcements/Fliers of outreach/events |
| 3. Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116(c)(3) <ol style="list-style-type: none"> School Parent and Family Engagement Plan Schoolwide plan | <ul style="list-style-type: none"> • SAN from parent meetings specifying agenda item for review and input on <ul style="list-style-type: none"> ○ School Parent and Family Engagement Plan ○ Schoolwide plan • Announcements/Fliers for meetings • Parent feedback |
| 4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A) | |
| 5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5) | <ul style="list-style-type: none"> • How parents are informed about the SW plan and can make comments if plan is not satisfactory |
| C. Shared Responsibility: Section 1116 (d) (School-Parent Compact) | Evidence of Implementation |
| <ul style="list-style-type: none"> • The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d) | |
| 1. School Responsibilities: Describe how the school will: | <ul style="list-style-type: none"> • Completed MSDE PFE school level checklist for compact showing all components are addressed |

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| <ul style="list-style-type: none"> ● Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1) ● Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A) ● Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B) ● Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C) ● Ongoing basis, ensuring regular two-way, meaningful communication between home and school and in a language the family members can understand. Section 1116 (d)(2)(D) | <ul style="list-style-type: none"> ● SANE from parent meetings specifying agenda item for review and input on the school-parent compact ● Announcements/Fliers for meetings ● Parent feedback ● Translated school-parent compacts, if applicable ● SANE from sharing school-parent compact with parents and family members |
| <p>2. Parent Responsibilities: Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, and use of extracurricular time.) Section 1116 (d)(1)</p> | |
| <p>3. Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)</p> | |
| <p>D. Building Capacity: Section 1116 (e) The Plan describes how the school will build the schools' and parents'/families' capacity for parental involvement</p> | <p>Evidence of Implementation may include:</p> |

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

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

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Equitable Services Topics of Consultation

Below are topics that should be discussed in consultation for each Title program. Please mark if topics have been addressed:

| Section 1117(b)(1) | Consultation Topic |
|---|---|
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | A. How the children's needs will be identified. |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | B. What services will be offered. |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | C. How, where, and by whom the services will be provided. |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | D. How the services will be academically assessed and how the results of that assessment will be used to improve those services |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | 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 |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | 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 |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | G. How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | H. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will |

| | |
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| | provide in writing to such private school official an analysis of the reason why the LEA has chosen not to use a contractor |
| ☑☑☑ | I. Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor |
| ☑☑☑ | J. Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in participating school attendance area who attend private schools or (2) in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools |
| ☑☑☑ | K. When, including the approximate time of day, services will be provided |
| ☑☑☑ | L. Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs |

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



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The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|-----------------------------|---------------------|
| NAME OF LEA: | TELEPHONE NUMBER: |
| LEA REPRESENTATIVE & TITLE: | EMAIL ADDRESS: |

| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
|--|---------------------|
| NAME OF PRIVATE SCHOOL: | TELEPHONE NUMBER: |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: | EMAIL ADDRESS: |

☐ Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|--|---|--|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|--|---|--|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.

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



- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services;
NOTE: [language of “academically” only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children—
- I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend privateschools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K.** How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L.** The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M.** When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N.** Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☐ timely and meaningful consultation occurred prior to the LEA making any decisions, which affected the participation of eligible private school children in the program.
- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.

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



- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE
WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan

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



[Return to application](#)

Participate form **no later than** _____, and submit to:

Name
LEA
Mail/Email Address

Please complete the following Intent to

Name of Non-Public School/Address:

| |
|----------|
| Name: |
| Address: |

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

Non-Public School Representative:

| | |
|--------|--------|
| Name: | Title: |
| Phone: | Email: |

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

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

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

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

| | | | | | | | | | | | | | |
|----|--|--|---|--|--|---|--|--|---|--|--|----|--|
| PK | | | 2 | | | 5 | | | 8 | | | 11 | |
|----|--|--|---|--|--|---|--|--|---|--|--|----|--|

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|---|--|--|---|--|--|---|--|--|----|--|--|----|--|--|
| K | | | 3 | | | 6 | | | 9 | | | 12 | | |
| 1 | | | 4 | | | 7 | | | 10 | | | | | |

Signatures:

| | |
|--|-------|
| LEA Representative Signature: | Date: |
| Private School Representative Signature: | Date: |

Please share any Comments or Requests for Further Consultation:

Each program must maintain a copy of this form in its records for program monitoring purposes.

MSDE: ESSA Title I and Title III Questions and Answers

[Return to application](#)

| Question | Answer |
|---|--|
| <p>1. If a Local Education Agency (LEA) has Title I Targeted Assistance Schools (TAS), what funds should be used to send the parent notification letter to English learners (ELs)? Would the school use Title I funds only to include ELs that come up in the Title I ranking process?</p> | <p>For TAS, Title III funds will continue to pay for expenses associated with the parent notification letter for all ELs.</p> |
| <p>2. Regarding the parent notification letters: ESOL teachers have always been responsible for those, and will continue to be so. Do we have to send the parent notification letter twice or can the ESOL office give a copy to the Title I office?</p> | <p>As the requirement of sending the parent notification letter to parents/guardians of ELs has been moved from Title III to Title I, the two offices in the LEA must collaborate. ESOL teachers can still be responsible for actually sending the letter and the copy of the parent notification letter must be kept in the student's cumulative folder in the school. Title I will pay for expenses associated with sending the parent notification letter to ELs in all Title I Schoolwide schools, and Title III will continue to pay for expenses associated with the parent</p> |

| | |
|--|--|
| | notification letter for ELs in TAS and non-Title I schools. |
| 3. How do we ensure that the Lau v. Nichols requirements are being met before Title I or Title III funds can be used? | Per the 1970 Memorandum and Lau v. Nichols, LEAs must take affirmative steps to provide meaningful language instruction educational programs to ELs such as ESOL and ESL. Therefore, LEAs should have procedures in place for identifying and assessing ELs, implement an EL curriculum, and allocate an appropriate number of teachers per EL enrollment. These activities should be conducted using local funds. The MSDE (Title I and Title III offices) will conduct monitoring visits to ensure local funds are being used to meet the Lau v. 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? | The ELP Indicator is Maryland's new accountability measure for ELs. The Title I and Title III offices will be working closely to provide technical assistance on requirements that were moved from Title III to Title I to LEAs as needed. In addition, Title I Coordinators will receive the updated Title I, Part A Application, Guidance document, and the monitoring tool at the Title I coordinators' meeting |

| | |
|--|--|
| | in May outlining how this indicator will impact the Title I, Part A monitoring visit. |
| 5. What are the academic guidelines that we should follow in order to implement supplemental academic supports for ELs? | ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual Language Immersion Programs ¹) through locally funded English language development program services such as ESOL and ESL. If an LEA has a large number of ELs in Title I schools, the LEA may hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs. |
| 6. We only use local money, not Title I or III, for paperwork and interpretation. Is that OK? | Yes, that is OK, but because the LEA has been using local funding for interpretation and translation, the LEA cannot use Title I or Title III funds to conduct such activities in the future. |
| 7. For the ELP indicator, if ELs are in ESOL, they have not met the state exit criteria yet, so how am I providing this data to our Title I supervisor? | The school-level ELP results will be shared with LEAs from both the Title I and Title III offices. The information can also be accessed on mdreportcard.org website. |

| | |
|---|---|
| <p>8. Can ELs receive their services through an ELD program not led by a certified ESOL teacher?</p> | <p><u>No.</u> In Maryland, we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers. The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion Program¹ that serves as the ELD program for ELs.</p> |
|---|---|

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

Title I Skipped Schools' Addendum for SY 2020-2021
Maryland State Department of Education

[Return to application](#)

Title I Skipped Schools' Addendum SY 2020-2021



Local Education Agency: Anne Arundel County Public Schools

Title I Skipped Schools' Addendum for SY 2020-2021
Maryland State Department of Education

Signature/ Date: _____

Title I Coordinator: Sheri Anderson

Fiscal Representative: _____

Title I Skipped Schools' Addendum for SY 2020-2021

Maryland State Department of Education

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

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

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

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

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

Title I Skipped Schools' Addendum for SY 2020-2021

Maryland State Department of Education

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

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

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

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

Mary Moss is funded at \$64,000.00. It was ranked along with all other Title I Schools in Anne Arundel County Public Schools systems at 72.73%. The PPA is \$2,000.00 and that is multiplied by the number of 32 free students to total the amount of funding. The funds are allocated directly to the school for spending.

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

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

Addendum: Progress Monitoring through Growth Measures and Outcomes

PROGRESS MONITORING REQUIRED ATTACHMENT

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

[Progress Monitoring .Addendum Anne Arundel County Public Schools FY'21 Written Procedure for Progress Monitoring](#)

PROGRESS MONITORING EVIDENCE OF IMPLEMENTATION

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

- Analyzed area(s) of academic growth measures
 - data charts, tables, and tools
 - data analysis summary to include baseline and final outcome measures, were goals met, were outcomes achieved
- Sign-in, Agendas, and Notes from data analysis meetings
- Growth Targets, Objectives/Goals
- Progress monitoring timelines, interval checks
- List of funding sources
- Metrics used
- List of Evidence Based Strategies/Interventions

- Other documentation to support the LEA has implemented its written process for analyzing State and District Level area(s) of academic growth measures, if applicable

Title I, Part A Application 2020-2021 Program Strategies and Evidence-based intervention(s) Growth Measures and Outcomes

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

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

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

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

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

☒☒☒ YES ☐ NO

If Yes, complete the table below:

| Districtwide Strategies and Evidence-based interventions | Goals | Provide Rationale-through an equity lens | Timeline and monitoring dates | List Funding Source(s) to include Title I, Part A funding | Metric used to measure growth | What measures will be used at intervals to check for progress | Baseline and final outcome measures. Were goals met, was strategy effective. |
|--|---|--|---|---|--|---|--|
| Title I Teacher Specialists will support Title I TSI schools with progress monitoring and developing strategies for identified TSI student groups. | Increase the average number of points earned among Title I TSI schools on the MSDE Report Card in all ELA categories combined by 3-4 points for Black/ African American (B/AA) students, Economically Disadvantaged(ED) and | The AACPS Strategic Plan for 2018-2023 indicates that we plan to increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized Reading, Language Arts, and Mathematics assessments. The student groups identified at our Title I TSI schools have been | 2020-21 through 2022-2023 school year Metrics will be evaluated each year to determine progress on MCAP Interval measures will be analyzed quarterly to determine | Title I, Part A | Sum of ELA % Passing, ELA Average Score and Growth in ELA scores from the MSDE Report Card | ELA MCAP data will be analyzed each year to determine progress during the identified time frame. AACPS District Assessments will be used to progress monitor during the school year prior to MCAP administration. (Different progress monitoring measures will be | Baseline ELA MSDE Report Card average for Title I TSI schools from 18-19 school year B/AA: 6.7 ED: 7.9 SWD: 4.5 |

| | | | | | | | |
|--|---------------------------------|---|--|--|--|--|--|
| | Student with Disabilities (SWD) | identified to show that they need additional support to be successful with achieving this goal. We must take a close and critical look at practices and make necessary changes so that all students are able to reach their potential at the schools they attend. | progress being made toward increasing the metric goal. | | | established by the AACPS Curriculum offices during the Virtual Learning time period as end of the quarter assessments will not be given virtually) | |
| | | | | | | | |
| | | | | | | | |

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

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

☒☒☒ YES ☐ NO

If Yes, complete the table below:

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

| | | | | | | | |
|---|--|---|---|------------------------|--|--|--|
| <i>Title I Teacher Specialists will support Title I TSI schools with progress monitoring and developing strategies for identified TSI student groups.</i> | <i>Increase the average number of points earned among Title I TSI schools on the MSDE Report Card in all Math categories combined for by 3-4 points for Black/ African American students, Economically Disadvantaged and Student with Disabilities</i> | <i>The AACPS Strategic Plan for 2018-2023 indicates that we plan to increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized Reading, Language Arts, and Mathematics assessments. The student groups identified at our Title I TSI schools have been identified to show that they need additional support to be successful with achieving this goal. We must take a close and critical look at practices and make necessary changes so that all students are able to reach their potential at the schools they attend.</i> | <p><i>2020-21 through 2022-2023 school year</i></p> <p>Metrics will be evaluated each year to determine progress on MCAP</p> <p>Interval measures will be analyzed quarterly to determine progress being made toward increasing the metric goal.</p> | <i>Title I, Part A</i> | <i>Sum of Math % Passing, Math Average Score and Growth in Math scores from the MSDE Report Card</i> | <i>Math MCAP data will be analyzed each year to determine progress during the identified time frame. AACPS District Assessments will be used to progress monitor during the school year prior to MCAP administration. (Different progress monitoring measures will be established by the AACPS Curriculum offices during the Virtual Learning time period as end of the quarter assessments will not be given virtually)</i> | <p><i>Baseline Math MSDE Report Card average for Title I TSI schools from 18-19 school year</i></p> <p><i>B/AA: 8</i> <i>ED: 8.5</i> <i>SWD: 9</i></p> |
|---|--|---|---|------------------------|--|--|--|

| <i>Districtwide Strategies and Evidence-based interventions</i> | <i>Goals</i> | <i>Provide Rationale-through an equity lens</i> | <i>Timeline and monitoring dates</i> | <i>List Funding Source(s) to include Title I, Part A funding</i> | <i>Metric used to measure growth</i> | <i>What measures will be used at intervals to check progress</i> | <i>Baseline and final outcome measures. Were goals met, was strategy effective.</i> |
|---|--|---|--|---|--|---|---|
| <i>All Title I schools will continue to implement the evidence-based math intervention – DreamBox Adaptive Learning Program for students in grades K-5.</i> | <p><i>Title I students will increase their weekly usage and performance using DreamBox Learning.</i></p> <p><i>Students will complete 5 or more lessons per week with DreamBox Learning to have the most significant impact on *county and MCAP assessments.</i></p> | <i>The AACPS Strategic Plan for 2018-2023 indicates an increase in the percentage of students in grades 3-8 who meet or exceed expectations on standardized Mathematics assessments.</i> | <p><i>Beginning October 2020-21 continuing into FY'22 2022-2023</i></p> <p><i>Interval measures will be analyzed quarterly to determine progress being made toward increasing the metric goal.</i></p> | <i>Title I, Part A</i> | <p><i>DreamBox Predictive Reporting uses the results of the Predictive Model. Students with enough usage to generate predictions will be identified in the following manner.</i></p> <ul style="list-style-type: none"> <i>• On Track: Students are likely to meet or exceed expectations on their grade-level tests at the end of this school year. Predictions for this group are 85% accurate.</i> <i>• Potentially On Track: Students could meet or exceed expectations on their grade-level test at the end of this school year. Predictions for this group are 50% accurate.</i> <i>• Not On Track: Students are unlikely to meet expectations on their grade-level test at the end of this school year. Predictions for this group are 85% accurate</i> | <p><i>Title I Math Teachers and Student Intervention Support Teachers (SIST) will participate in 2 professional developments.</i></p> <p><i>The first will focus on utilizing the DreamBox Predictive Insights Features and Interpretation of the results.</i></p> <p><i>Currently, district assessments will not be used for the FY'21 SY</i></p> <p><i>MCAP math data (if available) will be analyzed at the end of each school year-</i></p> | <i>Baseline Data not available for FY'20 County assessments were incomplete, and MCAP was not administered.</i> |

| | | | | | | | |
|--|--|--|--|--|--|---|--|
| | | | | | | <p><i>FY21 and FY'22 to determine the percentage of students in grades 3-5 who meet or exceed expectations on standardized Mathematics assessments.</i></p> <p><i>Predictive Insights Reports will be reviewed and analyzed the first of every month.</i></p> <p>• <i>* i-Ready diagnostic will be given three times during the 2020-2021 school year. No district assessments will be given.</i></p> | |
|--|--|--|--|--|--|---|--|

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

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

☒☒☒ YES ☐ NO

If Yes, complete the table below:

| Districtwide Strategies and Evidence-based interventions | Goals | Provide Rationale-through an equity lens | Timeline and monitoring dates | List Funding Source(s) to include Title I, Part A funding | Metric used to measure growth | What measures will be used at intervals to check progress | Baseline and final outcome measures. Were goals met, was strategy effective. |
|--|---|--|--|---|---|--|--|
| Title I Teacher Specialists will support Title I TSI schools with progress monitoring and developing strategies for identified TSI student groups. | Increase the average number of points earned among Title I TSI schools on the MSDE Report Card for chronic absenteeism by 2 points for Black/ African American students, Economically Disadvantaged and Student with Disabilities | In order for all students to be successful academically, schools must provide welcoming and supportive environments. A positive culture allows students to feel safe and valued as a member of the school community. When a welcoming environment is created, all students will have the desire to | <p>2020-21 through 2022-2023 school year</p> <p>Metrics will be evaluated at the end of each year to determine progress.</p> <p>Interval measures will be analyzed quarterly to determine progress being made toward increasing the metric goal.</p> | Title I, Part A | Chronic Absenteeism score from MDSE Report Card | Chronic Absenteeism data for Title I TSI schools will be analyzed at the end of each quarter and at the end of each school year. Plans will be modified based upon their effectiveness | <p>Baseline Chronic Absenteeism average for Title I TSI schools from 18-19 school year</p> <p>B/AA: 8.3 ED: 7.0 SWD: 7.2</p> |

| | | | | | | | |
|--|--|--|--|-----------------|---|---|--|
| | | attend school regardless of race or socioeconomic background. | | | | | |
| Title I Teacher Specialists will provide book study opportunities around working with students from poverty with teachers from each of the identified AACPS Title I schools. | <p>Decrease the percentage of Economically Disadvantaged students who are chronically absent by 5%.</p> <p>Decrease the discrepancy percentage of Economically Disadvantaged students that receive discipline referrals compared to the percentage enrolled in the school.</p> | In order for all students to be successful academically, schools must provide welcoming and supportive environments. A positive culture allows students to feel safe and valued as a member of the school community. When a welcoming environment is created, all students will have the desire to attend school regardless of race or socioeconomic background. | <p>2020-21 through 2022-2023 school year</p> <p>Metrics will be evaluated at the end of each year to determine progress.</p> <p>Interval measures will be analyzed quarterly to determine progress being made toward increasing the metric goal.</p> | Title I, Part A | Percentage of students who are considered chronically absent and the discrepancy percentage of Economically Disadvantaged students that receive discipline referrals compared to the percentage enrolled in the school. | Chronic Absenteeism data and discipline referral data for schools will be analyzed at the end of each quarter and at the end of each school year. Plans will be modified based upon their effectiveness | <p>Baseline Chronic Absenteeism average for Title I Schools for the 2019-20 school year</p> <p>Economically Disadvantaged: 26.1%</p> <p>Baseline Discipline Referral Discrepancy percentage for Title I Schools for the 2019-20 school year</p> <p>Economically Disadvantaged: 19.3%</p> |
| | | | | | | | |

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

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

☐ YES ☒☒☒☒ NO

If Yes, complete the table below:

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

For any Local Education Agency that received a “not met” in one or more components during the 2019-2020 Title I, Part A Annual Program Review, the following addendum must be completed and submitted with the 2020-2021 Title I, Part A Application.

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

1. The LEA will provide a copy of the 2019-2020 Title I, Part A Annual Program Review letter indicating which components were identified as “not met” and documenting the required actions for non-compliance.

[Program Review Follow-Up.1a Anne Arundel County Public Schools Copy of the 2019-2020 Annual Review Letter](#)

[Program Review Follow-Up.1b Anne Arundel County Public Schools Copy of the 2019-2020 Required Actions](#)

2. The LEA will submit a written process describing how the LEA is addressing any required actions for non-compliance (as indicated in the letter referenced in number 1), which must include each of the following:

- a. Steps taken to address the non-compliance issue, including how the steps are documented and monitored
- b. Timeline to address the non-compliance issue
- c. LEA personnel to include name and title involved in addressing the non-compliance issue

[Program Review Follow-Up.2a Anne Arundel County Public Schools Written Process Addressing Required Actions of Non-Compliance](#)

[Program Review Follow-Up.2b Anne Arundel County Public Schools Timeline to Address Non-Compliance](#)

[Program Review Follow-Up.2c Anne Arundel County Public Schools LEA Personnel Addressing Non-Compliance](#)

3. Based on the timeline provided in the 2019-2020 Title I, Part A Annual Program Review letter, the LEA must provide documentation to support that any required actions mandated to occur on or before September 1, 2020 have been completed.

(Note: Documentation to support any required actions mandated to occur after September 1, 2020 will be reviewed at the 2020-2021 Title I, Part A Annual Program Review.)

[Program Review Follow-Up.3 Anne Arundel County Public Schools Table With Required Actions Required before September 1](#)

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

| | | | | | |
|-----------------------|-----------------|-----------------------|------------------------------------|--------------|----------|
| ORIGINAL GRANT BUDGET | \$15,940,226.00 | AMENDED BUDGET# | | REQUEST DATE | 11/12/20 |
| GRANT NAME | Title I, Part A | GRANT RECIPIENT NAME | Anne Arundel County Public Schools | | |
| MSDE GRANT# | | RECIPIENT GRANT# | | | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Anne Arundel County Public Schools | | |
| FUND SOURCE CODE | | GRANT PERIOD | 7/1/2020 | 6/30/2022 | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | BUDGET BY CAT./PROG. |
|---------------------------------------|-----------------------|------------------------|---------------------------|---------------------|----------------|-------------------|----------------------|
| | 01 - SALARIES & WAGES | 02 - CONTRACT SERVICES | 03 - SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | |
| 201 Administration | | | | | | | |
| Prog. 21 General Support | | | | | | | 0.00 |
| Prog. 22 Business Support | | | | 1,990.00 | | 463,815.00 | 465,805.00 |
| Prog. 23 Centralized Support | | | | | | | 0.00 |
| 202 Mid-Level Administration | | | | | | | |
| Prog. 15 Office of the Principal | 13,264.00 | | | 78,275.00 | | | 91,539.00 |
| Prog. 16 Inst. Admin. & Supv. | 593,334.00 | | 6,319.00 | 36,162.00 | | | 635,815.00 |
| 203-205 Instruction Categories | | | | | | | |
| Prog. 01 Regular Prog. | 70,029.00 | 34,498.00 | 120,339.00 | | | | 224,866.00 |
| Prog. 02 Special Prog. | 9,075,690.00 | 7,735.00 | 844,822.00 | 1,583.00 | | | 9,929,830.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | 0.00 |
| Prog. 04 Gifted & Talented Prog. | | | | | | | 0.00 |
| Prog. 07 Non Public Transfers | | | | | | 15,940.00 | 15,940.00 |
| Prog. 08 School Library Media | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | 141,984.00 | 91,005.00 | 28,891.00 | 128,799.00 | | | 390,679.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| 206 Special Education | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| 207 Student Personnel Serv. | | | | | | | 0.00 |
| 208 Student Health Services | | | | | | | 0.00 |
| 209 Student Transportation | | 5,910.00 | | | | | 5,910.00 |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| 211 Plant Maintenance | | | | | | | 0.00 |
| 212 Fixed Charges | | | | 4,179,842.00 | | | 4,179,842.00 |
| 214 Community Services | | | | | | | 0.00 |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| Total Expenditures By Object | 9,894,301.00 | 139,148.00 | 1,000,371.00 | 4,426,651.00 | 0.00 | 479,755.00 | 15,940,226.00 |

| | | | |
|---------------------------|-----------------------------|-------------------|--------------|
| Finance Official Approval | <u>Marlene Durholz</u> | <u>11-13-2020</u> | 410-222-5204 |
| | Name | Signature | Telephone # |
| Supt./Agency Head | <u>George Arlotto, Ed.D</u> | <u>11.17.2020</u> | 410-222-5304 |
| Approval | Name | Signature | Telephone # |
| MSDE Grant Manager | | | |
| Approval | Name | Signature | Telephone # |

TITLE II

**TITLE IIA, FY 21
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM
Appendix D**

Revised May, 2020



innovate



collaborate



elevate

**Title II, Part A
Systems of Support for Excellent Teaching and Leading**

Local School System: Anne Arundel County Public Schools

Fiscal Year: 2021

Title II-A Coordinator: Zipporah Miller

Telephone: 410-721-8300

E-mail: zmiller@aacps.org

Title II, Part A Application

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NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

- 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 **(Required)**

5.0: Alignment to Challenging State Academic Standards **(Required)**

6.0: Private School Services **(Required)**

7.0: Assurances **(Required)**

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) increase student achievement consistent with the challenging State academic standards;
- (2) improve the quality and effectiveness of teachers, principals, and other school leaders;
- (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

To be eligible to receive a subgrant, a local school system shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each local education agency shall include a description of the follow:

- (A) Activities to be carried out by the local school system and how these activities will be aligned with challenging State academic standards.
- (B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
- (C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities.
- (D) Use of data and ongoing consultation to continually update and improve activities
- (E) Provide equitable services and timely consultation to private school children and teachers

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NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

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 IIA, FY 21
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

1.0 TARGETED SUPPORTS AND CONSULTATION – Required

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

Achievement and opportunity gaps between student groups continue to exist. Based on the 17/18 and 18/19 data the white students are outperforming the African American and Hispanic students. In addition, when comparing economic disadvantaged to non- economic disadvantaged, Title I to non-Title I, gaps still exist. . A greater gap exists between the special education students and non- special education and the LEP when compared to the non- LEP. While we made small progress with special education and LEP students an achievement gap still exists in those areas.

In the area of language arts, white students are outperforming their African American, Hispanic, and American Indian counterparts. The gap is greater at the middle school level. The same holds true for Mathematics. 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 AACPS 2018-2023 strategic plan is focused on ensuring every student meets or exceeds standards as achievement gaps are eliminated. Our driving values: All means All, Ready Set launch and Sound Stewardship will guide the metrics we collect as we work to reach the goal. All means All focuses of ensuring all school and community stakeholders feel welcome, diversity is invited, nurtured and celebrated and all AACPS family and community are engaged in fostering student growth. Ready Set Launch focuses on preparing students for college and careers inside the classroom and beyond classroom walls. Sound stewardship ensures we implements practices that lead to effective management of all school system resources.

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.
- Recruitment Incentives - High needs schools are more likely to have conditionally certified educators with less experience than non-high needs schools. Relocation stipends help provide incentives for highly qualified teachers to teach in high needs schools. High needs schools are also more likely to have more students of color who will benefit from more teacher diversity.

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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”.

- Praxis – AACPS will continue to provide support to conditionally certified teachers to take and pass the necessary certification assessments so they are able to earn their Maryland State Teaching Certification.
- National Board Certification – AACPS will continue to support teachers in pursuing National Board Certification. AACPS strives to increase the number NBCTs in high needs schools. Studies have shown that students’ National Board Certified Teachers show more academic gains than students taught with non-board certified teachers. Greater gains were seen when minority and low income students were taught by Nationally Board Certified Teachers.
- Advanced Placement and Programs of Choice – AACPS believes in increasing rigorous and relevant opportunities for all students. Programs such as STEM and Advanced Placement allow all students to select pathways that will prepare them for college and careers. This initiative will also support our strategic and focused attention on leading learning with robust and rigorous engagement/teaching that supports not only college and career readiness but independent thinkers ready to conquer the global world as innovators and ambassadors of humanity. Funds will help the content and pedagogical knowledge of educators teaching advanced placement courses to increase the number and the diversity of students taking one or more advanced placement exams and earning a score of 3 or better. Studies have shown that students who took one advanced placement exam were more likely to enroll in a four-year institution. In addition, studies show that students who take advanced placement courses perform better in their first year of college.
- Equity and Accelerated Student Achievement – AACPS will continue to provide systemwide professional development through our Equity leads. Equity leads are school based and are committed to the work of equitable practices and eliminating achievement and opportunity gaps. CSI and TSI schools will be afforded differentiated supports to address disproportionalities in academic achievement and behavioral data. These schools will receive priority and specialized supports catered to their unique needs to augment their efficacy around creating and implementing equitable practices to accelerate closing opportunity and achievement gaps.
- Professional Development Schools – Professional Development Schools in our district serve as a mechanism to develop a teacher pipeline. Providing site coordinators and mentor teachers ongoing professional development 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 to increase their effectiveness.
- Effective School Leadership - AACPS recognizes the impact of school leaders on teaching and learning. Funds have been allocated to continue to support the development of school-based leaders. The leadership succession plan for AACPS provides a comprehensive model for developing and supporting future leaders for AACPS. Research has found that specific school-based leaders are the second most important factor in impacting student achievement.
- Leadership Development – AACPS is committed to investing in the continuous improvement of our leaders and growing a pipeline of future leaders. The Wallace foundation published a report that informs us that high quality school leadership is the second most important factor that influences student learning. AACPS has

TITLE IIA, FY 21
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

committed to providing professional development opportunities to enhance the knowledge and skills of our administrators.

- **Teacher Development** – AACPS believes in shared leadership at all levels. Our school district is therefore leveraging the expertise of our teachers by offering them professional development opportunities that will further enhance their knowledge and skills on effective teaching strategies. This strategy is to prepare teachers in a model where teachers will informally lead other teachers by sharing and modeling effective teaching practices at their schools.
- **K-12 Mathematics** – Highly qualified, model resource teachers will provide ongoing, immersive instructional support for identified EOC schools in the area of mathematics. Elementary and middle school math instructional coaches, under the direction of the content coordinator, will provide direct support and assistance in the identified schools while providing specific and intentional professional learning opportunities around content and pedagogy. Professional learning will take place during PLC/ Collaborative Planning sessions, before, during and after school PD, small group and one on one coaching sessions, during modeling sessions and through appropriate non-evaluative feedback.
- **New Teacher Induction** – AACPS continues to invest in a robust teacher induction program that supports 1st, 2nd, 3rd year teachers and new teachers entering our school district from other jurisdictions. Teachers receive direct support at the school level through an assigned right start advisor. In addition, teachers receive ongoing professional development through face to face workshops, online sessions, and opportunities to observe master teachers. New teachers in TSI/CSI schools will receive additional targeted support from their RSA's and staff from the Division of Professional Development. Teachers who have fully participated in these have remained in our school system and continue to serve as effective teachers and leaders. Ingersoll conducted a review of research on teacher induction programs for beginning teachers and found these programs have positive impacts in retention, teacher instructional practices and student achievement.
- **Retention of Diverse Teaching Staff** - Funds will also be allocated to design retention activities for our diverse candidates 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 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

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NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the title.

AACPS regularly consults with and seeks feedback from all stakeholders. .

Ongoing scheduled meetings are held with the following groups:

- Superintendents Executive Team
- Monthly meetings with the Deputy Superintendents, Assistant Superintendents and Executive Directors
- Leveled Principal Meetings
- Regional Assistant Superintendents Principal Cluster Meetings
- Superintendent and the Teacher Advisory Group
- Program Coordinators and their respective Assistant Superintendents
- Teacher bargaining unit (TAAAC) and the Deputy Superintendent and Senior Staff from the Office of Academics and Strategic Initiatives
- Community Stakeholders

Please provide a description of how the local school system will use data and ongoing consultation to continually update and improve activities supported by Title IIA.

AACPS values the use of data to monitor performance and to inform decision making. AACPS staff will monitor data at every level. Classroom teachers will use formative and summative data to monitor student data. Classroom teachers have set times where they meet to analyze data as teams and make instructional decisions based on the findings. At a school level, administrators meet regularly with teacher teams to guide and offer support. Administrative teams also review school wide data on a regular basis during leadership team meetings. At the district level, an executive oversight committee is in place to provide additional oversight and support to low performing schools. School leadership at these schools meet regularly with district level staff to examine data and discuss progress and challenges there are experiencing. As a team they come up with action steps to implement prior to the next meeting.

Additional ongoing consultation at a school system level occur in monthly meetings with the:

- Teacher bargaining unit (TAAAC), the Deputy Superintendent, and Senior Staff from the Office of Academics and Strategic Initiatives
- Leveled Meetings with Principals
- Regional Assistant Superintendent Principal Cluster Meetings
- Program Coordinators and their respective Directors and Assistant Superintendents

Each office that have programs funded through the Title IIA grant are responsible for collecting and analyzing data to monitor the impact of each activity and program.

- Human Resources - Recruitment – The Division of Human Resources will document the number diverse candidates who applied to AACPS due to recruitment efforts. Of those teachers the Division of Human Resources will also monitor the number of diverse applicants from this pool who accept and begin working with AACPS. Monitoring of these number is ongoing.
- Human Resources - Recruitment Incentives – The Division of Human resources will document the diverse teachers who are placed and remain in high needs schools. Monitoring of this data will be ongoing.
- Human Resources - Retention of Diverse Teaching Staff – The Division of Human resources will work with the Division of Professional Growth and Development to develop end of session surveys and follow up

TITLE IIA, FY 21
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

surveys during the school year. The Division of Human Resources will monitor the number of teachers who remain with AACPS at the end of the school year.

- Professional Growth and Development - Praxis – The division of Professional Growth and Development will monitor the number of teachers who submit reimbursement request for successfully passing the praxis.
- Human Resources - National Board Certification – The Division of Human Resources will prepare end of session surveys for candidates' feedback this will be done on an ongoing basis. Staff will also monitor the number of NBCT who are teaching in high needs schools. This will be done annually.
- Advanced Studies and Programs - Advanced Placement and Programs of Choice – The Advanced placement office will prepare surveys for teachers who attend the conferences. This will be monitored on an ongoing basis. At the end of each school year, the AP office will monitor the number of students who took and scored a 3 or better on AP exams. The Ap office will also monitor the number of students taking AP tests in high needs schools and number of African American and Hispanic students.
- Equity and Accelerated Student Achievement – The Office of Equity and Accelerated achievement will monitor through use of end of sessions surveys for feedback. This will be ongoing. Staff will also monitor discipline data at the end of the year.
- Professional Growth and Development - Professional Development Schools – The Division of Professional Growth and Development will monitor the impact of professional development activities through end of session surveys and follow up surveys. This will be monitored on an ongoing basis. Staff will also work with the Division of Human Resources to monitor the number of teachers hired that participated in the AACPS PDS program. This will be monitored twice a year.
- Professional Growth and Development - Conditional Teacher Support – The Division of Professional Growth and Development will monitor new teacher growth through surveys, informal observations and focus groups. This will be monitored on an ongoing basis.
- Professional Growth and Development - Leadership Succession – The Division of Professional Growth and Development will monitor school leader's growth through end of session surveys, observations, interviews and mid and end of year reflections.
- Professional Growth and Development - Leadership Development – The Division of Professional Growth and Development will monitor leader growth through end of session surveys, interviews and focus groups. This will be monitored on an ongoing basis.
- Professional Growth and Development - Teacher Development – The Division of Professional Growth and Development will monitor teacher growth using end of session surveys, reflections, informal observations (if possible) and teacher interviews. These will be monitored on an ongoing basis.
- Curriculum and Instruction - K-12 Mathematics – The Department of Curriculum and Instruction will monitor teacher effectiveness through informal observations of teacher and students' behaviors and actions. Staff will also monitor student achievement data through quarterly assessments and end of year standardized assessments.
- Professional Growth and Development - New Teacher Induction – The Division of Professional development will measure teacher growth through the use of exit tickets at sessions, classroom observations, teacher reflections, feedback from learning visits, collaborative assessment logs and end of course surveys. This will be done on an ongoing basis. Staff will also monitor the number of new teachers that remain with AACPS at the end of each year.

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- Professional Growth and Development – Building Instructional Leadership – Leadership growth will be monitored using end of session surveys, focus groups, discussion forums and participant reflections. This will be done on an ongoing basis. Staff will also use and of course observation and reflection to monitor overall teacher leader growth.

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To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

| 2.0 ADMINISTRATIVE COSTS - Allowable | | | |
|---|-------------------|-----------------------|---------------------|
| Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures | | | |
| Item | Line Item | Description | Public School Costs |
| 2.1 | Budget Technician | | \$69,405.00 |
| 2.2 | | | |
| 2.3 | | | |
| 2.4 | | | |
| | | Total for section 2.0 | |

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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.

AACPS PARCC Data

| PARCC English Language Arts - Elementary School | | | | | |
|---|------------------|-------------|------------------|-------------|--------|
| Student Group | SY1718 | | SY1819 | | Change |
| | # of Test Takers | % Level 4/5 | # of Test Takers | % Level 4/5 | |
| All | 19520 | 48.2% | 19521 | 49.8% | 1.7% |
| Grade 3 Students | 6448 | 44.2% | 6484 | 48.0% | 3.8% |
| Grade 4 Students | 6529 | 49.8% | 6485 | 49.6% | -0.2% |
| Grade 5 Students | 6543 | 50.4% | 6552 | 51.8% | 1.4% |
| American Indian/Alaska Native | 63 | 39.7% | 55 | 38.2% | -1.5% |
| Asian | 681 | 60.8% | 687 | 67.0% | 6.2% |
| Black/African American | 4085 | 31.5% | 4092 | 30.5% | -0.9% |
| Hispanic | 3037 | 32.0% | 3243 | 35.4% | 3.4% |
| Multi-Racial | 1273 | 50.7% | 1285 | 51.0% | 0.3% |
| Native Hawaiian/Pacific Islander | 43 | 30.2% | 35 | 57.1% | 26.9% |
| White | 10338 | 58.5% | 10124 | 60.9% | 2.5% |
| Econ Disadvant | 6793* | 26.2% | 3553 | 24.4% | -1.8% |
| Free & Reduced | 6793* | 26.2% | 3370 | 30.4% | 4.2% |
| Non-Econ Disadvant | 12727 | 59.9% | 12598 | 62.2% | 2.3% |
| Special Education | 1679 | 8.0% | 1786 | 10.8% | 2.8% |
| Non-Special Education | 17841 | 51.9% | 17735 | 53.7% | 1.8% |
| LEP | 1561 | 8.9% | 1691 | 10.3% | 1.4% |
| LEP Released | 790 | 55.4% | 796 | 65.1% | 9.6% |
| Non-LEP** | 17959 | 51.6% | 17830 | 53.6% | 2.0% |
| Male | 9923 | 42.1% | 9893 | 43.8% | 1.8% |
| Female | 9597 | 54.5% | 9628 | 55.9% | 1.5% |
| Title I | 3144 | 22.3% | 3112 | 23.4% | 1.1% |
| Non-Title I | 16376 | 53.1% | 16409 | 54.8% | 1.7% |

*SY1718 includes Econ Disadvant with Free & Reduced Students in the Comparison as this difference was not defined in SY1718

** includes released students

TITLE IIA, FY 21
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| PARCC English Language Arts - Middle School | | | | | |
|---|------------------|-------------|------------------|-------------|--------|
| | SY1718 | | SY1819 | | |
| Student Group | # of Test Takers | % Level 4/5 | # of Test Takers | % Level 4/5 | Change |
| All | 17926 | 46.3% | 18387 | 48.4% | 2.0% |
| Grade 6 Students | 6147 | 43.2% | 6400 | 46.1% | 2.8% |
| Grade 7 Students | 5872 | 52.2% | 6094 | 50.1% | -2.1% |
| Grade 8 Students | 5907 | 43.8% | 5893 | 49.2% | 5.4% |
| American Indian/Alaska Native | 43 | 25.6% | 52 | 46.2% | 20.6% |
| Asian | 682 | 63.9% | 703 | 67.0% | 3.1% |
| Black/African American | 3881 | 27.3% | 4019 | 29.8% | 2.5% |
| Hispanic | 2515 | 28.3% | 2910 | 31.1% | 2.8% |
| Multi-Racial | 1090 | 47.9% | 1106 | 52.3% | 4.4% |
| Native Hawaiian/Pacific Islander | 40 | 60.0% | 38 | 57.9% | -2.1% |
| White | 9675 | 57.3% | 9559 | 59.6% | 2.3% |
| Econ Disadvant | 5732* | 22.7% | 3020 | 21.2% | -1.6% |
| Free & Reduced | 5732* | 22.7% | 3070 | 28.0% | 5.2% |
| Non-Econ Disadvant/FR | 12194 | 57.4% | 12297 | 60.2% | 2.7% |
| Special Education | 1582 | 5.7% | 1674 | 6.6% | 0.9% |
| Non-Special Education | 16344 | 50.3% | 16713 | 52.6% | 2.3% |
| LEP | 596 | 2.2% | 639 | 2.2% | 0.0% |
| LEP Released | 1450 | 35.2% | 1495 | 39.1% | 3.9% |
| Non-LEP** | 17330 | 47.9% | 17748 | 50.1% | 2.2% |
| Male | 9076 | 37.5% | 9370 | 39.7% | 2.2% |
| Female | 8850 | 55.4% | 9017 | 57.4% | 2.0% |

*SY1718 includes Econ Disadvant with Free & Reduced Students in the Comparison as this difference was not defined in SY1718

** includes released students

English 10 – High School

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| Student Group | SY1718 | | SY1819 | | Change |
|----------------------------------|------------------|-------------|------------------|-------------|--------|
| | # of Test Takers | % Level 4/5 | # of Test Takers | % Level 4/5 | |
| All | 5696 | 57.5% | 5875 | 61.1% | 3.6% |
| American Indian/Alaska Native | 26 | 46.2% | 14 | 64.3% | 18.1% |
| Asian | 228 | 75.4% | 236 | 75.4% | 0.0% |
| Black/African American | 1229 | 37.7% | 1233 | 40.1% | 2.4% |
| Hispanic | 696 | 39.2% | 888 | 40.2% | 1.0% |
| Multi-Racial | 296 | 60.5% | 304 | 66.1% | 5.6% |
| Native Hawaiian/Pacific Islander | 8 | 62.5% | 21 | 66.7% | 4.2% |
| White | 3213 | 67.6% | 3179 | 73.5% | 5.9% |
| Econ Disadvant | 1611* | 34.4% | 782 | 30.8% | -3.6% |
| Free & Reduced | 1611* | 34.4% | 864 | 39.5% | 5.1% |
| Non-Econ Disadvant/FR | 4085 | 66.7% | 4229 | 71.2% | 4.5% |
| Special Education | 445 | 9.9% | 448 | 14.7% | 4.8% |
| Non-Special Education | 5251 | 61.6% | 5427 | 65.0% | 3.4% |
| LEP | 226 | 7.1% | 314 | 4.5% | -2.6% |
| LEP Released | 284 | 50.0% | 414 | 58.0% | 8.0% |
| Non-LEP** | 5470 | 59.6% | 5561 | 64.3% | 4.7% |
| Male | 2833 | 49.8% | 2951 | 54.9% | 5.2% |
| Female | 2863 | 65.2% | 2924 | 67.4% | 2.2% |

*SY1718 includes Econ Disadvant with Free & Reduced Students in the Comparison as this difference was not defined in SY1718

** includes released students

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| PARCC Math - Elementary School | | | | | |
|---|------------------|-------------|------------------|-------------|--------|
| | SY1718 | | SY1819 | | |
| Student Group | # of Test Takers | % Level 4/5 | # of Test Takers | % Level 4/5 | Change |
| All | 19605 | 41.8% | 19643 | 41.5% | -0.3% |
| Grade 3 Students | 6478 | 45.0% | 6523 | 46.0% | 1.0% |
| Grade 4 Students | 6556 | 41.4% | 6533 | 41.8% | 0.5% |
| Grade 5 Students | 6571 | 38.3% | 6587 | 36.6% | -1.7% |
| American Indian/Alaska Native | 63 | 36.5% | 55 | 21.8% | -14.7% |
| Asian | 691 | 61.9% | 701 | 63.3% | 1.4% |
| Black/African American | 4092 | 22.5% | 4100 | 20.7% | -1.8% |
| Hispanic | 3098 | 25.9% | 3341 | 25.9% | 0.0% |
| Multi-Racial | 1275 | 40.4% | 1285 | 41.1% | 0.7% |
| Native Hawaiian/Pacific Islander | 43 | 23.3% | 35 | 45.7% | 22.5% |
| White | 10343 | 53.1% | 10126 | 53.7% | 0.6% |
| Econ Disadvant | 6853* | 20.1% | 3562 | 15.5% | -4.6% |
| Free & Reduced | 6853* | 20.1% | 3453 | 22.4% | 2.3% |
| Non-Econ Disadvant/FR | 12752 | 53.4% | 12628 | 54.0% | 0.6% |
| Special Education | 1677 | 10.4% | 1791 | 11.4% | 1.0% |
| Non-Special Education | 17928 | 44.7% | 17852 | 44.5% | -0.2% |
| LEP | 1648 | 10.6% | 1815 | 10.5% | -0.1% |
| LEP Released | 790 | 48.0% | 796 | 48.5% | 0.5% |
| Non-LEP** | 17957 | 44.6% | 17828 | 44.6% | 0.0% |
| Male | 9961 | 42.2% | 9963 | 42.3% | 0.1% |
| Female | 9644 | 41.4% | 9680 | 40.6% | -0.7% |
| Title I | 3174 | 16.9% | 3164 | 15.5% | -1.3% |
| Non-Title I | 16431 | 46.6% | 16479 | 46.5% | -0.1% |
| *SY1718 includes Econ Disadvant with Free & Reduced Students in the Comparison as this difference was not defined in SY1718 | | | | | |
| ** includes released students | | | | | |

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| PARCC English Language Arts - Middle School | | | | | |
|---|------------------|-------------|------------------|-------------|--------|
| | SY1718 | | SY1819 | | |
| Student Group | # of Test Takers | % Level 4/5 | # of Test Takers | % Level 4/5 | Change |
| All | 17926 | 46.3% | 18387 | 48.4% | 2.0% |
| Grade 6 Students | 6147 | 43.2% | 6400 | 46.1% | 2.8% |
| Grade 7 Students | 5872 | 52.2% | 6094 | 50.1% | -2.1% |
| Grade 8 Students | 5907 | 43.8% | 5893 | 49.2% | 5.4% |
| American Indian/Alaska Native | 43 | 25.6% | 52 | 46.2% | 20.6% |
| Asian | 682 | 63.9% | 703 | 67.0% | 3.1% |
| Black/African American | 3881 | 27.3% | 4019 | 29.8% | 2.5% |
| Hispanic | 2515 | 28.3% | 2910 | 31.1% | 2.8% |
| Multi-Racial | 1090 | 47.9% | 1106 | 52.3% | 4.4% |
| Native Hawaiian/Pacific Islander | 40 | 60.0% | 38 | 57.9% | -2.1% |
| White | 9675 | 57.3% | 9559 | 59.6% | 2.3% |
| Econ Disadvant | 5732* | 22.7% | 3020 | 21.2% | -1.6% |
| Free & Reduced | 5732* | 22.7% | 3070 | 28.0% | 5.2% |
| Non-Econ Disadvant/FR | 12194 | 57.4% | 12297 | 60.2% | 2.7% |
| Special Education | 1582 | 5.7% | 1674 | 6.6% | 0.9% |
| Non-Special Education | 16344 | 50.3% | 16713 | 52.6% | 2.3% |
| LEP | 596 | 2.2% | 639 | 2.2% | 0.0% |
| LEP Released | 1450 | 35.2% | 1495 | 39.1% | 3.9% |
| Non-LEP** | 17330 | 47.9% | 17748 | 50.1% | 2.2% |
| Male | 9076 | 37.5% | 9370 | 39.7% | 2.2% |
| Female | 8850 | 55.4% | 9017 | 57.4% | 2.0% |

*SY1718 includes Econ Disadvant with Free & Reduced Students in the Comparison as this difference was not defined in SY1718

** includes released students

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PARCC Algebra I

| PARCC Algebra I - Middle School | | | | | |
|----------------------------------|------------------|-------------|------------------|-------------|--------|
| | SY1718 | | SY1819 | | |
| Student Group | # of Test Takers | % Level 4/5 | # of Test Takers | % Level 4/5 | Change |
| All | 2591 | 83.6% | 2512 | 83.3% | -0.3% |
| American Indian/Alaska Native | 3 | 100.0% | 1 | 100.0% | 0.0% |
| Asian | 138 | 92.0% | 138 | 92.8% | 0.7% |
| Black/African American | 295 | 63.4% | 293 | 69.3% | 5.9% |
| Hispanic | 200 | 79.0% | 204 | 72.5% | -6.5% |
| Multi-Racial | 143 | 88.1% | 170 | 79.4% | -8.7% |
| Native Hawaiian/Pacific Islander | 6 | 83.3% | 3 | 66.7% | -16.7% |
| White | 1806 | 86.4% | 1703 | 86.6% | 0.2% |
| Econ Disadvant | 351* | 70.7% | 131 | 64.9% | -5.8% |
| Free & Reduced | 351* | 70.7% | 186 | 69.4% | -1.3% |
| Non-Econ Disadvant/FR | 2240 | 85.6% | 2195 | 85.6% | -0.1% |
| Special Education | 17 | 64.7% | 11 | 100.0% | 35.3% |
| Non-Special Education | 2574 | 83.7% | 2501 | 83.2% | -0.5% |
| LEP | 7 | 14.3% | 4 | 0.0% | -14.3% |
| LEP Released | 135 | 85.2% | 164 | 76.2% | -9.0% |
| Non-LEP** | 2584 | 83.8% | 2508 | 83.4% | -0.4% |
| Male | 1221 | 83.6% | 1166 | 85.0% | 1.4% |
| Female | 1370 | 83.6% | 1346 | 81.8% | -1.8% |

*SY1718 includes Econ Disadvant with Free & Reduced Students in the Comparison as this difference was not defined in SY1718

** includes released students

| PARCC Algebra I - High School | | | | | |
|----------------------------------|------------------|-------------|------------------|-------------|--------|
| | SY1718 | | SY1819 | | |
| Student Group | # of Test Takers | % Level 4/5 | # of Test Takers | % Level 4/5 | Change |
| All | 3720 | 23.3% | 3789 | 17.3% | -6.0% |
| American Indian/Alaska Native | 8 | 37.5% | 10 | 30.0% | -7.5% |
| Asian | 105 | 35.2% | 94 | 28.7% | -6.5% |
| Black/African American | 1004 | 10.8% | 1104 | 9.4% | -1.3% |
| Hispanic | 684 | 14.5% | 724 | 10.6% | -3.8% |
| Multi-Racial | 204 | 21.6% | 219 | 15.1% | -6.5% |
| Native Hawaiian/Pacific Islander | 13 | 30.8% | 10 | 50.0% | 19.2% |
| White | 1702 | 33.5% | 1628 | 24.9% | -8.6% |
| Econ Disadvant | 1500* | 13.0% | 818 | 7.0% | -6.0% |
| Free & Reduced | 1500* | 13.0% | 744 | 12.0% | -1.0% |
| Non-Econ Disadvant/FR | 2220 | 30.2% | 2227 | 22.8% | -7.4% |
| Special Education | 475 | 7.4% | 565 | 2.8% | -4.5% |
| Non-Special Education | 3245 | 25.6% | 3224 | 16.7% | -8.9% |
| LEP | 305 | 6.6% | 269 | 4.5% | -2.1% |
| LEP Released | 266 | 22.9% | 296 | 16.2% | -6.7% |
| Non-LEP** | 3415 | 24.7% | 3520 | 18.2% | -6.5% |
| Male | 1915 | 23.7% | 2019 | 16.9% | -6.8% |
| Female | 1805 | 22.8% | 1770 | 17.6% | -5.1% |

*SY1718 includes Econ Disadvant with Free & Reduced Students in the Comparison as this difference was not defined in SY1718

** includes released students

Teacher Recruitment

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AACPS' teacher workforce does not reflect the diversity of the students we serve. While, students of color currently represent nearly 49% of our district, teachers of color are only 14.5% of our workforce. AACPS needs to increase the percentage of teachers of color within our schools (see attachment on 5-year teacher diversity data)

| | AACPS Student Demographics | AACPS Teacher Demographics |
|---------------------|-----------------------------------|-----------------------------------|
| African American | 21.10% | 7.80% |
| American Indian | <1% | <1% |
| Asian | 3.80% | 1.90% |
| HI/Pacific Islander | <1% | <1% |
| Hispanic/Latino | 17.10% | 3.20% |
| Two or More Races | 6.20% | 1.40% |
| White | 51.30% | 85.50% |

As of September 2020, there are 582 teachers hired. Of the 582, 133 were hired with conditional certificates and 11 of the total hired have decided not to pursue their employment with AACPS.

There are currently over 350 conditionally certified educators working in Anne Arundel County Public schools. These educators are more likely to work in AACPS high needs schools. At the beginning of the 2020-2021 school year roughly 15% of the educators at Meade High School (AACPS high need school) are conditionally certified. In contrast, the percentage of conditionally certified educators at Broadneck High School (which is not a high-needs school) is less than two percent. (see attachment Chart A for additional data)

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".

Praxis

There are currently over 350 conditionally certified educators working in Anne Arundel County Public schools. Conditional Teachers are teachers who do not currently hold a Maryland State Teaching Certificate.

National Board Certification

Over 383 National Board Teachers are working in Anne Arundel County Public Schools Approximately 353 are teaching in the classroom in some capacity. This number is a very small portion of the 7,253-teacher population. One of our goals is to have increase the number of NBC Teachers in every school, especially our Title I and AAA schools. There are currently eight schools in Anne Arundel county without an NBC Teacher working at the school. Currently, two Title I schools do not have an NBC Teacher working in the school, and similarly, one AAA school is without an NBC Teacher. The Middle School AAA Schools have at most 2 NBC Teachers in their schools. With that in mind, we need to increase the number of NBC Teachers in AACPS particularly in our high needs schools.

Approximately 383 National Board Teachers are working in Anne Arundel County Public Schools. Of the 383 NBCTs 28 are minority teachers (7 %), and only 25 are male (6%) who have achieved NBC. With that in mind, we need to increase the number of Minority or Diverse NBC Teachers in AACPS.

Advanced Placement

| Advanced Placement Scores* |
|-----------------------------------|
| SY 19-20 |

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| Student Group | 1 | 2 | 3 | 4 | 5 | Total | % Total Tests | % 3 or greater | Mean Score |
|--|-------------|-------------|-------------|-------------|-------------|--------------|----------------|----------------|-------------|
| Black or African American | 227 | 232 | 251 | 98 | 49 | 857 | 8.16% | 46.44% | 2.43 |
| American Indian or Alaska Native | 17 | 21 | 17 | 11 | 3 | 69 | 0.66% | 44.93% | 2.45 |
| Asian (including Indian subcontinent and Philippines origin) | 85 | 145 | 230 | 182 | 128 | 770 | 7.33% | 70.13% | 3.16 |
| Hispanic or Latino (including Spanish origin) | 174 | 235 | 246 | 192 | 88 | 935 | 8.90% | 56.26% | 2.77 |
| Two or more races, non-Hispanic | 83 | 150 | 181 | 181 | 82 | 677 | 6.45% | 65.58% | 3.04 |
| Native Hawaiian or Other Pacific Islander | 3 | 5 | 12 | 6 | 5 | 31 | 0.30% | 74.19% | 3.16 |
| White (including Middle Eastern origin) | 819 | 1491 | 2127 | 1634 | 922 | 6993 | 66.60% | 66.97% | 3.05 |
| No response | 30 | 40 | 42 | 35 | 21 | 168 | 1.60% | 58.33% | 2.86 |
| Total | 1438 | 2319 | 3106 | 2339 | 1298 | 10500 | 100.00% | 64.22% | 2.98 |

*College Board Score Reports - as of 9/11/2020

| AACPS Advanced Placement Enrollment Data | | | | | | | | | | |
|--|--------------|--------------------|----------------------|--------------|--------------------|----------------------|-------------|--------------------|----------------------|-------------------------|
| SY 19-20 | 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 | 53 | 19 | 36% | 39 | 15 | 38% | 14 | 4 | 29% | 26% |
| Asian | 952 | 514 | 54% | 708 | 399 | 56% | 244 | 115 | 47% | 26% |
| Black/African American | 4995 | 1037 | 21% | 2448 | 665 | 27% | 2547 | 372 | 15% | 51% |
| Hispanic | 3622 | 875 | 24% | 1655 | 531 | 32% | 1967 | 344 | 17% | 54% |
| Multiracial | 1301 | 418 | 32% | 927 | 359 | 39% | 374 | 59 | 16% | 29% |
| Native Hawaiian/Pacific Islander | 59 | 21 | 36% | 45 | 18 | 40% | 14 | 3 | 21% | 24% |
| White | 12589 | 5258 | 42% | 10783 | 4868 | 45% | 1806 | 390 | 22% | 14% |
| Total | 23571 | 8142 | 35% | 16605 | 6855 | 41% | 6966 | 1287 | 18% | 30% |

While the enrollment in advanced placement courses and number of students earning a score of 3 or better continue to steadily rise, we still need to increase the number of black and Hispanic student enrollment in advanced placement courses. Of students enrolled in advanced placement courses, there is a gap in the number of student's who sit for the test when comparing the White students to other races.

Office of Equity and Accelerated Student Achievement

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During the 2018-2019 school year, 21% of AACPS students were African American and they comprised 47% of the discipline referrals written; whereas, 52% of AACPS students were white and comprised 33% of the discipline referrals.

Disproportionality in discipline referrals and suspension continues to beleaguer Anne Arundel Public Schools. In the 2018-2019 school year, African American students represented 21% of the overall enrollment; however, African American students comprised 47% of the discipline referrals for the school year. In comparison, white students represented 52% of the overall enrollment and comprised 33% of the discipline referrals. Additionally, approximately 33% of the discipline referrals were considered soft offenses (disrespect/insubordination) and were subjective; therefore, teachers could have decided to use less punitive measures to address African American students' behaviors.

The Equity Leaders professional development will focus on implicit bias and using an equity literacy framework. As a result of this PD, teachers' consciousness will be raised to better identify with African American students thereby decreasing the tendencies to write discipline referrals which can lead to out of school suspensions.

Advanced Studies and Programs

Although AACPS has embraced Programs of Choice with implementation of three distinct Magnets for over a decade (STEM, IB, and PVA), quality of programming/ impact, vision, school integration, tenet/curricular fidelity, school community embrace and ownership continues to be in an evolution or launch state. (See MSA Distinction/Merit evaluations). Currently we only have two sites recognized as Magnets of Distinction with no holding the coveted seat of Magnet School of Excellence.

Although AACPS has 16 Programs of Choice (8 at the HS level and 8 at the MS level), only 6 schools felt they met the standard for Distinction or Excellence merits. Out of the 6, AACPS had a 33% or 2 school recognition or award outcome.

Gaps recognized in the applications from MSA reflect:

- Enrollment & District Diversity: Promotion of equitable access
- Employment of innovation within instructional practices
- Partnership/connectivity with community networks in and out of the school
- Educational or pursuits of educators to be current; building craft as recognized leaders; role of professional learning
- Theme activities related to vision with intentionality
- Interdisciplinary activities; inclusivity or core integration
- Schoolwide identity/efforts; promotion of exchanged ideas
- Cross-curricular connections
- Gap action (achievement and opportunity)

Professional Development Schools and University Partnerships

As of September 8, 2020, the first day of the 20-21 school year, 569 teachers have been hired this hiring season. The total number of newly hired teachers and current vacancies totals 8% of our entire Unit I workforce. 59 new hires completed their internships with AACPS last year, only 23% of the 256 total interns in the 2019-2020 school year. Currently there are 41 Unit I vacancies, 26 (63%) of which are at Title I and AAA schools.

Mathematics

All student groups of ethnicities (except Asian and white), LEP and FARMS fall below the percentage of all students reaching PLD 4 or 5, 41.8%. White students make up 67% of the student population and are scoring 53% in PLD 4 or 5, while African America students make up 11% of the population and 22.5% are reaching PLD 4 or 5. Students receiving FARMS continue to score only about 20% in PLD 4 or 5 which is higher than EL and SPED but still trailing other groups.

The 2019 MCAP administration for AACPS' grades 6 – 8, excluding Algebra 1 had 32.1% of the overall student population score a PLD level of 4/5, a 1.6% decrease from the previous year.

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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.

New Teacher Support

Right Start New Teacher Support is an induction program that serves 1st, 2nd, and 3rd year teachers and experienced new hires.

| School Year | Number of teachers participating in induction program |
|-------------|---|
| 2019-2020 | 1,401 |
| 2018-2019 | 1,129 |
| 2017-2018 | 1,118 |
| 2016-2017 | 1,297 |
| 2015-2016 | 1,114 |

For the 2020-2021 school year, the initial count of teachers participating in the program is 1,208. Approximately 490 of that number are 1st year teachers and experienced hires new to the district. Of the 490 teachers hired for 2020-2021, approximately 53 (11%) are assigned to schools monitored by the Executive Oversight Committee.

County data displays a significant gap between schools identified as Executive Oversight Schools (EOC), both in student achievement in the areas of Mathematics and English Language Arts as well as the rate of retention of new teachers in those schools

2019-2020 data shows that 85% of first year teachers remained in AACPS. Of those 75 first year teachers who left AACPS, 30 of them (or 40% of them) were leaving EOC schools. Conversely, there were a total of 22 EOC Schools, which represent only 20% of the district's 110 comprehensive schools.

Of the 1401 teachers receiving Right Start services and supports, 1228 (or 87.7%) remained with AACPS. The discrepancy between those persons at EOC schools who remain compared to others is notable

The need to retain teachers, particularly in EOC schools, is twofold: retain certified teachers in our most challenging schools; get conditional teachers (who are most densely populated in EOC schools) to earn their certification within the allotted time period, and remain in those schools. This will lead to increased continuity and better instruction in those identified schools, ultimately improving student achievement in those locations.

Identified gaps include a higher teacher turnover rate at EOC schools; lower cumulative student growth (as measured by PARCC) in ELA and Mathematics.

Human Resources Diversity Retention Activities

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 76.5% vs. 81% in 2019 and 76.2% vs. 86.3% in 2020.

Teacher retention remains important even after the first year. According to data from the 2015-2016 National Teacher Principal Survey, approximately 44% of teachers leave teaching within 5 years. At the end of the 2019-2020 school year, 57% of minority teachers who resigned from AACPS worked for the county for less than five years. Since teacher

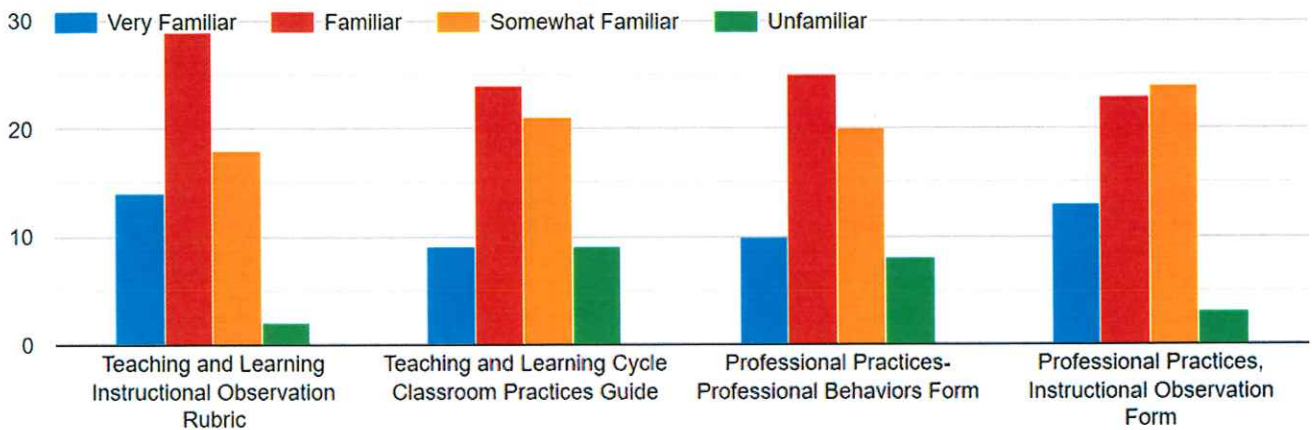
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retention significantly increases amongst tenured teachers, it is important to continue to support minority educators in the years leading up to receiving tenure.

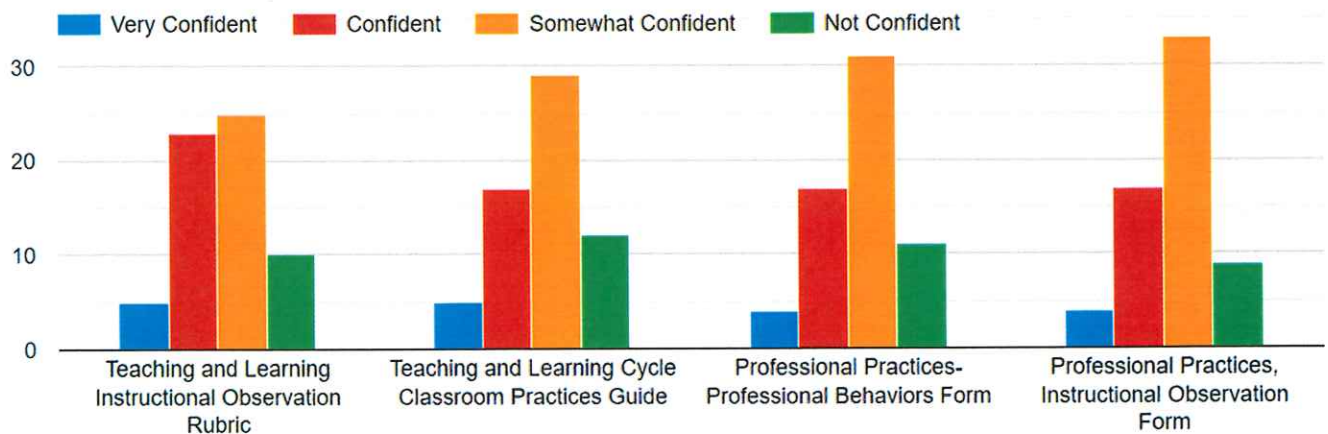
Teachers of color continue to leave AACPS at a high rate than their white counterparts. Since teacher retention significantly increases amongst tenured teachers, it is important to continue to support minority educators in the years leading up to receiving tenure.

Building Instructional Leadership

How familiar are you with the following Teaching and Learning Cycle instructional and teacher support tools?



How confident are you in using the following Teaching and Learning Cycle instructional and teacher support tools in your work with teachers?



According to past participant data, most of our new teachers responded they never, rarely or occasionally use the Teaching and Learning Instructional Tool in their previous position. Our teaching and Learning Cycle is the foundational tool in determining effective classroom practices. This tool is used as a guide when observing and providing teacher feedback. According to our Union agreement, depart chairs are able to observe teachers as a part of the teacher evaluation process. This requires department chairs to be knowledgeable and skilled in using our

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framework.

Our secondary PARCC data also shows that while we are making a little progress and achievement gap still exist. White students are outperforming the African American, Hispanic, and American Indian students. In addition, special education students are not performing at the same level as the non-special education students. The trend remains the same when comparing economic disadvantaged to non-economic disadvantaged and comparing the LEP students to non-LEP. Developing teacher leaders who are skilled in the observation, feedback and coaching process allow for a cadre of educators who can support school-based administrators in improving instruction.

Leadership Succession

Over the past three years, there have been 35 new principals leading schools in AACPS. Of those new principals, 4 have been newly hired and the remaining 31 were internally promoted from among the assistant principals' ranks. Within the same timeframe, 70 new assistant principals were hired. Of the newly hired assistant principals, 6 were newly hired from other school districts and the remaining 64 assistant principals were promoted from teaching positions. This data represents 105 different sets of leadership needs not to mention assistance being acclimated to a new role and/or school district. There are ten Professional Standards for Educational Leaders (PSEL) and each of the 105 new leaders have varying degrees of proficiency with each standard. PSEL are the key competencies leaders need to more effectively provide instructional leadership. Professional standards define the nature and the quality of work of persons who practice that profession, in this case educational leaders. They are created for and by the profession to guide professional practice and how practitioners are prepared, hired, developed, supervised and evaluated. They inform government policies and regulations that oversee the profession. By articulating the scope of work and the values that the profession stands for, standards suggest how practitioners can achieve the outcomes that the profession demands and the public expects. Professional standards are not static. AACPS uses these standards and the associated rubrics to guide, grow, and support our leaders. Principal Coaches will use these standards and other metrics to deepen leadership practices and management abilities of our principals. Data gleaned reveals a need for Antiracist, equity, and social justice professional development for leaders. Gaps in academic outcomes and discipline remain. Achievement and opportunities gaps between student groups continues to grow.

| Year | Number pf Principals Hired | | Number of Assistant Principals Hired | |
|------------------|----------------------------|-----------|--------------------------------------|-----------|
| | | | | |
| 2017/2018 | New | 3 | New | 1 |
| | Promoted | 12 | Promoted | 18 |
| | Total | 15 | Total | 19 |
| 2018/2019 | New | 1 | New | 2 |
| | Promoted | 9 | Promoted | 19 |
| | Total | 10 | Total | 22 |
| 2019/2020 | New | 0 | New | 2 |
| | Promoted | 11 | Promoted | 27 |
| | Total | 11 | Total | 29 |
| 2020/2021 | New | 1 | New | 5 |
| | Promoted | 13 | Promoted | 15 |
| | Total | 14 | Total | 20 |

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4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

If the school system is not using Title IIA funds for one or more of these purposes in this section, please record N/A in the appropriate boxes.

| Item # | US Ed Allowable Activities | Brief Description of Your Activity including: <ul style="list-style-type: none"> • anticipated outcomes • implementation plan • intended audience • specific timeline • plan for evaluation | Cite: <ul style="list-style-type: none"> • the level of evidence • study or studies that support this activity/series • the rationale for your rating | Total Public School Costs |
|---|--|--|---|---------------------------|
| 1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals | | | | |
| 1.1 | <p>Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).</p> <p>The LSS may develop initiatives that provide:</p> | | | |
| 1.1.1 | expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i) | <p>1.1.1.A - Program: Human Resources – Teacher Recruitment</p> <p><u>Brief Description</u></p> <p>AACPS seeks to hire diverse educators from numerous racial and ethnic backgrounds with a focus on African American & Hispanic/Latino teachers as these are the two largest diverse student groups in our county. The Hispanic/Latino student population at AACPS has risen dramatically from 6.5% in 2009 to 16% in 2019. Since</p> | <p>Level 4: Demonstrates a Rationale</p> <p>A study by the IZA Institute of Labor Economics found that black students assigned to black teachers had higher graduation rates and were more likely to take a college entrance exam.</p> | \$12,000.00 |

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| | | <p>Hispanic/Latino students are the fastest growing diverse student population in our county, AACPS will ensure that some of our recruitment efforts are focused on recruiting teachers from a similar background.</p> <p><u>Anticipated Outcomes</u> To increase the number of teachers of color within AACPS by actively recruiting teachers of color at Historically Black Colleges and Universities as well as diversity focused career fairs. AACPS HR Recruiters & Administrators will travel to various areas for the purpose of recruiting diverse teachers. AACPS will attend recruitment events held at universities or will host events in locations that will attract a large number of diverse educators. Candidates deemed highly recommended will be offered open offers of employment with our school system for the upcoming school year.</p> <p><u>Implementation Plan</u> Visit colleges and universities with high percentage of students of color to recruit teacher candidates.</p> <ul style="list-style-type: none"> • Develop relationships with colleges and universities with a high percentage of minority students including those in the US territory of Puerto Rico • Attend job fairs, information sessions, and interview days at these colleges • Advertise job opportunities on minority focused job boards to attract experienced teachers of color <p>Host hiring events in Puerto Rico to recruit Hispanic/Latino educators.</p> <ul style="list-style-type: none"> • Advertise teaching opportunities within AACPS in local publications in Puerto Rico • Attend or host recruitment events and identify the best candidates for Open Offers of employment with our school system | <p>Gershenson, S., Hart, C. M., Lindsay, C. A., & Papageorge, N. W. (n.d.). The Long-Run Impacts of Same-Race Teachers. Retrieved March, 2017, from http://ftp.iza.org/dp10630.pdf</p> <p>A study by the Albert Shanker Institute found:</p> <ul style="list-style-type: none"> • Minority teachers can be more motivated to work with disadvantage minority students and in high poverty students...a factor which may help reduce rates of teacher attrition in hard to fill schools. • Minority teachers tend to have higher academic expectation for minority students, which can result in increased academic and social growth <p>Bond, B., Quintero, E., Casey, L., & DiCarlo, M. (2015, September). The State of Teacher Diversity in American Education. Retrieved from http://www.shankerinstitute.org/resource/teacherdiversity</p> <p>Rationale These studies suggest there are academic gains when minority students are taught by</p> | |
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| | | <ul style="list-style-type: none"> • Provide relocation stipends for new teachers who work at high needs schools <p><u>Intended Audience</u> Teachers</p> <p><u>Specific Time Line</u> January 2021 – June 2022</p> <p><u>Plan for Evaluation</u> HR will document the number of teachers who applied for teaching positions due to the recruitment efforts and from that pool those hired and those who accepted to work with AACPs. Evaluation data will be disaggregated to the number of teachers of color who are hired.</p> | minority teachers. | |
| 1.1.2 | <p>ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems</p> <p><i>*Note: Because the purpose of Title II Part A is to increase student achievement, programs that provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</i></p> | <p>1.1.2.A - Program: Human Resources – Recruitment Incentives</p> <p><u>Brief Description</u> To provide relocation stipend of up to \$2500 for highly qualified educators who accept teaching positions in AACPS schools. The primary focus for stipends will be teachers who are actively recruited by AACPS at events such as our Teacher Hiring event in San Juan, Puerto Rico.</p> <p><u>Anticipated Outcomes</u> Increase the number of teachers who likely to consider employment in AACPS high needs schools where they will work with students of color in the greatest need for highly qualified educators.</p> <p><u>Implementation Plan</u> Audience are high qualified educators actively recruited to teach in AACPS such as teachers of color; teachers who attend our annual hiring events such as the one in San Juan, Puerto Rico; or</p> | <p>Level 4: Demonstrates a Rationale 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., & Loeb, S. (2013). Can a District-Level Teacher Salary Incentive Policy Improve Teacher Recruitment and Retention? <i>Policy Analysis for California Education</i>.</p> <p>Teachers of color boost the academic performance of students of color, including improved reading and math test scores,</p> | \$27,146.00 |

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| | | <p>educators who have relocated 1000 miles or more to teach with AACPS. Teachers (who are actively recruited) and who ultimately accept a position at an AACPS high needs schools will receive a stipend of up to \$2500 payable after they begin employment.</p> <p><u>Intended Audience</u> Highly qualified diverse educators</p> <p><u>Specific Time Line</u> January 2021 – June 2022</p> <p><u>Plan for Evaluation</u> Human Resources will collect the following data: document the number of teachers who accept teaching positions and remain at high needs schools; teachers will be sent a questionnaire six weeks after receiving the stipend where they can highlight how receiving these funds has impacted their ability to accept a teaching position with AACPS.</p> | <p>improved graduation rates, and increases in aspirations to attend college.</p> <p>Carver-Thomas, D. (2018). Diversifying the Teaching Position: How to Recruit and Retain Teachers of Color. <i>Learning Policy Institute</i></p> <p>Offering relocation assistance appears to be the strongest predictor of a more diverse teacher workforce.</p> <p>Hansen, M., Quintero, D., and Feng, L. (2018) Can money attract more minorities into the teaching profession? <i>The Brookings Institution</i></p> <p><u>Rationale</u> The research suggest providing an incentive will make our school district attractive to our labor market. With a shortage of teachers it is necessary that our school district seek ways to attract qualified teachers.</p> | |
| 1.1.3 | teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; [Section 2103](b)(3)(B)(iii) | <p>1.1.3.A - Program: Praxis Exam Fees</p> <p><u>Brief Description</u> Supporting teachers with incentives for passing the Praxis exams in subjects they teach, will increase the number of classes taught by teachers who have demonstrated sufficient understanding of teaching those content areas.</p> <p><u>Anticipated Outcomes</u></p> | <p>Level 4: Demonstrates a Rationale Chetty, R., Friedman, J. N., & Rockoff, J. E. (2011). The Long-Term Impacts of Teachers: Teacher Value-Added And Student Outcomes In Adulthood. Cambridge, MA:</p> | \$5,000.00 |

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| | | <p>To increase the number of teachers with skills and knowledge to effectively meet the academic needs of the students they teach by offering incentives to those who take and successfully pass the praxis exam.</p> <p><u>Implementation Plan</u> Provide reimbursement to teachers who successfully complete and pass the Praxis for the qualifying content area that they teach.</p> <p><u>Intended Audience</u> Teachers who hold a conditional certificate</p> <p><u>Specific Time Line</u> January 2021 – June 2022</p> <p><u>Plan for Evaluation</u> Document the number of teachers who have submitted reimbursement requests for successfully passing praxis exams.</p> | <p>National Bureau of Economic Research. https://online.sju.edu/graduate/masters-secondary-education/resources/articles/highly-qualified-teachers-make-a-substantial-impact-on-students</p> <p>Rationale The study below finds that highly qualified teachers make an impact on the lives of children and young adults.</p> | |
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2. Strategies and Activities to Improve the Quality of the Teaching Force

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| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; | <p>2.1.1.A - Program: National Board Certification Program</p> <p><u>Brief Description</u> The AACPS NBC MD Network provides personalized, differentiated professional development and support for AACPS teachers pursuing National Board Certification (NBC) to increase the “pass rate” for current National Board Candidates and build teacher capacity to impact student learning.</p> <p><u>Anticipated Outcomes</u> Increase the knowledge and skills of teachers so they can obtain their NBC, thus increasing AACPS workforce with highly skilled reflective practitioners. NBC teachers are found to have a positive impact on student academic achievement.</p> | <p>Level 3: Promising Evidence https://edexcellence.net/articles/national-board-certification-and-teacher-effectiveness-evidence-from-washington “Based on value-added models in math and reading, we find that NBPTS certified teachers are about 0.01-0.05 student standard deviations more effective than non-NBCTS with similar levels of experience.” National board certified teachers attain this</p> | \$32,666.00 |
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| | | <p><u>Implementation Plan</u></p> <p>Provide monthly small group; certificate specific NBC candidate support-providers/facilitators to review and provide written feedback for four portfolio entries from NBC candidates.</p> <p>Candidates utilize Professional Learning Facilitator "final read" feedback of each entry feedback to further edit their portfolios, incorporating the NB standards, Architecture of Accomplished Teaching, and the Five Core Propositions of National Board.</p> <p>Small collaborative, certificate-specific support groups to give and provide feedback on their videos and written commentary.</p> <p>Provide release time with a sub day for NBC candidates to edit and complete required portfolio entries</p> <p>Provide incentives for NBC PLFs to review and provide written feedback for a final reading of NBC candidate portfolio entries.</p> <p>Provide funding for lead support facilitators to participate in National Board Academy Workshops, an intensive, national academy workshop that provides thought-provoking sessions on blended learning and equity – critical issues relevant to educators now, more than ever. Participants will gain insight into their National Board work, develop skills, and also build community.</p> <p>Provide funding for a consultant(s) to work with NBCT Recruitment Team to develop strategies to recruit minority and male teachers to pursue National Board Certification and recruit more NBCT</p> | <p>certification through a rigorous process that examines critical areas of teacher practice. Research has found that students taught by NBCT produce student gains on standardized tests that are greater than their non-NBCT counterparts.</p> <p>https://edexcellence.net/articles/national-board-certification-and-teacher-effectiveness-evidence-from-washington</p> <p>James Cowan and Dan Goldhaber, "National Board Certification and Teacher Effectiveness: Evidence from Washington." Center for Education Data & Research (February 2015).</p> <p>http://www.cedr.us/papers/working/CEDR%20WP%202015-3_NBPTS%20Cert.pdf</p> <p>Rationale:</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> | |
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| | | <p>teachers to Anne Arundel County Public Schools.</p> <p><u>Intended Audience</u> Teachers</p> <p><u>Specific Time Line</u> January 2021 – June 2022</p> <p><u>Plan for Evaluation</u> Candidate attendance at monthly support meetings Exit tickets, video samples, written commentary samples One on one PLF/candidate consultations Review NB Connect data regarding component submission in May, data available in NB Connect in June Survey of effective candidate support from active candidates-email, conferencing, survey Candidate Interviews Facilitator Interviews Candidate feedback forms The numbers of NBCT teachers of minority and male teachers completing and achieving National Board Certification will increase. The recruitment of NBCT teachers will increase. Academy/Workshop debriefing sessions</p> | | |
| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; | <p>2.1.1.B - Program: Advanced Studies and Programs – Advanced Placement</p> <p><u>Brief Description</u> Provide opportunities for teachers teaching advanced placement courses to enhance their content and pedagogical knowledge in the subject areas they teach by attending College Board–endorsed AP Institutes and workshops. These programs provide advanced placement teachers with in-depth training in content specific courses and teaching strategies. Participants engage in hours of pedagogical and content-rich instruction led by College Board–endorsed consultants.</p> | <p>Level 3: Promising Evidence https://research.collegeboard.org/sites/default/files/publications/2014/1/research-report-2013-5-are-ap-students-more-likely-graduate-college.pdf “Two national samples were used to test these research questions, and the results confirmed a positive relationship between both AP Exam participation and performance with graduation within</p> | \$40,175.00 |

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| | | <p><u>Anticipated Outcomes</u></p> <ul style="list-style-type: none"> • Enhance the content and pedagogical knowledge of educators teaching advanced placement courses • Increase the number and diversity of students taking one or more advanced placements exams and earning a score of 3 or better. <p><u>Implementation Plan</u></p> <p>AP Teachers attend a College Board endorsed Advanced Placement Institutes. Participants will engage in 30+ hours of content-rich training designed to strengthen how they teach their AP courses.</p> <p>AP Teachers attend a College Board endorsed workshops. Participants can select from 1 hr., 3hr., or 6hr. workshops; each will walk away with ready-to-use strategies and pedagogical tool shared by an experienced educator within the AP community.</p> <p>AP teachers:</p> <ul style="list-style-type: none"> • experience ready-to-use strategies and pedagogical tools; • begin to develop a course plan by unit and topic; • develop meaningful connections within the AP community. <p><u>Intended Audience</u></p> <p>Advanced Placement Teachers</p> <p><u>Specific Time Line</u></p> <p>January 2021 – June 2022</p> <p><u>Plan for Evaluation</u></p> <p>Surveys sent to teachers who have attended the institutes/workshops Teacher interviews, student enrollment and AP scores.</p> | <p>four years. This relationship was evident even after controlling for relevant institutional- and/or student-level factors.” Studies show that there is a positive relationship between AP Exam participation and performance and graduation from a four-year college in four years.</p> <p>https://research.collegeboard.org/sites/default/files/publications/2014/1/research-report-2013-5-are-ap-students-more-likely-graduate-college.pdf</p> <p>Teachers participating in AP PD were more likely to have higher levels of overall average AP performance (average exam score and average percentage of exams with scores of 3 or above) the following year</p> <p>http://files.eric.ed.gov/fulltext/ED561025.pdf</p> <p>Rationale</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. Study also shows teacher participation in AP Professional development positively</p> | |
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| | | | impact student AP scores. | |
| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; | <p>2.1.1.C - Program: Office of Equity and Accelerated Student Achievement</p> <p><u>Brief Description</u> Professional Development for Equity Leads who will facilitate early dismissal professional development for their respective schools addresses the need for teachers and administrators to increase their quality and effectiveness in becoming equity minded, AntiRacist educators who are focused on social justice standards as a way to improve school climate and academic achievement. As the Office of Equity and Accelerated Student Achievement engage in research about equity, using a train the trainer model to build Equity Leads' equity efficacy, the Equity Leads will in turn share their knowledge with their school-based colleagues during early dismissal professional developments.</p> <p><u>Anticipated Outcomes</u> Equity Leads/teachers will gain knowledge about the AACPS equity policy and be able to define and operationalize equity terms. Given the socio-political climate has increased racial animus, attitudes about racism and being AntiRacist are being addressed to impact meaningful change in schools. Develop skills to help teachers engage in discourse centered upon equity.</p> <p><u>Implementation Plan</u> Equity Leads will participate in quarterly professional development sessions to prepare for facilitating equity professional development during early dismissals four times a year. Equity</p> | <p>Level 4: Demonstrates Rationale</p> <p>Bennett, Colette. "How to Teach the Teacher Using the Train the Trainer Model." ThoughtCo, Aug. 27, 2020, thoughtco.com/train-the-teacher-4143125.</p> <p>The Train the Trainer model is similar to peer-to-peer instruction, which is widely recognized as an effective strategy for all learners in all subject areas. Selecting teachers to act as trainers for other teachers has many advantages including reducing costs, increasing communication, and improving school culture.</p> <p>One major advantage to the Train the Trainer model is how it can assure fidelity to a particular program or strategy for teaching.</p> <p><u>Growth Mindset</u> "Researchers recently examined the relationship between 10th grade students' mindsets and performance on a national achievement test in Chile.² Students who held a growth mindset were three</p> | \$32,545.00 |

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| | | <p>leads will then facilitate the professional development session to the staff.</p> <p>Principals will engage in similar professional development sessions as the equity leads and additional sessions on relevant topics during monthly principal meetings.</p> <p>Teachers will participate in equity professional development facilitated by consultants to supplement professional development provided by the Office of Equity and Accelerated Student Achievement.</p> <p><u>Intended Audience</u> Teachers and Principals</p> <p><u>Specific Time Line</u> January 2021 – June 2022</p> <p><u>Plan for Evaluation</u> The effectiveness of the Equity Liaisons PD sessions include an impact on teachers' equity efficacy and an improvement in classroom instruction focused on equitable practices determined through:</p> <ul style="list-style-type: none"> • Professional Development session evaluations • Structured interviews with selected principals/Equity Leads • Equity Walks with principals at targeted schools/classrooms • Equity Lead reflections | <p>times more likely to score in the top 20% on the test, while students with a fixed mindset were four times more likely to score in the bottom 20%.”</p> <p><u>Positive classroom and School Culture</u> https://search-proquest-com.proxy- ln.researchport.umd.edu/pqdtglobal/docview/1794656390/abstract/17640D499EEC4BD9PQ/18?accountid=12164</p> <p>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.</p> <p>Rationale Researcher proposes one of the strategies to employ in systemic reform that improves achievement and equity is by building capacity and generating will and maintaining an equity focus. The train the trainer model is used as a means to communicate the same</p> | |
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| | | | professional development to all schools at the same time. | |
| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; | <p>2.1.1.D – Program: Advanced Studies and Programs</p> <p><u>Brief Description</u> Provide professional learning opportunities to expand instructional practices/build teacher capacity to implement strategies that meet diverse learning needs with educational leaders' ability to analyze student assessments and data in a continuous growth cycle that focuses on educational excellence and innovation</p> <p>Instructional Target – Magnet Schools and Standards of Excellence</p> <ul style="list-style-type: none"> • STEM Tenets • Arts Integration Education • Accelerated Learning Frameworks for ALL Learners/ DI • Diversity and Inclusion • Community Application • Instructional Pedagogy • Design and Systems Thinking • Engagement Platforms (Focus on Inquiry, Student Voice, and Authentic Application) • Transdisciplinary Learning/PBL <p><u>Anticipated Outcomes</u> After participation in the Magnet workshops and/or coaching assignment, county Magnet school teams will have a greater understanding on the exemplar Magnet practices. This enhanced capacity will support school-based plans that target the High Quality Instruction System pillar critical for designation as a Magnet School of Excellence.</p> <p><u>Implementation Plan</u> Workshop Engagement Through a systems approach to curriculum development and alignment,</p> | <p>Level 4: Demonstrates Rationale Professional development that focuses on teachers analyzing the specific skill and concept they'll teach in their discipline is not only well-received by teachers, but has also been shown to improve both teacher practice and student learning (Bland de la Alas and Smith, 2007; Carpenter et al., 1989; Cohen and Hill, 2001; Lieberman and Wood, 2001; Merek and Methven, 1991; Saxe, Gearhart, and Nasir, 2001; Wenglinsky, 2000; McGill-Franzen et al., 1999; Darling-Hammond et al., 2009).</p> <p>Studies that have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes. We identify key features of effective efforts and offer rich descriptions of these models to inform education leaders and policymakers seeking to leverage professional development to improve student learning.</p> <p>https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</p> | \$22,500.00 |

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| | | <p>the school leadership team will be supported in establishing, implementing, and assessing curriculum shifts based on magnet theme. Leading Successful Magnet Schools Workshops will provide a space for the school leadership teams to receive assistance in the development and implementation of success matrices based on the school's theme. This will be supported through the Magnet Pillars and the Standards of Excellence. This workshop is designed to ensure that magnet themes and implementation plans are followed with fidelity. This component tracks implementation and supports school leadership teams in adjusting their implementation as necessary based on the school's developmental progress.</p> <p>Targeted Coaching Through the Certification Readiness Coaching, participants will be shown how Magnet School Certification identifies schools that have achieved national benchmarks in terms of magnet programming. This is a key assessment tool in guiding school development and setting actionable goals for school development. Through self-reflection, goal setting, documentation, and progress-monitoring, developing magnet schools identify their own success markers based on nationally recognized success criteria. This virtual coaching will consist of five 90-minute sessions per school and will occur throughout the grant school year</p> <p>Conference Attendance</p> <p><u>Intended Audience</u> County Educators (Teacher and Teacher Leaders), Instructional/Program Leaders, Administrators, Central Office Staff</p> | <p>For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills.</p> <p>But what constitutes effective professional development? That's the question we set out to answer in this report, which reviews 35 methodologically rigorous studies that have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes. We identify key features of effective efforts and offer rich descriptions of these models to inform education leaders and policymakers seeking to leverage professional development to improve student learning.</p> <p>https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report</p> <p>"According to the U.S. Department of Education, research confirms that teachers</p> | |
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| | | <p>School Visits – Application of actionable goals/activities through a Futures Forecast Stakeholder Reflections and sharing of Artifacts</p> <p><u>Specific Time Line</u> January 2021 – June 2022</p> <p><u>Plan for Evaluation</u> Attendance documentation Workshop Evaluations School Visits Conference Evaluation Application reflection artifact</p> | <p>are the single most important factor in raising student achievement.” http://www.ncsall.net/fileadmin/resources/ann_rev/smith-gillespie-07.pdf</p> <p>“Instead, professional development in an era of accountability requires a fundamental change in a teacher’s practice that leads to increases in student learning in the classroom.” http://www.centerforpubliceducation.org/teachingtheteachers</p> <p>Rationale While no empirical studies have been conducted for our specific professional development opportunities, there is a rationale that they are likely to improve relevant outcomes based on the high-quality research findings cited above.</p> | |
| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; | <p>2.1.1.E- Program: Professional Growth and Development - Professional Development Schools</p> <p><u>Brief Description</u> The PDS program provides professional development opportunities to mentors and site coordinators to ensure they are prepared to support teacher candidates in their internships. The goal is to have effective teacher candidates who would recruit to work with our school district. The program also provides support to conditional teachers through the RTC</p> | <p>Level 3: Promising Evidence</p> <p>Does the Match Matter? Exploring Whether Student Teaching Experiences Affect Teacher Effectiveness and Attrition Goldhaber, Dan, Krieg, John, & Theobald, Roddy (2016).</p> | \$201,495.00 |

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| | | <p>program by providing professional development opportunities in partnership with the community college and helping prepare them to successfully obtain their Maryland Teacher Certification.</p> <p><u>Anticipated Outcomes</u> Develop and enhance the skills and knowledge of mentors in topics such as effective teaching, coaching, observation, and feedback. Recruit teacher candidates once they have successfully completed their full year internship and required coursework to serve as teachers.</p> <p><u>Implementation Plan</u> PDS Site Coordinator professional development to develop the skills to recruit and train mentor teachers, while also offering school specific supports for their teaching interns.</p> <p>Mentor teacher professional development to develop and enhance their knowledge and skills to effectively coach, observe and provide meaningful feedback to interns through their instructional development. PDS teachers and school administrators attend conferences, workshops, and other professional development opportunities to learn new ways to support/strengthen the programs as well as improve upon their own instructional coaching skill sets. RTC Program Manager salary to support cohort of conditional teachers in the RTC program.</p> <p><u>Intended Audience</u> PDS Site Coordinators, Mentor Teachers, Conditional Teachers in RTC Programs, School Administrators, RTC Manager, PDS Program Manager</p> <p><u>Specific Time Line</u></p> | <p>Review of costs of Teacher Preparation Programs and Teacher Attrition</p> <p>Excavating the Teacher Pipeline</p> <p>Goldhaber, Dan & Cowan, James (2014).</p> <p>Student Teaching and Attrition in Special Education</p> <p>Connelly, Vincent & Graham, Suzanne (2009). Professional Development Schools: Weighing the Evidence https://eric.ed.gov/?id=ED415226</p> <p>Rationale Studies show that teachers who participated in PDS sites build strong relationships with colleagues and stay in teaching longer.</p> | |
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| | | <p>January 2021 – June 2022</p> <p><u>Plan for Evaluation</u></p> <p>Session Evaluations Surveys given to mentors and interns regarding the internship experience Conference attendees will develop professional development plan or next steps from content learned Data from RTC manager documenting completion of the program Summary of observations from RTC manager. Determine the number of teachers hired in AACPS who participated in the PDS program.</p> | | |
| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; | <p>2.1.1.F - Program: Professional Growth and Development – Professional Development Conditional Teacher and Teacher Development Coach</p> <p><u>Brief Description</u></p> <p>The teacher shortage has resulted in having to hire conditional teachers who come with subject matter expertise but lack the formal classroom experiences that teacher candidates have who matriculated from a traditional teacher education program.</p> <p>Highly qualified conditional teacher and teacher development coach will plan opportunities to provide teaching experiences for conditional teachers and increased support during the school year in high needs schools. 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><u>Anticipated Outcomes</u></p> <p>Develop and enhance the knowledge and skills of conditional teachers serving in high needs schools.</p> | <p>Level 3: Promising Evidence</p> <p>Coaching is a key job-embedded professional learning strategy that is grounded in day-to-day teaching practice, addresses immediate problems of practice, and targets instructional practices with the intent of improving student learning (Croft, Coggshall, Dolan, Powers, & Killion, 2010).</p> <p>https://learningforward.org/journal/august-2018-vol-39-no-4/the-impact-of-coaching-on-teacher-practice-and-student-achievement/</p> <p>“Effective staff development,” by Robert N. Bush. In Far West Laboratory (Ed.), Making Our Schools More Effective: Proceedings of Three State Conferences. San Francisco: Author, 1984.</p> | \$348,577.00 |

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| | | <p>Develop and enhance the skills of selected teachers to grow them as teacher leaders particularly in the high need schools.</p> <p><u>Implementation Plan</u> Plan and provide professional development opportunities for conditional teachers. Provide ongoing support to conditional teachers at the school level. Facilitate a professional learning community with conditional teachers. Assist in planning professional development activities for a cadre of teachers in developing as teacher leaders who can serve as additional support to teachers at their schools. Coach will attend conferences, workshops, and other PD to enhance their skills and knowledge to serve as a coach.</p> <ul style="list-style-type: none"> • Hire a Teacher Coach who will work in TSI/CSI school who will provide ongoing support to new teachers and struggling teachers. Coach will be responsible for building the capacity of teachers by working alongside the teachers. The coach will guide teachers through the planning process, model and observe lessons, provide feedback to teachers to help build their teaching capacity and thus improve instruction in their classrooms. <p><u>Intended Audience</u> Conditional Teachers Classroom Teachers who will be developed into teacher leaders.</p> <p><u>Specific Time Line</u> Year Round</p> <p><u>Plan for Evaluation</u> Pre and post questionnaires Focus groups Post evaluation surveys Session evaluations Teacher Reflections</p> | <p><i>Does the Match Matter? Exploring Whether Student Teaching Experiences Affect Teacher Effectiveness and Attrition</i> Dan Goldhaber, John M. Krieg, Roddy Theobald CALDER Working Paper No. 149 January 2016 https://caldercenter.org/sites/default/files/WP%20149%20Fixed_0.pdf</p> <p>Source: Smith & Ingersoll. 2004. "What are the Effects of Induction and Mentoring on Beginning Teacher Turnover?" <i>American Educational Research Journal</i>. Vol. 41, No. 3, 681-714.</p> <p>Bonnie Cullison, Vice President of Programs quoted research that show teachers learn their craft best from other teachers. The Peer Assistance Review Program was a program that offered opportunities for teachers to mentor and evaluate their peers.</p> <p>https://www.gse.harvard.edu/~ngt/par/parinfo/</p> <p>Rationale Research conducted by Goldhaber, Krieg and Theobald found that teacher candidates with</p> | |
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| | | <p>Informal observations noting their teacher growth.</p> | <p>student teaching experiences were less likely to leave the profession and were more effective, particularly if they taught in a school with similar demographics as where they conducted their internship.</p> <p>Ingersoll's research shows that providing induction programs where new teachers receive support through mentors, collaboration with colleagues and support from administration increased retention, teacher classroom instructional practices and student achievement.</p> <p>Killions work suggests using coaching as a strategy to support teachers in their day to day work in helping them improve their practice and increase student learning.</p> | |
| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; | <p>2.1.1.G - Program: Professional Growth and Development – Teacher Development</p> <p><u>Brief Description</u></p> <p>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.</p> <p>The goal of this experience is to develop a cadre of teacher leaders in order to enhance the instructional leadership</p> | <p>Level 4: Demonstrates Rationale</p> <p>What Does the Research Tell Us About Teacher Leadership? By: The Center for Comprehensive School Reform and Improvement</p> <p>https://www.readingrockets.org/article/what-does-research-tell-us-about-teacher-leadership</p> | \$77,538.00 |

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| | | <p>teams that foster cooperative learning opportunities between adults at the school level.</p> <p><u>Anticipated Outcomes</u> Developing participants who are consciously skilled about their practice. Developing participants who understand effective research-based teaching strategies, when and how to implement those strategies. Developing teachers who can lead instructional change among their peers at their schools.</p> <p><u>Implementation Plan</u> Recruit teachers by soliciting recommendations from Regional Assistant Superintendents and principals. Offer multiple planned professional development opportunities to the cohort of teachers. Provide opportunities for the cohort of teachers to reflect and support each other in their growth.</p> <p><u>Intended Audience</u> Classroom Teachers</p> <p><u>Specific Time Line</u> January 2021 to June 2022</p> <p><u>Plan for Evaluation</u> Session evaluations Teacher Reflections – Teacher will self-report challenges, success and growth through reflection journals. Journals Teacher Interviews – Interviews will be focused on how their practice has changed. Teacher Observations to see if we observe the changes that were self-reported through journals.</p> | <p>Research on Professional Development and Teacher Change: Implications for Basic Education Cristine Smith and Marilyn Gillespie http://www.ncsall.net/fi/leadadmin/resources/annrev/smith-gillespie-07.pdf</p> <p>Why Professional Development Matters https://learningforward.org/docs/default-source/pdf/why_pd_matters_web.pdf</p> <p><u>Rationale:</u> While no empirical studies have been conducted for our specific professional development opportunities, there is a rationale that they are likely to improve relevant outcomes based on the high-quality research findings cited below.</p> <p>The research shows the use of teacher leaders at the school level result in increases in student learning.</p> <p>“The research in both K–12 and adult education demonstrates that professional development can, under the right conditions, help</p> | |
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| | | | teachers be more effective.” | |
| 2.1.7 | developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science | <p>2.1.7.A - Program: Curriculum and Instruction – K-12 Mathematics</p> <p><u>Brief Description</u> This request is based on the principle that teacher effectiveness increases when teachers have frequent access to school-embedded professional learning connected to high quality curriculum materials. Highly qualified, model resource teachers will provide ongoing, immersive instructional support for identified EOC schools in the area of mathematics.</p> <p><u>Anticipated Outcomes</u></p> <ul style="list-style-type: none"> • To increase teacher capacity around content knowledge to ensure rigor for all students. • To decrease inequities in instruction around the teaching and delivery of mathematics. • Increase the percentage of students I grades 3 – 8 who meet or exceed expectations on standardized mathematics assessments. <p><u>Implementation Plan</u> 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>Level 4: Demonstrates Rationale Coaching is a key job-embedded professional learning strategy that is grounded in day-to-day teaching practice, addresses immediate problems of practice, and targets instructional practices with the intent of improving student learning (Croft, Coggshall, Dolan, Powers, & Killion, 2010).</p> <p>https://learningforward.org/journal/august-2018-vol-39-no-4/the-impact-of-coaching-on-teacher-practice-and-student-achievement/</p> <p>“Effective staff development,” by Robert N. Bush. In Far West Laboratory (Ed.), Making Our Schools More Effective: Proceedings of Three State Conferences. San Francisco: Author, 1984.</p> <p>Rationale The above research asserts providing job-embedded professional learning through coaching has shown to improve student learning.</p> | \$193,103.00 |

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| | | <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><u>Intended Audience</u> Area of Focus: Identified Elementary and Middle Schools – Staff including teachers, admin and support staff.</p> <p><u>Specific Time Line</u> February 2021- June 2022</p> <p><u>Plan for Evaluation</u> 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> <p>Analyze student achievement data on formative and summative assessments.</p> <p>Ongoing feedback from informal observations based on teacher-set, individual goal</p> | | |
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3. Strategies and Activities to Retain and Provide Support to Effective Educators

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| 3.1.1 | provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders | <p>3.1.1.A - Program: Professional Growth and Development - New Teacher Support</p> <p><u>Brief Description</u></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. The goal of the program is to develop and retain effective classroom teachers. Professional learning activities are designed to provide new teachers with the knowledge and skills necessary to improve instruction and increase student achievement. All activities are aligned with the district's framework for teaching, called The AACPS Teaching & Learning Cycle.</p> <p><u>Anticipated Outcomes</u></p> <p>The program will increase:</p> <ul style="list-style-type: none"> • Teachers knowledge of research-based best practices in teaching • teachers' attitudes towards students and teaching; teachers will find joy in their work • Teachers will acquire and refine skills in implementing instructional strategies • Teachers will focus on the positive and articulate how their actions led to success, which will motivate them to continue to learn and implement new strategies. • Teachers will engage in reflective practice to consistently improve their craftsmanship. • Increase new teacher retention rate. <p><u>Implementation Plan</u></p> <ul style="list-style-type: none"> • Symposia are half-day professional learning experiences. Session topics are selected based on the needs of new teachers and system priorities. Presenters are experienced classroom teachers, Right Start Advisors, resource | <p>Level 2: Moderate</p> <p>Do Teacher Induction and Mentoring Matter? Ingersoll, R. & Smith, T.M. (2004). https://journals.sagepub.com/doi/abs/10.1177/019263650408863803</p> <p>This study found that beginning teachers were less likely to transfer schools or leave the profession if provided multiple supports. The most impactful supports were supportive communication, beginning teacher seminars, mentoring, and collaboration with others.</p> <p>The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research Ingersoll, R. & Strong, M. (2011). https://www.jstor.org/stable/23014368?seq=1</p> <p>The Promising Practice of Induction Robert G. Smith (2013) https://www.hepg.org/hel-home/issues/29_1/helarticle/the-promising-practice-of-induction_561</p> <p>Rationale</p> <p>This review of research determined that induction programs have a positive impact</p> | \$200,217.00 |
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| | | <p>teachers, or consultants. Approximately six sessions are offered during each symposium and participants may choose two to attend.</p> <ul style="list-style-type: none"> • Teachers are provided with opportunities to observe master teachers in targeted areas to include classroom management and organization, best practices, small group instruction, differentiation, routines and procedures, pacing, transitions, positive reinforcement, incorporating technology, active learning and instructional strategies. Teachers collaborate with their Right Start Advisors to create “look for” lists for learning visits. Teachers are required to reflect with their Right Start Advisors at the conclusion of the visit. Whenever possible, teachers also debrief with the master teacher visited. • Teachers are provided a professional development day to explore curriculum documents to prepare effective and appropriate instruction. Both the content teacher specialist and Right Start Advisor may collaborate to support the new teacher. • Teachers are provided the opportunity to participate in the Skillful Teacher PLC, a course designed for teachers to study, practice, refine, and reflect on research- based teaching practices. Participants receive a copy of The Skillful Teacher by Saphier, Haley-Speca, and Gower. • Teachers examine strategies which support the AACPS indicators of a Quality Learning Environment. Teachers will be provided substitutes in order to participate in this full-day session. If daytime sessions are not permitted, teachers may receive a stipend for attending two evening sessions. • Teachers examine strategies which support the AACPS indicators of a Quality Learning Environment, concentrating on more advanced | <p>on teacher retention, teacher classroom instructional practices, and student achievement.</p> | |
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| | | <p>classroom techniques. Teachers will be provided substitutes in order to participate in this full-day session. If daytime sessions are not permitted, teachers may receive a stipend for attending two evening sessions.</p> <ul style="list-style-type: none"> • Teachers are provided the opportunity to earn one MSDE credit. This hybrid course meets over six sessions that are designed to give new teachers research-based, practical strategies. Course content is aligned to the Quality Learning Environment element of the Anne Arundel County Public Schools Teaching & Learning Cycle, a framework for teaching. • Teachers enrolled in this cohort explore the foundations of teaching. Topics explored include managing the classroom, backwards mapping, planning for daily instruction, active learning and assessment. • Teachers are offered a professional learning experience designed to meet the unique needs of 1st year conditionally certified teachers, who are provided substitutes to attend. Session topics are determined through consultation with Right Start Advisors, who recommended topics based on their observations of conditional teachers. Certification Specialists offer sessions to guide teachers towards earning a Standard Professional Certificate. If daytime sessions are not permitted, teachers will receive a stipend for attending an evening session. • Newly hired conditional teachers are given the opportunity to attend professional development prior to the start of the school year. This session is designed to give teachers a practical understanding of the craft of teaching and the expectations of AACPS. • Teachers are provided a professional development opportunity to celebrate and reflect on their first semester in the profession. | | |
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| | | <ul style="list-style-type: none"> • Teachers are given the opportunity to attend monthly after school professional development sessions. Seminars are available in both face-to-face and online settings. Face-to-face sessions are offered at various schools across the district. Content is based on the research-based needs of new teachers. • Teachers are invited to a classroom management practice session using a virtual classroom simulation. Teachers are given a scenario in which they are meeting a class for the first time and must gain students' attention and teach a mini-lesson. Teachers review classroom management strategies before individually practicing in the virtual classroom. • Teachers learned Teach Like a Champion techniques by reading and watching videos on the Teach Like a Champion Online website. Teachers submitted video evidence of implementation. Coaches provided feedback to teachers for growth. • Teachers are invited to attend a reflection and celebration of their 1st year. • Right Start Advisors and New teacher Support Team will attend professional development opportunities to enhance their skills on how to grow the program. <p><u>Intended Audience</u> New Teachers Right Start Advisors</p> <p><u>Specific Time Line</u> January 2021 to June 2022</p> <p><u>Plan for Evaluation</u> Agenda, sign-in sheet Exit tickets/session evaluations Teacher Surveys Right Start Advisor documentation Teacher Reflections</p> | | |
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| | | <p>Learning Visit request/approval forms Learning Visit reflections/follow-up forms Right Start Advisor documentation Professional Development Day request/approval forms Professional Development Day reflections/follow-up forms Participant homework assignments - collaborative assessment logs End of course survey Number of teacher who remain with AACPS</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>3.1.1.B - Program: Human Resources – Teacher Diversity Retention Activities</p> <p><u>Brief Description</u> In addition to the AACPS induction program administered by the Office of Professional Growth & Development, the Division of Human Resources will further support our minority non-tenured teachers by developing a retention program to ensure teachers connect with other minority educators, gain a better understanding of school system processes, and become more vested in our surrounding community. To increase the retention of non-tenured teachers of color by offering quarterly professional learning opportunities.</p> <p><u>Anticipated Outcomes</u> Teachers will enhance their knowledge and understanding of AACPS practices, expand their professional network, and gain better understanding of the skills desired for leadership advancement.</p> <p>Retain minority non-tenure teachers.</p> <p>AACPS will design and offer quarterly professional development sessions tailored to help non tenured diverse educators:</p> <ul style="list-style-type: none"> • Navigate our school system by providing a better understanding of | <p>Level 4: Demonstrates Rationale</p> <p>Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). Retaining Teachers of Color: A Pressing Problem and a Potential Strategy for “Hard-to-Staff” Schools . <i>Review of Educational Research</i>, 80(1), 71-107. doi: https://doi.org/10.3102/0034654309355994</p> <p>Dixon, R.D., Griffin, A.R., & Teoh, M.B. (2019). “If you listen, we will stay: Why teachers of color leave and how to disrupt teacher turnover.”, The Education Trust & Teach Plus, Washington DC. Retrieved from https://teachplus.org/sites/default/files/downloads/teachers_of_color_retention_.pdf</p> <p>Rationale Schools that provide</p> | \$13,030.00 |

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| | | <p>AACPS culture, processes and procedures, points of contact, professional growth/training opportunities, and to answers to key questions.</p> <ul style="list-style-type: none"> • Collaborate with other diverse educators from across the county in an effort to build their professional network. • Gain a better understanding of leadership opportunities within AACPS and skills needed to be successful in those roles. <p><u>Implementation Plan</u> Quarterly Professional learning workshop – Teacher Evaluations</p> <ul style="list-style-type: none"> • This two-part session will provide non tenured teachers with an overview of the teaching and learning cycle as well as offer guidance when preparing for formal and informal observation and post evaluation conferences. • Teachers will gain a better understanding of the culture of their school and school communities and will be provided with strategies for building relationships with students and teachers from different backgrounds. • Teachers will increase their knowledge of various types of technology that can be used to engage students as well as technology platforms that assist teachers in analyzing data to assess student performance. • Teachers will gain a better understanding of the various types of school based and non-school based leadership roles available within AACPS as well as the skills needed to be successful in those roles. An activity will be held for both non-tenured and tenured AACPS educators. <p><u>Intended Audience</u> Classroom Teachers</p> <p><u>Specific Time Line</u> January 2021 to June 2022</p> | <p>teachers with opportunities to network, collaborate and participate in professional development activities have higher retention rates.</p> | |
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| | | <p><u>Plan for Evaluation</u> Session Agendas Participant End of Session Surveys Follow up Participant Surveys/Questionnaire Informal Conversations with participants Teacher Participation Determine the number of minority teachers who remain with AACPS.</p> | | |
| 3.1.2 | provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. | <p>3.1.2.A - Program: Professional Growth and Development – Building Instructional Leadership for Teacher Leaders and Administrators</p> <p><u>Brief Description</u> Professional development will be provided for teacher leaders and administrators focused on improving instructional practice to improve the quality of teaching and advance student academic achievement through job-embedded professional development, collaborative learning sessions, mentoring/coaching, and workshops.</p> <p><u>Anticipated Outcomes</u></p> <ul style="list-style-type: none"> • Participants will learn effective change management strategies. • Participants will apply effective dialogue techniques when coaching teachers. • Participants will understand the components of descriptive feedback and apply them in coaching scenarios. • Participants will be able to identify culturally relevant instructional practices and provide feedback to teachers regarding these practices. <p><u>Implementation Plan</u> Professional learning activities will be conducted in a hybrid format. Participants will be engaged in a series of face to face and online sessions, participate in a field experience and other job embedded components.</p> <p>Some topics that will be addressed include but not limited to:</p> <ul style="list-style-type: none"> • Instructional Coaching • Observing Instruction using Teaching & Learning Observation Framework | <p>Level 4: Demonstrates a Rationale Sartain, L., Stoelinga, S. R., & Brown, E. R. (2011). Rethinking teacher evaluation in Chicago: Lessons learned from classroom observations, principal-teacher conferences, and district implementation. Research report. ERIC. https://eric.ed.gov/?id=ED527619 https://consortium.uchicago.edu/publications/rethinking-teacher-evaluation-chicago-lessons-learned-classroom-observations-principal Taylor, E. S., & Tyler, J. H. (2012). Can teacher evaluation improve teaching? Education Next, 12(4), 78-84. http://educationnext.org/can-teacher-evaluation-improve-teaching/ The Impact of Elementary Mathematics Coaches on Student Achievement. Patricia F. Campbell and Nathaniel N. Malkus</p> | \$202,857.00 |

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| | | <ul style="list-style-type: none"> • Descriptive Feedback • Conferencing • Culturally Relevant Instructional Practices • Teacher Professional Practices and Professional Behaviors from the AACPS TPE • Student Learning Objectives • Assessment Literacy • Analyzing data • Collaborative Planning • Instructional Coaching Conversations • Observing Instruction using Teaching & Learning Observation Framework • Descriptive Feedback and Conferencing • Teacher Professional Practices and Professional Behaviors from the AACPS TPE • Addressing Mediocre Teaching • Navigating Through Change • Building your Conference Skill Repertoire • Dealing with Difficult People, Situations, and Conversations • Building your Own Resilience <p><u>Intended Audience</u> Teacher Leaders Site-based administrators Central Office resource teachers Central Office Administrators</p> <p><u>Specific Time Line</u> January 2021 to June 2022</p> <p><u>Plan for Evaluation</u></p> <ul style="list-style-type: none"> • Session Agendas • Session evaluations • Participant Surveys • Focus Groups • Discussion Forums online • Participant Reflections • End of Course Observation and Reflection | <p>University of Maryland The Elementary School Journal Volume III, Number 3 2011 by the University of Chicago</p> <p>https://isidore.udayton.edu/access/content/group/48d85ee6-68d7-4a63-ac4e-db6c0e01d494/EDT650/readings/Imapct%20oF%20Elementary%20Math%20Coaches.pdf</p> <p>Rationale This first study above shows that a relationship exists between the principal observation rating of teachers and their value added measures. In classrooms where teachers received high ratings are the classrooms that also showed the most student growth. In classrooms where teachers received low observation ratings, their students showed the least growth. Teachers and principals found that the use of the new observation tool allowed teachers/ principal conferences to center on instruction using a common language. The researcher's observations of conferences revealed that principals could use additional support on engaging in coaching conversations. This second study suggests that effectiveness of individual teachers improved during the</p> | |
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| | | | <p>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.</p> <p>The data strongly suggest that teachers who undergo the TES in Cincinnati Public Schools experience lasting improved changes to their teaching practice. The researcher suggests that this change could be due to the information the teachers receive regarding their practice and discussions around effective teaching practices that they may not have known allowing for self-reflection and an opportunity for them to improve through the year.</p> | |
| 3.1.2 | <p>provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.</p> | <p>3.1.2.B - Program: Professional Growth and Development - Leadership Succession</p> <p><u>Brief Description</u></p> <p>The role of the principal has changed dramatically. The increased responsibilities such as:</p> <ul style="list-style-type: none"> • Creating and maintaining a positive school culture/climate • Instructional leadership – Continuous instructional improvement • Managing resources – overall management of school finances/staff, community partnerships | <p>Level 3: Promising Evidence</p> <p>Fuller, E.J., Young, M.D., & Baker, B. (Spring 2011) Examining the Impact of School Leaders and Their Preparation on Teacher Quality and Student Achievement. Educational Administration Quarterly, 47: 173-216</p> | \$78,407.00 |

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| | | <ul style="list-style-type: none"> • Cultivating leaders to ensure shared leadership <p>Have made it challenging for principals to successfully assume these responsibilities without guidance and support as how to prioritize competing demands.</p> <p>AACPS is committed on developing leaders who are able to balance the multiple responsibilities while maintaining a clear focus on teaching and learning at the core of their work.</p> <p><u>Anticipated Outcomes</u></p> <ul style="list-style-type: none"> • Participants will improve their ability to provide evidence-based feedback. • Participants will understand how to build the capacity of teacher leaders. • Participants will learn strategies for building community relationships. <p><u>Implementation Plan</u></p> <p>Build the capacity of leadership coaches to expertly support leaders through coaching leaders to improve instructional leadership, foster high expectations and growth mindset across teams, and to address issues of racial performance disparities, and inclusion.</p> <p>School-leaders will engage in professional development sessions centered on developing them as effective leaders.</p> <p>School leaders will engage in intense professional development sessions known as the PDT process that is centered on building the leaders capacity customized to the needs of the school. The steps for this process are outlined below:</p> <ul style="list-style-type: none"> • Ongoing meetings and one-on-one coaching sessions with all members of the PDT. • Highlight and model the ways in which leaders effectively establish trust with team members. <p>Principal coaches work shoulder-</p> | <p>Fuller, E.J. & Young, M.D. (2008). The revolving door: principal turnover in Texas. Texas Study of Secondary Education, 17(2): 14-18. https://learningpolicyinstitute.org/sites/default/files/product-files/NASSP_LPI_Principal_Turnover_Research_Review_REPORT.pdf</p> <p>Preparing School Leaders for Every Student's Learning</p> <p>https://cedar.education.ufl.edu/wp-content/uploads/2014/09/LS-2_FINAL_09-18-14.pdf</p> <p>Good Principals Aren't Born – They are Mentored https://www.wallacefoundation.org/knowledge-center/Documents/Good-Principals-Arent-Born-Theyre-Mentored.pdf</p> <p>Rationale Principals are the second most important factor, after teachers that contribute to increased student achievement. Effective principals are those who have participated in rigorous preparation programs and mentoring programs. The mentoring period should consist of ongoing professional development</p> | |
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| | | <p>to-shoulder with new leaders as they work with teams to build trust through a shared vision and accountability.</p> <ul style="list-style-type: none"> • Goal Setting. Using the PSEL Standards and other data Principal Coaches and PDT members work with new leaders to goal set, track and monitor progress, unpack data, and revise goals. • Design Professional Learners for Teachers and Staff. Coaches and PDT members help new leaders design meaningful professional learning sessions that are cohesive, responsive, and relevant. • Accountability. Principal Coaches and PDT members will create conditions to normalize accountability and accountability structures to measure impact and overall effectiveness. These and other practices are the pinnacle to the PDT process. <p><u>Intended Audience</u> New and Novice Principals</p> <p><u>Specific Time Line</u> January 2021 to June 2022</p> <p><u>Plan for Evaluation</u> Questionnaires End of Session Surveys Observations Interviews with participants Interview Principal Supervisors with new principal if possible Focus Groups Principal Reflection Portfolios Observations</p> | <p>opportunities coupled with side by side coaching with trained experts.</p> | |
| | <p>provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback,</p> | <p>3.1.2.C - Program: Professional Growth and Development – Leadership Development</p> <p><u>Brief Description</u></p> | <p>Level 4: Demonstrates Rationale https://www.wallacefoundation.org/knowledge-center/Documents/How</p> | <p>\$72,209.00</p> |

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| | <p>and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions.</p> | <p>The AACPS assessment data for the past three years continue to show an equity gap in both mathematics and language arts in the elementary and middle school. Developing school system leadership is a key strategy cited by the Wallace foundation in shaping the culture for effective teaching in each school. Effective leaders, particularly those serving in high needs schools, develop a clear vision in creating conditions that will support a culture and climate that promotes quality instruction in all classrooms.</p> <p><u>Anticipated Outcomes</u></p> <p>Develop and enhance knowledge and skills in leaders that will set and maintain a positive culture and that of high expectations at their schools.</p> <p>Develop and enhance knowledge and skills of all school-based leaders that support teaching and learning.</p> <p>Develop and enhance knowledge and skills of leaders that plan and provide appropriate professional development for teachers and staff.</p> <p><u>Implementation Plan</u></p> <p>Plan and offer professional development opportunities that focus on ensuring a positive culture. Offerings will include antiracism education.</p> <p>Provide professional development opportunities that allow leaders to provide instructional support to their teachers. Opportunities will include strength based coaching.</p> <p>Provide opportunities that support leaders understanding of conditions that support teacher retention at their schools.</p> <p><u>Intended Audience</u></p> <p>School-based leaders</p> | <p>-Leadership-Influences-Student-Learning.pdf</p> <p>“Based on 10 years of research, Wallace has identified four key parts of a "principal pipeline" that can develop and ensure the success of a sufficient number of principals to meet district needs: rigorous job requirements, high-quality training, selective hiring, and on-the-job evaluation and support.”</p> <p>Wallace Foundation – Perspective: Building Principal Pipeline http://www.wallacefoundation.org/knowledge-center/Pages/Perspective-Building-Principal-Pipelines.aspx</p> <p>https://www.wallacefoundation.org/news-and-media/press-releases/pages/the-wallace-foundation-launches-major-principal-pipeline-initiative-to-help-school-districts-build-corps.aspx</p> <p>Rationale</p> <p>While no empirical studies have been conducted for our specific professional development opportunities, there is a rationale that they are likely to improve relevant outcomes based on the high-quality research findings cited above.</p> | |
|--|--|---|---|--|

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NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

| | | | | |
|--|--|---|--|--|
| | | <p><u>Specific Time Line</u> January 2021 – June 2022</p> <p><u>Plan for Evaluation</u> Session evaluations Follow up questionnaires Focus groups Meeting notes and agendas Participant reflections Structured interviews Participant portfolios Direct observations (in-person, video, or audio)</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. The impact of leadership tends to be greatest in schools where the learning needs of students are most acute</p> | |
|--|--|---|--|--|

4. Use of Funds to Improve Equitable Access to Effective Educators To All Students

| | | | | |
|-----|---|--|--|--|
| 4.1 | If using Title II, Part A funds to improve equitable access to effective teachers and principals for all students, describe how such funds will be used for this purpose. | | | |
|-----|---|--|--|--|

***Below is a list of “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.**

- [Evidence for ESSA](#) (Hopkins)
- [Report on School Leadership Interventions under ESSA](#) (RAND)
- [Social and Emotional Learning Interventions under ESSA](#) (RAND)
- [What Works Clearinghouse](#) (IES)
- [Evidence-Based Intervention Network](#) (University of Missouri)
- [National Center on Intensive Intervention](#) (AIR)
- [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
- [Results First Clearinghouse Database](#) (Pew)
- [Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools](#) (Hopkins)
- [Impact of Family Involvement on the Education of Children](#) (MDRC)

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5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - Required

Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards.
[Section 2102 (b)(2)(A)]

AACPS School District's curriculum guides, materials, and assessments align to the Maryland College and Career Readiness Standards for both English and Math, the Next Generation Science Standards for Science and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. In addition, AACPS School Districts aligns professional learning services to the Learning Forward Standards for professional learning. Professional Learning activities for section 4.0 support teachers, principals, and school leaders to use the academic standards to develop lesson plans, assignments and assessments that help their students master the knowledge and skills defined by the academic standards.

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6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

Services and other benefits to private school students must be secular, neutral, and non ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.

Certified letters were sent to all non-public schools (sample letter included) obtained from the list of nonpublic schools as indicated by MSDE on the downloadable from

http://www.marylandpublicschools.org/nonpublic/nsab_directory/anne_arundel.htm.

Of the schools that were contacted, representatives from 12 non-public school representatives attended information and consultation sessions (sign in sheet included), June 11, 2020 and June 12, 2020 (agendas included) and participated in the planning process. Two consultations dates were offered to accommodate school schedules. In addition, we offered virtual consultation to schools. The following schools requested virtual consultation. Below are the dates we worked with the schools.

- June 21, 2020 – Archbishop Spalding High School
- June 22, 2020 – Rockbridge Academy
- June 23, 2020 - St. Paul's Lutheran
- June 23, 2020 – St. Mary's High School
- June 30, 2020 – Chesterton Academy
- June 30, 2020 – Annapolis Area Christian Academy
- June 30, 2020 – St. Philip Neri School
- July 1, 2020 – Rockbridge Academy
- July 13, 2020 – St. Mary's Elementary School
- July 13, 2020 – School of Incarnation
- July 16, 2020 – School of Incarnation
- July 22, 2020 – School of Incarnation
- August 3, 2020 – St. Philip Neri School
- September 2, 2020 – St. Martin's -in-the-field Episcopal

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.

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Representatives from the participating nonpublic schools continue to indicate both their satisfaction with the current methods of establishing contact and with the emphasis that the Anne Arundel County Public Schools has placed on providing the greatest opportunities for equitable participation following initial contact.

All nonpublic school representatives who participated in planning are listed in our database, which includes email/phone/fax/ mailing contact information, as well as numbers of students, staff and a list of the programs in which the school is participating. This email list provides an efficient means of asking and answering questions, updating nonpublic schools on relevant information, and consulting on possible programming. In addition, non-public representatives completed two consultation forms to document that they received necessary information.

At the information/planning meetings, AACPS federal program coordinators shared details and requirements regarding the 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 from 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 (virtually) or through phone conferences. Some schools accepted the offer and representatives went to the Schools and also consulted over the phone with school staff.

During the process, AACPS representatives from the Division of Professional Growth and Development reach out to non-public representatives to ensure continuous communication with each school representative throughout the school year. If a dispute may arise, staff from the Division of Professional Growth and Development offer additional consultation and support to address disputes in an effort to reach a resolution. The nonpublic school representative may need support finding alternative professional development activities to meet identified professional development needs of their teachers, goals, and summary evaluation plan (sample planning form included). Nonpublic schools can meet with the AACPS Representatives to discuss dispute resolutions and develop amendments to the Title IIA activities. If needed AACPS may reach out to MSDE for guidance.

TITLE IIA, FY 21
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Attendance Roser for Virtual Consultation Meetings June 11 and June 12, 2020

| A | B | C | D |
|--------------------|---|---------------------------|----------|
| Timestamp | Full Name, School and/or Organization | Consultation Meeting Date | Initials |
| 6/11/2020 14:59:01 | Melissa Gilroy, Monsignor Slade Catholic School | Thursday, June 11, 2020 | MG |
| 6/11/2020 15:00:00 | Loretta Federline Monsignor Slade Catholic School | Thursday, June 11, 2020 | LF |
| 6/11/2020 15:02:03 | Joan Leslie Brooks | Thursday, June 11, 2020 | jlb |
| 6/11/2020 15:02:52 | Denise Hollidge, Rockbridge Academy | Thursday, June 11, 2020 | dh |
| 6/11/2020 15:06:55 | Chris Hagen, Annapolis Area Christian School | Thursday, June 11, 2020 | ch |
| 6/11/2020 16:08:54 | Kim Carson | Thursday, June 11, 2020 | KC |
| 6/11/2020 16:09:21 | Jill Harris AACPS PGD | Thursday, June 11, 2020 | jsh |
| 6/12/2020 9:07:05 | Megan Back, St. Mary's Elementary School | Friday, June 12, 2020 | MDB |
| 6/12/2020 9:07:22 | Regina O'Hara, Archbishop Spalding High School | Friday, June 12, 2020 | RMO |
| 6/12/2020 9:11:55 | Sharon H. Wible, St. Mary's High School | Friday, June 12, 2020 | SHW |
| 6/15/2020 19:12:55 | John Maxwell, St. Paul's Lutheran School | Friday, June 12, 2020 | JM |
| 6/16/2020 11:43:08 | Dianne Kestler St. John the Evangelist School | Friday, June 12, 2020 | DBK |

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Agenda for Virtual Consultation June 11 and 12

TITLE IIA, FY 21
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Professional Growth & Development

Agenda

Title IIA Consultation

Virtual Meeting

3:00 p.m. – 4:00 p.m.

June 11, 2020

| Time | Topic | Topic Leader |
|-----------------------|---|--|
| 3:00 p.m. - 3:40 p.m. | Introduction to Title IIA Title IIA Funding Allowable Activities Application Process Evaluation Process | Dr. Zipporah Miller D’Nia Walker Jill Harris |
| 3:40 p.m. - 4:00 p.m. | Questions, Comments Planning and Support | Dr. Zipporah Miller D’Nia Walker Jill Harris |

Notes

TITLE IIA, FY 21
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Professional Growth & Development

Agenda

Title IIA Consultation

Virtual Meeting

9:00 a.m. – 10:00 a.m.

June 12, 2020



| Time | Topic | Topic Leader |
|------------------------|---|--|
| 9:00 a.m. - 9:40 a.m. | Introduction to Title IIA Title IIA Funding Allowable Activities Application Process Evaluation Process | Dr. Zipporah Miller D’Nia Walker Jill Harris |
| 9:40 a.m. - 10:00 a.m. | Questions, Comments Planning and Support | Dr. Zipporah Miller D’Nia Walker Jill Harris |



Notes

Summary – Nonpublic School Activities and Costs - FY 2021

TITLE IIA, FY 21
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

| Allowable Activities | Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan as Part of this Annual Update Including Page Numbers | Nonpublic Costs FY 2021 |
|-----------------------------|--|--------------------------------|
| 2.1.1 | Annapolis Area Christian <ul style="list-style-type: none"> Contract services for onsite training for grades K-6 (all lower school faculty, all subject areas) through Fountas and Pinnell Classroom training center to train teaches in a variety of reading strategies and particularly those most useful in the content area. | \$ 17,844.00 |
| 2.1.1 2.1.4 | <ul style="list-style-type: none"> Consultant from All Belong Center for Inclusive Education to provide full staff virtual and/or face-to-face two day trainings in effective instructional methods with high levels of student engagement, technology integration to develop students' 21st Century skills for all students with an emphasis on special education students. Services include membership access for all staff to utilize CLC Network research articles and professional development webinars to support consultant's (<i>in-house or virtual</i>) content. | |
| 2.1.1 | Contract services for onsite and/or virtual training – Coaching administrative team for developing an inclusive educational program. | |
| 2.1.1 | Archbishop Spalding High School <ul style="list-style-type: none"> 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 – Head of School training | \$23,345.00 |
| 2.1.1 | Teachers will attend AP-Level professional development conferences and workshops primarily via collegeboard.com and/or Goucher University. | |
| 2.1.1 | Teachers will attend the Project Lead the Way Launch Classroom training sessions and then become onsite trainers leading professional development here at Spalding. | |
| 2.1.1 | Teachers and Administrators will attend PLTW training to expand course offerings. | |
| 2.1.1 2.1.4 2.1.6 | <ul style="list-style-type: none"> Registration Fees for the annual ISTE Conference in June 2021. Teachers/Administrators will attend sessions at the annual conference that target the following ISTE Teacher standards: 1. Facilitate and inspire student learning and creativity 2. Design and develop digital age learning experiences and assessments 3. Model digital-age work and learning 4. Engage in professional growth and leadership https://www.iste.org/standards/standards/standards-for-teachers | |
| 2.2.0 2.2.3 | Monsignor Slade Catholic School <ul style="list-style-type: none"> Consultants services from PESI Behavioral Health Continuing Education to provide on-site professional development Mental Health issues in K-5 Classrooms: Practical Strategies for Helping Young Students Succeed at School. The webinar would be tailored to meet the needs of primary and intermediate grade level teachers. | \$8,184.00 |
| 2.1.1 | Rockbridge Academy <ul style="list-style-type: none"> Registration and attendance to Essential Ideas in Mathematics Workshop to understand mathematical concepts presented in the format of concrete, representation, and abstract problem-solving techniques. | \$6,421.00 |

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NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

| | | |
|----------------|---|-------------|
| | | |
| 2.1.1 2.1.4 | School of the Incarnation <ul style="list-style-type: none"> Contracted Services with Nearpod to personalized webinars and provide a virtual consultant to assist teachers understand how to develop lesson plans using Nearpod. | \$13,877.00 |
| 2.1.1 | <ul style="list-style-type: none"> Consultant from Jan Richardson Pioneer Valley Books Professional Development Group featuring Literacy Footprints Guided Reading professional training sessions. | |
| 2.1.1 2.1.6 | <ul style="list-style-type: none"> Contracted Services with Houghton Mifflin professional development services to provide agnostic training for online assessments. | |
| 2.1.7 2.1.4 | <ul style="list-style-type: none"> Registration for memberships and participation of online coursework from International Society of Technology Education (ISTE) professional development self-paced series of integrating technology, project-based learning, and computational thinking. | |
| 2.1.1 2.1.4 | Coursework in general pedagogy and content areas which include but not limited to Reading, English language arts, Mathematics, Science, and Instructional Technology. | |
| 2.1.1 | St. John the Evangelist <ul style="list-style-type: none"> Contracted services through Notre Dame University of Maryland will provide 20 professional development sessions for teachers in all grade level groups to address specific skills in reading. | \$9,277.00 |
| 2.1.1 2.1.4 | <ul style="list-style-type: none"> Attend Maryland Association of Environmental Education Conference (virtual option) to learn new strategies to incorporate iPads within the classroom and virtual learning. | |
| 2.1.1 | St. Mary's Elementary School <ul style="list-style-type: none"> Contracted services with Gail Donahue from Notre Dame University of Maryland in the areas of reading/language arts, written expression, and mathematics. | \$15,104.00 |
| 2.1.1 | <ul style="list-style-type: none"> Contracted services with Karen Cangemi from Jan Richardson Pioneer Valley Books Professional Development Group to continue guided reading professional training from 2019 and 2020. | |
| 2.1.1 | <ul style="list-style-type: none"> Consultant from Notre Dame University of Maryland, Dr. Stephanie Savick to discuss bias in the classroom. | |
| 2.1.1 | St. Mary's High School <ul style="list-style-type: none"> Registration and attendance to College Board approved Advanced Placement Institutes | \$9,718.00 |
| 2.1.1 | <ul style="list-style-type: none"> Registration and attendance to International Society for Technology Education Conference | |

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NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

| | | |
|-----------------|---|------------|
| 2.1.1 | <ul style="list-style-type: none"> Registration and attendance to National Council for Teachers of Mathematics Conference | |
| 2.1.1 | <ul style="list-style-type: none"> Registration and attendance to ASCD Empower Conference for Every Educator | |
| 2.1.1 | <ul style="list-style-type: none"> Registration and attendance to Maryland Society for Educational Technology Conference | |
| 2.1.1 | <ul style="list-style-type: none"> Registration and attendance to Northeast Conference on the Teaching of Foreign Languages | |
| 2.1.1 | <ul style="list-style-type: none"> Registration and attendance to National Catholic Educators Association Conference | |
| 2.1.1 | <ul style="list-style-type: none"> Registration and Coursework for content courses in the areas of Educational Technology, Reading Readiness, English, Fine Arts, Math, Physical Education, Science, and Social Studies. | |
| 2.1.1 | <ul style="list-style-type: none"> Registration and Coursework for AP Institute by College Board | |
| | | |
| 2.1.1 | St. Philip Neri <ul style="list-style-type: none"> Contracted services: ACES: Academy of Catholic Educators Professional Development through Notre Dame University. A consultant will meet with teachers monthly. | \$7,475.00 |
| 2.1.1. | <ul style="list-style-type: none"> Registration for coursework offered through MSDE and Lincspring online professional development platform. | |
| 2.1.1. | <ul style="list-style-type: none"> Registration for 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 in core content areas. | |
| 2.1.1. 2.1.4 | <ul style="list-style-type: none"> Registration to attend a workshop offered through Google, <i>Teacher lead Google Classroom for Distance Learning</i>. | |
| 2.1.1 | Registration <ul style="list-style-type: none"> Teachers will attend and become members of the Maryland Council of Teachers of Mathematics Membership and Conference. | |
| | | |
| 2.1.1 | St. Martin's-in-the-Field Episcopal School <ul style="list-style-type: none"> Registration for Project Based Learning master course. | \$1,668.00 |

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)

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During Consultation staff from the office of Professional Growth and Development provide a Professional development plan template for non-public teams to complete. The plan requires each school identify their need and the data source(s) they used to establish the need. The need is linked to student outcomes. Once they have determined the need, the teams are to identify research based professional learning activities needed to address the need. Each team then outlines an implementation and evaluation plan. Our staff offers to meet with schools one on one to provide support and guidance as they develop their plans. The application and Power-point are attached.

Provide the names of participating private schools and number of private school students, and the calculated cost per pupil that will benefit from Title II-A services. (Include below or as an attachment)

| Participating Non-Public Schools | Enrollment | Per Pupil Allocation | Allocation per School |
|--|-------------------|-----------------------------|------------------------------|
| Annapolis Area Christian | 931 | 19.166806 | \$17,844.00 |
| Archbishop Spalding | 1,218 | 19.166806 | \$23,345.00 |
| Monsignor Slade Catholic | 427 | 19.166806 | \$8,184.00 |
| Rockbridge Academy | 335 | 19.166806 | \$6,421.00 |
| School of the Incarnation | 724 | 19.166806 | \$13,877.00 |
| St. John the Evangelist | 484 | 19.166806 | \$9,277.00 |
| St. Martin's-in-the-Field Episcopal School | 87 | 19.166806 | \$1,668.00 |
| St. Mary's Elementary | 788 | 19.166806 | \$15,104.00 |
| St. Mary's High School | 507 | 19.166806 | \$9,718.00 |
| St. Philip Neri School | 390 | 19.166806 | \$7,475.00 |
| | 5,891 | 19.166806 | \$112,913.00 |
| | | | |

The Indirect Cost (admin fee):

| | |
|--------------------------------|--------------------|
| Non Public | \$112,913 |
| Admin fee | \$52,254 |
| AACPS Professional Development | \$1,628,870 |
| Total Grant Detail | <u>\$1,794,037</u> |

Total Amount of Transfers:

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7.0 ASSURANCES- Required

Each application shall include assurances that the local educational agency, or consortium of such agencies, will -

(A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—

- (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
- (ii) have the highest percentages or numbers of children counted under section 1124(c);
- (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
- (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
- (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;

(B) coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

(C) comply with section 8501 (regarding equitable participation by private school children and teachers);

- (i) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable.
- (ii) the LSS expenditures, when providing educational services and other benefits to eligible private school children, their teachers, and other educational personnel serving those children, shall be equal, taking into account the number and educational needs of the children to be served.
- (iii) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, be secular, neutral, and non-ideological.

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Please complete this worksheet to indicate how you intend to use your Title IIA funds. Remember that Title IIA funds are to be used for “evidence-based” professional development only. Any expenditures for materials or contracted services are to be used for administrators, teachers, paraprofessionals and/or other educational support staff, **not** students or school expenses.

Initial Draft of this form must be sent to: _____ *by* _____

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Final approved form must be signed and returned to: _____ by _____

Grant funds are available from: _____ to _____

Evaluation Report must be signed and returned to: _____ by _____

Please note: According to Federal Law, the Local Education Agency (LEA) does not disseminate funds to non-public schools. As fiscal agent of Title II-A funds, the LEA is responsible for procuring, negotiating, and executing all contracts and services according to the requirements of Title II-A. After verifying that a needs assessment has been conducted and planned professional development programs, activities, and services are allowable under Title II-A, the LEA expends funds on behalf of the non-public school. An LEA may not distribute funds directly to a non-public school (ESEA Section 8501).

Part I - School Information

| | |
|--|--|
| School Name | |
| School Official/Primary Contact (Name and Title) | |
| Email Address School Official/Primary Contact | |
| Telephone Number School Official/Primary Contact | |
| Additional/Secondary Contact (Name and Title) | |
| Email Address School Official/Secondary Contact | |
| Telephone Number Additional/Secondary Contact | |

Total Allocation Amount _____ **FY** _____

I, _____ (Non-Public Official) assure that any materials or contracted services described in this plan are for administrators, teachers, paraprofessionals, parents and/or other educational support staff, **not** students and will ensure that any program, services, or activities will follow the approved plan unless a modification/amendment has been agreed upon by me and the LEA Title II-A Grant Coordinator.

(Non-Public Official Signature)

(Date)

(LEA Official Signature)

(Date)

Part II – Needs Assessment

Identify Needs (*Needs Assessment*)

1) Identify data sources. Suggested data sources to consider:

Student assessment data (ie- What sources/tools are you using to measure student success?)

Student behavior data (ie- How many referrals are administered yearly? What are the common offences?)

Survey findings (ie- How do you seek input from your stakeholders?)

Certification data (ie- How many teachers are teaching outside of their area of certification?)

Teacher evaluation data (ie- What sources/tools are you using to measure teacher effectiveness?)

Paraprofessional evaluation data (ie- What sources/tools are you using to measure paraprofessional effectiveness?)

Other relevant data sources (ie- walkthroughs, personal observations, parent-teacher conferences)

2) Review and analyze available and relevant data sources. Look for:

Areas of low performance

Gaps in support of instructional staff

Equity gaps in student performance

Spikes in behavioral data

Over-representation of specific student groups in behavioral reports

3) Identify and prioritize student needs

Review the gaps and challenges identified in step 2 and determine the root-cause of the issue.

What is the related student-need?

Which needs are the most significant and/or urgent for student-success?

4) Identify the professional knowledge and skills needed to address the prioritized student needs

What knowledge and skills do administrators, teachers, paraprofessionals, parents and/or other educational support staff need in order to effectively address the prioritized student needs?

| Prioritized Student Learning Needs | Professional Knowledge and Skills Needed | Supporting Data |
|------------------------------------|--|-----------------|
| Priority 1- | | |
| Priority 2- | | |
| Priority 3- | | |

Part III – Professional Development Plan**Professional Knowledge and Skills for Priority 1:****Activity 1.1**

| | | |
|---|--------------------|---------------------|
| Activity Description | | |
| Required Evidence-Based Research to Support Activity | | |
| Timeline | | |
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |
| Evaluation Plan | | |
| Intended Outcomes: | | |
| How will success be measured? | | |
| What data will be collected? | | |
| How and who will be collecting the data? | | |
| How often will data be collected? | | |

Activity 1.2

| | | |
|---|--------------------|---------------------|
| Activity Description | | |
| Required Evidence-Based Research to Support Activity | | |
| Timeline | | |
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |
| Evaluation Plan | | |
| Intended Outcomes: | | |
| How will success be measured? | | |
| What data will be collected? | | |
| How and who will be collecting the data? | | |

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local School System:

Fiscal Year:

How often will data be collected?

Professional Knowledge and Skills for Priority 2:

Activity 2.1

| | | |
|---|--------------------|---------------------|
| Activity Description | | |
| Required Evidence-Based Research to Support Activity | | |
| Timeline | | |
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |

Evaluation Plan

| |
|---|
| Intended Outcomes: |
| How will success be measured? |
| What data will be collected? |
| How and who will be collecting the data? |
| How often will data be collected? |

Activity 2.2

| | | |
|---|--------------------|---------------------|
| Activity Description | | |
| Required Evidence-Based Research to Support Activity | | |
| Timeline | | |
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local School System:

Fiscal Year:

| Evaluation Plan | |
|---|--|
| Intended Outcomes: | |
| How will success be measured? | |
| What data will be collected? | |
| How and who will be collecting the data? | |
| How often will data be collected? | |

Professional Knowledge and Skills for Priority 3:

| Activity 3.1 | | |
|---|--------------------|---------------------|
| Activity Description | | |
| Required Evidence-Based Research to Support Activity | | |
| Timeline | | |
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |
| Evaluation Plan | | |
| Intended Outcomes: | | |
| How will success be measured? | | |
| What data will be collected? | | |
| How and who will be collecting the data? | | |
| How often will data be collected? | | |

| Activity 3.2 | |
|---|--|
| Activity Description | |
| Required Evidence-Based Research to Support Activity | |
| Timeline | |

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local School System:

Fiscal Year:

| | | |
|---|--------------------|---------------------|
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |
| Evaluation Plan | | |
| Intended Outcomes: | | |
| How will success be measured? | | |
| What data will be collected? | | |
| How and who will be collecting the data? | | |
| How often will data be collected? | | |

Part IV- Evaluation Report

Use this space to report on the intended outcomes of the activities planned in Part III. Level one is required. Additional details on any of the remaining four levels is encouraged. Conferences must be evaluated on levels 1-4.

Evaluation Report must be signed and returned to: _____ by _____

This evaluation is being submitted by:

(Non-Public Official Signature)

(Date)

| Activity 1.1 | |
|---|--|
| Activity Title: | |
| | <i>Artifacts, Explanations, and/or Descriptions</i> |
| Level 1: Did the activity occur? | |
| Level 2: Were the participants satisfied with the experience? | |
| Level 3: Did participants acquire the intended knowledge and skills? | |

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local School System:

Fiscal Year:

| | |
|---|--|
| Level 4: Did the participants effectively apply what they learned? | |
| Level 5: What was the impact of the program on students? | |
| <i>Additional Notes or Comments:</i> | |

| Activity 1.2 | |
|---|---|
| Activity Title: | |
| | <i>Artifacts, Explanations, and/or Descriptions</i> |
| Level 1: Did the activity occur? | |
| Level 2: Were the participants satisfied with the experience? | |
| Level 3: Did participants acquire the intended knowledge and skills? | |
| Level 4: Did the participants effectively apply what they learned? | |
| Level 5: What was the impact of the program on students? | |
| <i>Additional Notes or Comments:</i> | |

| Activity 2.1 | |
|---|---|
| Activity Title: | |
| | <i>Artifacts, Explanations, and/or Descriptions</i> |
| Level 1: Did the activity occur? | |
| Level 2: Were the participants satisfied with the experience? | |
| Level 3: Did participants acquire the intended knowledge and skills? | |
| Level 4: Did the participants effectively apply what they learned? | |
| Level 5: What was the impact of the program on students? | |
| <i>Additional Notes or Comments:</i> | |

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local School System:

Fiscal Year:

| |
|--|
| |
|--|

Activity 2.2

Activity Title:

Artifacts, Explanations, and/or Descriptions

Level 1: Did the activity occur?

Level 2: Were the participants satisfied with the experience?

Level 3: Did participants acquire the intended knowledge and skills?

Level 4: Did the participants effectively apply what they learned?

Level 5: What was the impact of the program on students?

Additional Notes or Comments:

Activity 3.1

Activity Title:

Artifacts, Explanations, and/or Descriptions

Level 1: Did the activity occur?

Level 2: Were the participants satisfied with the experience?

Level 3: Did participants acquire the intended knowledge and skills?

TITLE II, PART A - SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Local School System:

Fiscal Year:

| | |
|---|--|
| Level 4: Did the participants effectively apply what they learned? | |
| Level 5: What was the impact of the program on students? | |
| <i>Additional Notes or Comments:</i> | |

| Activity 3.2 | |
|---|---|
| Activity Title: | |
| | <i>Artifacts, Explanations, and/or Descriptions</i> |
| Level 1: Did the activity occur? | |
| Level 2: Were the participants satisfied with the experience? | |
| Level 3: Did participants acquire the intended knowledge and skills? | |
| Level 4: Did the participants effectively apply what they learned? | |
| Level 5: What was the impact of the program on students? | |
| <i>Additional Notes or Comments:</i> | |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|--|----------|-------------------|---|--|--------------|---------|-----------|
| Administrative Supervisory Other | 1.1.1a | 201-23 | Human Resources-recruiting 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 Activity 1.1.1a | Travel / Virtual registration: expenses for recruiters on 5 day recruitment trip PR 1250 X 4 = \$5000 Expenses for recruiter on 4 recruitment events 500 x 4=2000 Conference Fees: Registration/space rental for recruitment events PR 1500 X 2 = \$3000 Registration/space rental for 4 recruitment trips 500 x 4 = \$2000 Total:\$12,000.00 | \$ 12,000.00 | \$ | 12,000.00 |
| Instructional Staff Development Salaries & Wages | 1.1.2a | 203-09 | Human Resources - Recruitment Incentives Differential & incentive pay for teachers, principals, or other leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems Contracted Services Activity 1.1.2a | Teacher Relocation Stipends 10 x 2,500 = 25,000 Total Stipends: \$25,000 | \$ 25,000.00 | \$ | 25,000.00 |
| Fixed Charges | 1.1.2a | 212 | Human Resources - Recruitment Incentives - Fixed Charges Differential & incentive pay for teachers, principals, or other leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems Other Charges Activity 1.1.2a | Fixed charges @ total of 8.582% | \$ 2,146.00 | \$ | 2,146.00 |
| Fixed Charges | 1.1.3a | 212 | Praxis Exam Fees Teacher, paraprofessional, principal, or other school leader advancement & professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation Other Activity 1.1.3a | Test Fees: Praxis fees \$5,000 Total: \$5,000 | \$ 5,000.00 | \$ | 5,000.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|--|----------|-------------------|---|--|--------------|---------|--------------|
| ESSA Annual Budget Instructional Staff Development Salaries & Wages | 2.1.1a | 203-09 | National Board Certification Stipends Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries Activity 2.1.1a | 40 Full Candidates @ 4 entries each \$50.00 = \$8000.00 20 Possible Full Candidates @ 2 entries each \$50.00=\$2,000.00 30 Possible Advanced Candidates @ 1 entry min. \$50.00 = \$1,500 50 Possible MOC Candidates @ 2 entries each = 100 x \$50.00 = \$5000.00 Substitutes: 90 Substitutes X \$110/day = \$9900.00 | \$ 16,500.00 | | \$ 16,500.00 |
| Instructional Staff Development Salaries & Wages | 2.1.1a | 203-09 | National Board Certification Substitutes Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries Activity 2.1.1a | | \$ 9,900.00 | | \$ 9,900.00 |
| Fixed Charges | 2.1.1a | 212 | National Board Certification-Fixed Charges Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Fixed Charges Activity 2.1.1a | Fixed charges @ total of 8.582% | \$ 2,266.00 | | \$ 2,266.00 |
| Instructional Staff Development Contracted Services | 2.1.1a | 205-09 | National Board Certification-Teacher Development - Contracted Services 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 Activity 2.1.1a | Presenters/Consultants: 1x5 2-hour per Meetings @ \$200 per hour X 10 hrs. = \$2000.00 | \$ 2,000.00 | | \$ 2,000.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|---|----------|-------------------|--|---|--------------|---------|--------------|
| Instructional Staff Development Other | 2.1.1 a | 205-09 | National Board Certification-Teacher Development - Travel (teachers) 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 Activity 2.1.1 a | For selected participants to attend virtual or In-person workshops Registration 2 x 1000 | \$ 2,000.00 | | \$ 2,000.00 |
| Instructional Staff Development Other | 2.1.1b | 205-09 | Advanced Studies and Programs - Teacher Travel 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 Activity 2.1.1b | Travel: Travel and lodging fees for AP teachers attending institutes out of state. If conferences are virtual, this is to cover registration and fees. \$1,039.00 per teacher x 5 teachers = \$5195 Conference Fees: \$1,016.00/per teacher x 30 teachers = \$30480 Total: \$35,675 Workshop Fee: \$150.00/per teacher x 30 teachers = \$4500 | \$ 40,175.00 | | \$ 40,175.00 |
| Instructional Staff Development Salaries & Wages | 2.1.1c | 203-09 | Office of Equity and Accelerated Student Achievement - Substitutes Providing high-quality, personalized professional development that is evidence based, to the extent the State determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning achievement, including supporting efforts to train teachers, principals, or other school leaders. Salaries Activity 2.1.1 c | Substitutes: 82 teachers x \$110 per day (substitute rate based on Substitute teacher's qualifications) / per day x 2 days = \$18,040 Total Substitutes: \$18,040 | \$ 18,040.00 | | \$ 18,040.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|---|----------|-------------------|---|--|-------------|---------|-------------|
| Fixed Charges | 2.1.1c | 212 | Office of Equity and Accelerated Student Achievement - Fixed Charges Differential & incentive pay for teachers, principals, or other leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems Other Charges Activity 2.1.1 c | Fixed charges @ total of 8.582% | \$ 1,548.00 | | \$ 1,548.00 |
| Instructional Staff Development Contracted Services | 2.1.1 c | 205-09 | Office of Equity and Accelerated Student Achievement - Contracted Services Teacher 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 Activity 2.1.1 c | Consultant: consultant fee \$13,000 for school based Equity Liaison teachers | \$13,000.00 | | \$13,000.00 |
| Instructional Staff Development Other | 2.1.1d | 205-09 | Advanced Studies and Programs-Teacher Travel 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 Activity 2.1.1d | Travel: Virtual Conference Fees: Unit 1 – 41 school-based educators + Program RTs/Specialists 64% of \$12,000 Total:\$7680 | \$ 7,680.00 | | \$ 7,680.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|--|----------|-------------------|--|--|--------------|---------|--------------|
| Administrative & Supervisory Other | 2.1.1d | 202-15 | Advanced Studies and Programs-Building Level Administrator Travel 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 Activity 2.1.1d | Virtual Conference Fees: Unit 2 – 23 Magnet Assistant Principals / Principals 36% of \$12,000 Travel: Total: \$4320 | \$ 4,320.00 | | \$ 4,320.00 |
| Instructional Staff Development Contracted Services | 2.1.1 d | 205-09 | Advanced Studies and Programs - Contracted Services Teacher 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 Activity 2.1.1 d | Consultant: consultant fee \$10,500 | \$10,500.00 | | \$10,500 |
| Instructional Staff Development Salaries & Wages | 2.1.1e | 203-09 | Professional Growth and Development - Professional Development Schools - Teacher Stipends 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 Activity 2.1.1e | Teacher Stipends: 36 @ \$500=\$18,000 (\$18,000 .X 2= \$36,000.) Part-time 100 Mentor Teachers @\$150 per intern placement =\$15,0000 Full Time 100 Mentor Teachers @ \$350 =\$ 35000 Site coordinator and Mentor Teacher PD - \$30 stipend X 200 participants Total Stipends: \$92,000 | \$ 92,000.00 | | \$ 92,000.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|--|----------|-------------------|--|---|--------------|---------|--------------|
| Instructional Staff Development Salaries & Wages | 2.1.1e | 203-09 | Professional Growth and Development - Professional Development Schools - Substitutes 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 Activity 2.1.1e | Substitutes: 3 meetings per year x 33 site coordinators x \$110 per day (substitute rate based on Substitute teacher's qualifications) =\$10,890.00 Various approved activities for 27 half day subs x \$110 per day (substitute rate based on Substitute teacher's qualifications) = \$1485 Total substitutes: \$12,375 | \$ 12,375.00 | | \$ 12,375.00 |
| Fixed Charges | 2.1.1e | 212 | Professional Growth and Development - Professional Development Schools - 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 Activity 2.1.1e | Fixed charges @ total of 8.582% | \$ 8,957.00 | | \$ 8,957.00 |
| Instructional Staff Development Other | 2.1.1e | 205-09 | Professional Growth and Development - Professional Development Schools - Teacher Travel 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 Activity 2.1.1e | PDS Site Coordinator (teacher) Registration x 6 - \$750 Lodging x 6 - \$700 Travel x 6 - \$550 Total = \$12,000 | \$ 12,000.00 | | \$ 12,000.00 |
| Administrative & Supervisory Other | 2.1.1e | 202-15 | Professional Growth and Development - Professional Development Schools - Building Level Administrator Travel 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 Activity 2.1.1e | Travel: PDS Site School Administrator (Principal) Registration x 1 \$750 Lodging x 1 \$700 Travel x 1 \$550 Total: \$2000 | \$ 2,000.00 | | \$ 2,000.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|--|----------|-------------------|--|---|---------------|---------|---------------|
| Instructional Staff Development Salaries & Wages | 2.1.1e | 202-16 | Professional Growth and Development - Professional Development Schools - 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 Activity 2.1.1e | RTC - Manager Salary 0.5 FTE x \$109,494.00 = \$54,747.00 | 54,747.00 | | \$ 54,747.00 |
| Fixed Charges | 2.1.1e | 212 | Professional Growth and Development - Professional Development Schools - 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 Activity 2.1.1e | Fixed rate for FTE positions: 23.58% (.2358) Pension admin fee: \$136 per fte x 0.5 HC for staff without HC experience data: \$13,040 x 0.5 | \$ 19,497.00 | | \$ 19,497.00 |
| Instructional Staff Development Salaries and Wages | 2.1.1f | 203-09 | Professional Growth and Development-Teacher Development & Conditional Teacher Coach - Salaries 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 Activity 2.1.1f | Professional Development Coach 12 month x 3 | \$ 250,080.00 | | \$ 250,080.00 |
| Fixed Charges | 2.1.1 f | 212 | Professional Growth and Development-Teacher Development & Conditional Teacher Coach - 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 Activity 2.1.1f | Fixed rate for FTE position: 23.58% (.2358) Pension admin fee: \$136 per fte x 3 HC for staff without HC experience data: \$13,040 x 3 | \$ 98,497.00 | | \$ 98,497.00 |
| Instructional Staff Development Salaries & Wages | 2.1.1g | 203-09 | Professional Growth and Development- Teacher Development - Substitutes 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 Activity 2.1.1g | Substitutes: 109 substitutes x \$110 per day (substitute rate based on Substitute teacher's qualifications) / day = \$11,990 \$11,990 x 4 sessions = \$47,960 Total: \$47,960 | \$ 47,960.00 | | \$ 47,960.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|---|----------|-------------------|---|--|--------------|---------|--------------|
| Fixed Charges | 2.1.1g | 212 | Professional Growth and Development- Teacher Development - 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 Activity 2.1.1g | Fixed charges @ total of 8.582% | \$ 4,116.00 | | \$ 4,116.00 |
| Instructional Staff Development Contracted Services | 2.1.1g | 205-09 | Professional Growth and Development- Teacher Development - Contracted Services 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 Activity 2.1.1g | Contracted services: Consultants - 4 sessions x \$4750 each for 120 participants Total: \$19,000 | \$ 19,000.00 | | \$ 19,000.00 |
| Instructional Staff Development Supplies | 2.1.1g | 204-09 | Development-Teacher Development - Materials 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 Activity 2.1.1g | PD Materials 120 teachers x \$53.36 each Total: \$6,403 | \$ 6,403.00 | | \$ 6,403.00 |
| 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 Activity 2.1.17 a | Hire 1 elementary and 1 middle school, highly qualified mathematics resource teachers at avg pay of \$67,467 = \$134,934 Masters degree +30 hrs. step 9 | \$134,934.00 | | \$134,934.00 |
| 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 Activity 2.1.7 a | Fixed rate for FTE positions: 23.58% (.2358) Pension admin fee: \$136 per fte x 2 HC for staff without HC experience data: \$13,040 x 2 | \$58,169.00 | | \$58,169.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|---|----------|-------------------|---|--|--------------|---------|--------------|
| Instructional Staff Development Salaries & Wages | 3.1.1a | 203-09 | Professional Growth and Development- New Teacher Support -Stipends New teacher, principal, or other school leader induction & mentoring programs Salaries Activity 3.1.1a | Teacher Stipends: 250 Teachers x \$30/hr. x 12 hours = \$90,000.00 Total Stipends: \$90,000 | \$ 90,000.00 | | \$ 90,000.00 |
| Instructional Staff Development Salaries & Wages | 3.1.1a | 203-09 | Professional Growth and Development- New Teacher Support -Stipends New teacher, principal, or other school leader induction & mentoring programs Salaries Activity 3.1.1a | Presenters: 47 PD Session Facilitators X \$30/hr. X 30 hours = \$42,300 Total Presenters: \$42,300 | \$ 42,300.00 | | \$ 42,300.00 |
| Instructional Staff Development Salaries & Wages | 3.1.1a | 203-09 | Professional Growth and Development- New Teacher Support -Substitutes New teacher, principal, or other school leader induction & mentoring programs Salaries Activity 3.1.1a | Substitutes: 250 substitutes (for facilitators and Teachers) X approximately \$110 per day (substitute rate based on Substitute teacher's qualifications) / day = \$27,500 Total Substitutes \$27,500 | \$ 27,500.00 | | \$ 27,500.00 |
| Fixed Charges | 3.1.1a | 212 | Professional Growth and Development- New Teacher Support -Fixed Charges New teacher, principal, or other school leader induction & mentoring programs Fixed Charges Activity 3.1.1a | Fixed charges @ total of 8.582% | \$ 13,714.00 | | \$ 13,714.00 |
| Instructional Staff Development Contracted Services | 3.1.1a | 205-09 | Professional Growth and Development- New Teacher Support -Contracted Services New teacher, principal, or other school leader induction & mentoring programs Contracted Services Activity 3.1.1a | Contracted Services: Online PD 50 Teachers X \$100 = \$5000 Location: Total: \$5000 | \$ 5,000.00 | | \$ 5,000.00 |
| Instructional Staff Development Supplies | 3.1.1a | 204-09 | Professional Growth and Development- New Teacher Support -Materials Teachers New teacher, principal, or other school leader induction & mentoring programs Supplies Activity 3.1.1a | Training materials: \$25 Books for 40 Teachers = \$1,000.00 Total: \$1,000.00 | \$ 1,000.00 | | \$ 1,000.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|---|----------|-------------------|---|---|--------------|---------|--------------|
| Instructional Staff Development Other | 3.1.1a | 205-09 | Professional Growth and Development- New Teacher Support -Travel Teachers | Hotel- \$450/hotel x 4 teachers= \$1,800 Airfare- \$550/airfare x 4 teachers= \$2,200 Conference Fees: \$1000 x 4 teachers (2 conferences x 1 teacher, one local)= \$4,000 Membership Fees: \$99 X 47 Right Start Advisors for Learning Forward = \$4,653.00 Total: \$12,653.00 | \$ 12,653.00 | | \$ 12,653.00 |
| | | | Activity 3.1.1a | | | | |
| Administrative & Supervisory Other | 3.1.1a | 202-16 | Professional Growth and Development- New Teacher Support -Travel Central Office | 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 | \$ 2,000.00 | | \$ 2,000.00 |
| | | | Activity 3.1.1a | | | | |
| Instructional Staff Development Contracted Services | 3.1.1a | 205-09 | Professional Growth and Development- New Teacher Support -Contracted Services- teachers | Contracted Services: Mursion \$800 fee - (Behavior Management and Parent Teacher Conference Client Demo) \$350 for each 2 hour session; \$350 x 15 sessions = \$5250 TOTAL: \$800 + \$5250 = \$6050 Teacher Stipends: | \$ 6,050.00 | | \$ 6,050.00 |
| | | | Activity 3.1.1a | | | | |
| Instructional Staff Development Salaries & Wages | 3.1.1b | 203-09 | Human Resources-Teacher Diversity Retention Activities-Stipends | \$30/hr. for 400 hours of professional development for diverse employees. Total Stipends: \$12,000 | \$ 12,000.00 | | \$ 12,000.00 |
| | | | Activity 3.1.1b | | | | |
| Fixed Charges | 3.1.1b | 212 | Human Resources-Teacher Diversity Retention Activities-Fixed Charges | Fixed charges @ total of 8.582% | \$ 1,030.00 | | \$ 1,030.00 |
| | | | Activity 3.1.1b | | | | |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|--|----------|-------------------|--|---|--------------|---------|--------------|
| Instructional Staff Development Salaries & Wages | 3.1.2a | 203-09 | Professional Growth and Development - Building Instructional Leadership for Teacher Leaders and Administrators - Teacher Stipends Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Salaries Activity 3.1.2a | Teacher Stipends: 75 Teachers X 4 hours X \$30/hr. = \$7500 Total Stipends: \$9000 | \$ 9,000.00 | | \$ 9,000.00 |
| Instructional Staff Development Salaries & Wages | 3.1.2a | 203-09 | Professional Growth and Development - Building Instructional Leadership for Teacher Leaders and Administrators -Substitutes Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Salaries Activity 3.1.2a | Substitutes: 68 teachers X 3 days X \$110 per day (substitute rate based on Substitute teacher's qualifications) / day = \$22,440 Total: \$22,440 | \$ 22,440.00 | | \$ 22,440.00 |
| Fixed Charges | 3.1.2a | 212 | Professional Growth and Development- Building Instructional Leadership for Teacher Leaders and Administrators -Fixed Charges Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Fixed Charges Activity 3.1.2a | Fixed charges @ total of 8.582% | \$ 2,698.00 | | \$ 2,698.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|---|----------|-------------------|---|--|--------------|---------|--------------|
| Instructional Staff Development Contracted Services | 3.1.2a | 205-09 | Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators -Contracted Services Teacher 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 Activity 3.1.2a | Contracted Services: (BIL Teacher Leaders) Consultant: \$3,375/day X 13 consultant days Location: Total:\$43,875.00 | \$ 43,875.00 | | \$ 43,875.00 |
| Instructional Staff Development Supplies | 3.1.2a | 204-09 | Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators -Teacher Materials 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 Activity 3.1.2a | Training materials: PD Materials for Teacher Leaders 105 x \$65 = \$6825.00 Additional Resources and Supplies need for Building Instructional Leadership Training: \$1195 Total: \$8020 | \$ 8,020.00 | | \$ 8,020.00 |
| Instructional Staff Development Other | 3.1.2a | 205-09 | Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators -Teacher Travel Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Other Activity 3.1.2a | If still in COVID-19 restrictions, will be used for virtual conference. Hotel- \$450/hotel x 4 teachers= \$1,800 Airfare- \$450/airfare x 4 Per Diem \$100 per teacher x 4 = \$400 Conference Fees: \$1000 x 4 teachers (2 conferences x 1 teacher, one local)= \$4,000 Total:\$8000 | \$ 8,000.00 | | \$ 8,000.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|--|----------|-------------------|---|--|--------------|---------|--------------|
| Administrative & Supervisory Other | 3.1.2a | 202-16 | Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators -Travel Central Office 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 Activity 3.1.2a | Hotel - \$669/hotel Transportation - \$450/airfare Per Diem \$120 Conference fees: \$1300 TOTAL: \$2539 per person x 4 | \$ 10,156.00 | | \$ 10,156.00 |
| Administrative & Supervisory Contracted Services | 3.1.2a | 202-15 | Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators -Travel Building Level Administrators 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 Activity 3.1.2a | Consultant: \$3,375/day X 4 consultant days =\$13,500 for school based administrators Facilities: Total: \$13,500 | \$ 13,500.00 | | \$ 13,500.00 |
| Administrative & Supervisory Supplies | 3.1.2a | 202-15 | Professional Growth and Development-Building Instructional Leadership for Teacher Leaders and Administrators -Materials Building Level Administrators 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 Activity 3.1.2a | 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 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|---|----------|-------------------|--|---|--------------|---------|--------------|
| Instructional Staff Development Contracted Services | 3.1.2a | 205-09 | Professional Growth and Development- Building Instructional Leadership for Teacher Leaders and Administrators -Contracted Services - Teachers | | | | |
| | | | 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 Activity 3.1.2a | Consultants to grow teachers/ teacher leaders \$12000 x 4 sessions Total Consultant: \$48,000 | \$ 48,000.00 | | \$ 48,000.00 |
| Instructional Staff Development Supplies | 3.1.2a | 204-09 | Professional Growth and Development- Building Instructional Leadership for Teacher Leaders and Administrators -Materials Teachers | | | | |
| | | | 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 Activity 3.1.2a | Training Materials: PD Materials for Teacher Leaders Total Materials: \$10,000 | \$ 10,000.00 | | \$ 10,000.00 |
| Administrative & Supervisory Contracted Services | 3.1.2a | 202-15 | Professional Growth and Development- Building Instructional Leadership for Teacher Leaders and Administrators -Contracted Services Building Level Administrators | | | | |
| | | | 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 Activity 3.1.2a | Coaching School Leaders Total Consultant: \$2500 | \$ 2,500.00 | | \$ 2,500.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|--|----------|-------------------|---|--|--------------|---------|--------------|
| Administrative & Supervisory Supplies | 3.1.2a | 202-15 | Professional Growth and Development- Building Instructional Leadership for Teacher Leaders and Administrators - Materials Building Level Administrators 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 Activity 3.1.2a | Training Materials: PD Materials for School Administrators Total Materials: \$1,000 | \$ 1,000.00 | | \$ 1,000.00 |
| Instructional Staff Development Salaries & Wages | 3.1.2a | 203-09 | Professional Growth and Development- Building Instructional Leadership for Teacher Leaders and Administrators -Substitutes Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Salaries Activity 3.1.2a | Substitutes: Teacher Training Total Substitutes: \$5,000 | \$ 5,000.00 | | \$ 5,000.00 |
| Instructional Staff Development Salaries & Wages | 3.1.2a | 203-09 | Professional Growth and Development- Building Instructional Leadership for Teacher Leaders and Administrators -Stipends Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Salaries Activity 3.1.2a | Stipends: Teacher Training Total Substitutes: \$13500 | \$ 13,500.00 | | \$ 13,500.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|--|----------|-------------------|---|---|--------------|---------|--------------|
| Fixed Charges | 3.1.2a | 212 | Professional Growth and Development- Building Instructional Leadership for Teacher Leaders and Administrators -Fixed Charges Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Fixed Charges Activity 3.1.2a | Fixed charges @ total of 8.582% | \$ 1,588.00 | | \$ 1,588.00 |
| Office of the Principal Salaries & Wages | 3.1.2 b | 202-15 | Professional Growth and Development- Leadership Succession - Building Level Administrators- Stipends Carrying out other activates 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 Activity 2.1.1g | 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. = \$9000 \$45/hr. x 10 Second year Principals x 20 hours ea.=\$9000 Total: \$63,000 Fixed charges @ total of 8.582% | \$ 63,000.00 | | \$ 63,000.00 |
| Fixed Charges | 3.1.2 b | 212 | Professional Growth and Development- Leadership Succession- Building Level Administrators- Stipends Fixed Charges Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Fixed Charges Activity 3.1.1b | | \$ 5,407.00 | | \$ 5,407.00 |
| Administrative & Supervisory Contracted Services | 3.1.2 b | 202-15 | Professional Growth and Development- Leadership Succession - Building Level Administrators- Contracted Services Carrying out other activates 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 Activity 3.1.2 b | Contracted Services: 2 sessions @ \$5000 ea. | \$ 10,000.00 | | \$ 10,000.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|--|----------|-------------------|--|---|--------------|---------|--------------|
| Administrative & Supervisory Support - Contracted Services | 3.1.2 c | 202-15 | Professional Growth and Development- Leadership Development - Building Level Administrators- Contracted Services 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 Activity 3.1.2 c | Contracted services: Consultants /Speakers (Speaker series, AP Development Modules, Problem of Practice-Building level Assistant Principals) 2 days x \$5354.50 = \$10,709 4 days x \$8250 = \$33,000 Total: \$43,709 | \$ 43,709.00 | | \$ 43,709.00 |
| Administrative & Supervisory Supplies | 3.1.2 c | 202-15 | 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 Activity 3.1.2 c | Professional Development Materials for Building level administrators: 112 x \$65 = \$7280 112 x \$45 = \$5040 112 x \$37.32 = \$4180 Total: \$16,500 | \$ 16,500.00 | | \$ 16,500.00 |
| Administrative & Supervisory Other | 3.1.2 c | 202-15 | Professional Growth and Development- Leadership Development - Building Level Administrators- Travel 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 Activity 3.1.2 c | Conferences: Local conference registration fees 24 School leaders (Building level administrators) x \$500 per person registration fee Total: \$12,000 | \$ 12,000.00 | | \$ 12,000.00 |
| Administrative Support - Salaries and Wages | none | 202-16 | Professional Growth and Development- Administrative Support - Salaries and Wages To develop and maintain an accounting system for Title Ila funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of the grant and are necessary to for the performance of the project. | 1.0 FTE Administrative support Grade 9-Step 11 | \$45,500.00 | | \$45,500.00 |

| Category/ Object | Activity | Category/ Prog | Line Item | Calculation | Amount | In-Kind | Total |
|---|---------------|-------------------|--|---|--------------|---------|--------------|
| Fixed Charges | | 212 | Professional Growth and Development- Administrative Support - Fixed Charges Development & provision of training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. Fixed Charges | Fixed rate for FTE positions: 23.58% (.2358) Pension admin fee: \$136 per fle HC for staff without HC experience data: \$13,040 | \$ 23,905.00 | | \$ 23,905.00 |
| Transfers | Non Public | 2030405-07 | Non-Public Schools - Equitable services to students in private (Non-Public) schools Transfers Activity | FY21 mandatory allocation for participating private schools, based on the total grant allocation of \$1,794,037 District enrollment 84,984 + Non-public enrollment 5891 = 90,875 $\$1,794,037 \text{ (district allocation) less indirect cost of } \$52,253.50 = \$1,741,783$ $\$1,741,783.50 \text{ (award amount less indirect cost) divided by } 90,875 \text{ (the total of projected non-public school students + projected public school students) } = \$19,668.06 \text{ per pupil.}$ $\$19,668.06 \text{ per pupil } \times 5,891 \text{ non-public school students } = \$112,911.65$; each school allocation amount is rounded to nearest dollar: \$112,913 | \$ 112,913 | | \$ 112,913 |
| Business Support Transfers - Indirect Fee | Indirect Cost | 201-22 | Indirect Fee Transfers | AACPS Indirect fee charged for grant administration (based on 3%) $\$1,794,037/1.03 = \$1,741,783.50$ $\$1,794,037 - \$1,741,783.50 = \$52,253.50$ Total: \$52,254 (rounded) | \$ 52,254.00 | | \$ 52,254.00 |

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

| | | | | | |
|-----------------------|--------------------------------------|-----------------------|------------------------------------|--------------|----------|
| ORIGINAL GRANT BUDGET | \$1,794,037.00 | AMENDED BUDGET # | | REQUEST DATE | 10/12/20 |
| GRANT NAME | Improving Teacher Quality, Title IIA | GRANT RECIPIENT NAME | Anne Arundel County Public Schools | | |
| MSDE GRANT # | 210782 | RECIPIENT GRANT # | | | |
| REVENUE SOURCE | Title II, Part A | RECIPIENT AGENCY NAME | Anne Arundel County Public Schools | | |
| FUND SOURCE CODE | 6791 | GRANT PERIOD | 7/1/2020 | 6/30/2022 | |
| | | FROM | TO | | |

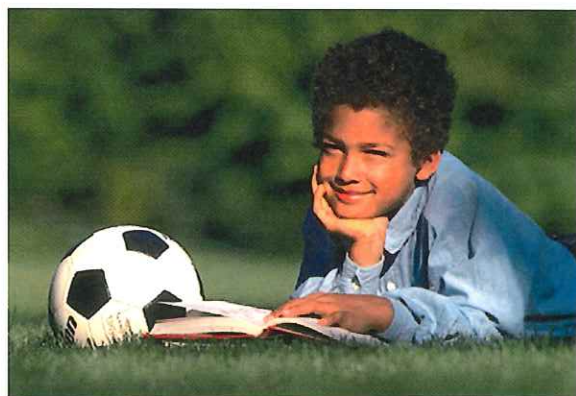
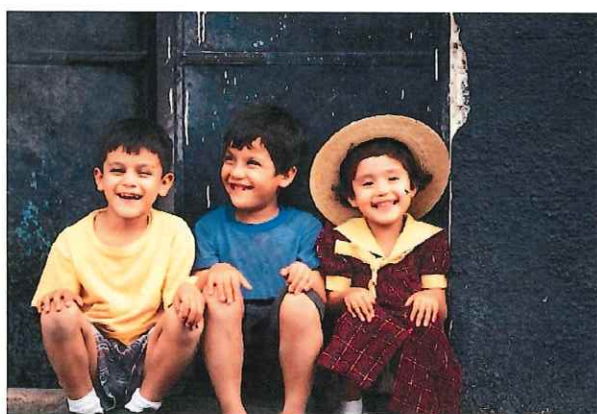
| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | BUDGET BY CAT./PROG. |
|---------------------------------------|----------------------|------------------------|--------------------------|--------------------|----------------|----------------|----------------------|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | |
| 201 Administration | | | | | | | |
| Prog. 21 General Support | | | | | | | 0.00 |
| Prog. 22 Business Support | | | | | | 52,254.00 | 52,254.00 |
| Prog. 23 Centralized Support | | | | 12,000.00 | | | 12,000.00 |
| 202 Mid-Level Administration | | | | | | | |
| Prog. 15 Office of the Principal | 63,000.00 | 69,709.00 | 21,015.00 | 18,320.00 | | | 172,044.00 |
| Prog. 16 Inst. Admin. & Supv. | 100,247.00 | | | 12,156.00 | | | 112,403.00 |
| 203-205 Instruction Categories | | | | | | | |
| Prog. 01 Regular Prog. | | | | | | | 0.00 |
| Prog. 02 Special Prog. | | | | | | | 0.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | 0.00 |
| Prog. 04 Gifted & Talented Prog. | | | | | | | 0.00 |
| Prog. 07 Non Public Transfers | | | | | | 112,913.00 | 112,913.00 |
| Prog. 08 School Library Media | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | 828,529.00 | 147,425.00 | 25,423.00 | 82,508.00 | | | 1,083,885.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| 206 Special Education | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| 207 Student Personnel Serv. | | | | | | | 0.00 |
| 208 Student Health Services | | | | | | | 0.00 |
| 209 Student Transportation | | | | | | | 0.00 |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| 211 Plant Maintenance | | | | | | | 0.00 |
| 212 Fixed Charges | | | | 248,538.00 | | | 248,538.00 |
| 214 Community Services | | | | | | | 0.00 |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| Total Expenditures By Object | 991,776.00 | 217,134.00 | 46,438.00 | 373,522.00 | 0.00 | 165,167.00 | 1,794,037.00 |

| | | | | |
|-----------------------------|----------------------|---|------------|--------------|
| Finance Official Approval | Marlene Durholz |  | 10-13-2020 | 410-222-5204 |
| | Name | Signature | Date | Telephone # |
| Supt./Agency Head Approval | George Arlotto, Ed.D |  | 11-5-2020 | 410-222-5304 |
| | Name | Signature | Date | Telephone # |
| MSDE Grant Manager Approval | | | | |
| | Name | Signature | Date | Telephone # |

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 2021

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 | <p>Descriptions</p> <p>Please address each item (a-d) in your required 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 |
|---|--|---|----------------------|
| <p>I.1 Improving the English language proficiency and academic achievement of ELs [section 3115(c)(1)].</p> | <p>1.1.1 Summer Programs for Secondary ELs.</p> <p>a) Provide supplemental summer programs for middle and high school English Learners at up to ten 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. Teachers will begin planning in the Spring of 2021.</p> <p>b) March 2021 – August 2021</p> <p>c) No participating non-public schools</p> <p>1.1.2 Extended-Day Learning for K-12 ELs</p> <p>a) Provide supplemental after-school programs to meet the academic, linguistic, cultural, and socio-emotional needs of English Learners. Schools may</p> | <p>1.1.1 \$73,364</p> <p>1.1.2 46,918</p> | |

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| | <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) September 2021 – June 2022</p> <p>c) No participating non-public schools</p> <p>1.1.3 Socio-Linguistic Support to ELs</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) September 2021 – August 2022</p> <p>c) No participating non-public schools</p> <p>1.1.4 Bilingual Teaching Assistants</p> <p>Provide two Bilingual Teaching Assistants (TAs) to support language and literacy development of English Learners in the mainstream setting. Bilingual TAs will work in coordination with the English Language Acquisition (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) January 2021 – September 2022</p> <p>c) No participating non-public schools</p> <p>1.1.5 Materials to Support Bi-Literacy</p> <p>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) Timeline: February 2021 – August 2022</p> <p>c) No participating non-public schools</p> | <p>1.1.3 \$4,809</p> <p>1.1.4 \$84,218</p> <p>1.1.5 \$8,040</p> | |
|--|---|---|--|

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].

| | | | |
|--|--|--|--|
| <p>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].</p> | <p>2.1.1 New ELA Teacher Resource Teacher and Special Education Resource Teacher</p> <p>a. Outcome and Description Provide one full-time resource teacher who will act as a coach and mentor to all teachers, with a primary focus on developing a professional learning community among non-tenured English Language Acquisition teachers. The resource teacher will ensure that newly hired teachers have a strong understanding of curriculum, deliver model lessons, and collaboratively plan to ensure quality English language development instruction.</p> <p>Provide one full-time resource teacher who will focus on supporting English Language Acquisition teachers in the area of Special Education. The resource teacher will serve as a liaison to special education departments centrally and at schools. The resource teacher will provide professional development to all English Language Acquisition teachers on best practices in special education and the unique needs of dual identified students.</p> <p>b. Timeline: February 2021- September 2022 c. Non-public services: Non-public schools invited</p> <p>2.1.2 Professional Learning for New English Language Acquisition (ELA) Teachers and Bilingual Teacher Assistants</p> <p>a. Outcome and Description 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,</p> | <p>2.1.1 \$220,550</p> <p>2.1.2 \$21,977</p> | |
|--|--|--|--|

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| | <p>literacy and academic development of ELs through the use of the WIDA framework, Sheltered Instruction Observation Protocol (SIOP), best practices for dual-language learners, cultural competence, and regulatory compliance such as Parent Notification Letters and English Learner Plans.</p> <p>b. Timeline: February 2021- August 2022</p> <p>c. Non-public services: Non-public schools invited</p> <p>2.1.3 Professional Learning on ELD Curricula</p> <p>a. Outcome and Description 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. Timeline: February 2021- August 2022</p> <p>c. Non-public services: Non-public schools invited</p> | <p>2.1.3 \$8,215</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>2.2.1 Professional Learning and Coaching</p> <p>Provide ongoing, job-embedded, professional learning to build the capacity of school staff to implement effective instructional strategies for ELs. Professional learning foci may include language acquisition theory, 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 & Take; SIOP Model Lesson; SIOP Component Workshop Series.</i></p> <p>b. Timeline: February 2021- August 2022</p> <p>c. Non-public services: Non-public schools invited</p> | <p>2.2.1 \$41,046</p> | |

| | | | |
|---|---|--|--|
| | <p>2.2.2 Professional Learning Through External Conferences and Professional Workshops 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. Timeline: February 2021- August 2022 c. Non-public services: Non-public schools invited</p> | <p>2.2.2 \$23,500</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>2.3.1 Professional Learning through Book Studies 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. Timeline: February 2021- August 2022 c. Non-public services: Non-public schools invited</p> <p>2.3.2 Professional Learning Through University Partnerships and Programs Support content teacher participation in higher education programs leading to ESOL and dual language certification and competency, through</p> | <p>2.3.1 \$28,052</p> | |

| | | | |
|---|--|---|--|
| | <p>programs such as the UMCP AACPS TESOL cohort, University of Colorado Literacy Squared Institute, University of Minnesota CARLA Institutes, etc.. Teacher participation in these programs of higher education will increase the capacity of teachers to deliver linguistically responsive instruction in the content classroom, allowing ELs more meaningful access to content knowledge.</p> <p>b. Timeline: February 2021- August 2022</p> <p>c. Non-public services: Non-public schools invited</p> | <p>2.3.2 \$9,996</p> | |
| <p>3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)].</p> | | | |
| <p>3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [section 3115(c)(3)].</p> | <p>3.1.1 School-Based EL Family Education</p> <p>a. Outcome and Description 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. Timeline: September 2021- June 2022</p> <p>c. Non-public services: No participating non-public schools</p> | <p>3.1.1 \$58,862</p> | |

**TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: Anne Arundel County Public Schools Fiscal Year 2021

SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

B. AUTHORIZED ACTIVITIES [SEC. 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

| 4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)]. | | | |
|--|--|------------------------|----------------------|
| Authorized Activities | Descriptions Please address each item (a-d) in your authorized 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 |
| 4.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)]. | a) b) c) | | |
| 4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)]. | a. b. c. | | |
| 4.3 Providing to ELs tutorials and academic or career and | 4.3.1 EL Orientation and Support in CTE a. Outcome and Description | 4.3.1 \$478 | |

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|---|--|--------------------------|--|
| technical education [section 3115(d)(3)(A)]. | <p>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. Timeline: February 2021 – September 2022 c. Non-public services: No participating non-public schools</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>4.4.1 Coordination of Opportunities to Learn for English Learners through Programmatic Educational Partnerships</p> <p>a. Outcome and Description Enhance student engagement through the coordination of opportunities for students through events and programs such as, the Hispanic Youth Symposium Partnership with Anne Arundel Community College, the ELL Internship, Field Experiences and on-site learning opportunities with partner organizations such as the US Naval Academy, Chesapeake Bay Foundation, DC United, Smithsonian Environmental Research Center, Maryland Hall, City of Annapolis, etc.. Students who participate in these programs will be able to build background knowledge in order to enhance their ability to participate in academic programs.</p> <p>b. Timeline: February 2021 – September 2022 c. Non-public services: No participating non-public schools</p> | 4.4.1 \$1,000 | |
| 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 | <p>a) b) c)</p> | | |

| | | | |
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| programs [section 3115(d)(7)]. | | | |
| 4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(8)]. | 4.6.1 Seal of Biliteracy Exams a. Outcome and Description Provide support to English Learners attempting to obtain the Seal of Biliteracy through payment of assessment fees for less represented languages and/or through events that promote wider inclusion of English Learners in the Seal of Biliteracy. The district supports assessment fees for AP exams. Supplemental Title III funds will be used to pay for other language assessments to qualify ELs for the Seal of Biliteracy. b. Timeline: February 2021-September 2022 c. Non-public services: No participating non-public schools | 4.6.1 \$500 | |
| 5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)]. | | | |
| 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 in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)]. | 5.2.1 Bilingual Family and Community Outreach Facilitator a. Outcome and Description Provide one full time Bilingual Family and Community Outreach Facilitator to provide oversight, promotion, and coordination of the district-level and school-based parent education and community outreach activities. Develops curriculum to support family education programs at the school and district level. Supports implementation of family education programs. Supports sharing of resources and school system information with families of English Learners. Provide supplemental parent education programs for families of English learners to improve academic success. Works with community & faith-based organizations that serve EL families. Provide supplemental assistance to families which register at the IWC. b. Timeline: February 2021- September 2022 | 5.2.1 \$105,287 | |

| | | | |
|--|---|--|--|
| | <p>c. Non-public services: Non-public schools invited</p> <p>5.2.2 District-level EL Family Education</p> <p>a. Outcome and Description</p> <p>•Provide District-wide educational programs for families of English learners: To assist families in developing skills to support their student’s English language proficiency and overall academic achievement. During each event, parents will learn about AACPS curriculum and other educational programs (STEM, PVA, AVID, CAT Programs). In addition, they will learn strategies to nurture their student’s 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> <ul style="list-style-type: none"> <input type="checkbox"/> Kindergarten Enrollment Community Education: During the summer, outreach activities are conducted through the county to promote Kindergarten enrollment among international families. <input type="checkbox"/> Family Involvement Conference: To provide language support to parents by offering educational sessions in their native language. <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. <p>b. Timeline: July 2021 – September 2022</p> <p>c. Non-public services: Non-public schools invited</p> | <p>5.2.2 \$9,143</p> | |
|--|---|--|--|

| | | | |
|--|----------------|--|--|
| | | | |
| 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)]. | | | |
| 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 progress reports, including fiscal oversight of expenditures up to 2%. | | | |

D. INDIRECT COSTS: To calculate the indirect costs, please refer to the Financial Reporting Manual for Maryland Public Schools (Section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

| 8. Indirect Costs | | Public School Costs |
|--|--|----------------------------|
| 8.1 Costs associated with compensation for grant coordinators and their clerical support, such as accounting, auditing, budgeting disbursement services, management information systems, and | | \$14,919 |

| | | |
|--|--|-----------|
| purchasing. If indirect costs are charged, use the approved local school system indirect cost rate to calculate. | | |
| Total Title III, Part A English Language Acquisition Funding | | \$760,874 |

**TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: Anne Arundel County Public Schools **Fiscal Year 2021**

E. 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. All school systems must submit the following documents in Appendix H.
 - ☐ Consultation timeline for each program
 - ☐ Signed Affirmation of Consultation
 - ☐ Complaint procedures/dispute resolution process for covered programs under ESSA
 - ☐ Total number of participating ELs in private schools
2. Describe the school system's process to invite private schools to the initial meeting, and on-going consultation meetings [Sec. 8501(c)(1)(3)].

An AACPS Grants Specialist for Titles I, II, III, and IV sends correspondence each year in February via certified mail to private schools with an invitation to attend the annual initial private school consultation meeting. Each school completes the form and returns via email, fax, or US Mail. Responses from private schools are kept on file, and the response data is shared with each Title Office. Following the initial consultation meeting, the English Language Acquisition Office continues to communicate directly with the interested private schools to provide ongoing consultation on an as-needed basis.

Complete numbers 3 to 5 if services are provided to ELs in private schools.

3. Provide 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 III services in the Attachment H Equitable Services Table [Sec. 8501 (a)(4)(C)].

Total Amount for Private School Transfers:

4. Describe below the school system's process for providing equitable services to students in private schools [Sec. 8501(c)].
 - a. How services, location of services, and grade levels or areas of services for students and teachers were decided and agreed upon.
 - b. How services were monitored.
5. Each local school system (LSS) shall provide assurances that it complies with the section 8501 regarding equitable services for private school students and teachers:
 - ☐ (A) **THE LSS MAINTAINS CONTROL OVER MATERIALS, EQUIPMENT, AND PROPERTY PURCHASED WITH FEDERAL FUNDS, IF APPLICABLE UNDER SECTION 8501(D)(1);**
 - ☐ (b) the LSS expenditures, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
 - ☐ (c) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).

F. RECIPIENT ASSURANCES

Attach the signed recipient assurances form with the final submission.

**TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

| | |
|-----------------------------------|-------------------------|
| Local School System: _____ | Fiscal Year 2021 |
|-----------------------------------|-------------------------|

G. 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 LSSs, Private Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LSS to the project.

Indirect Costs

- To calculate indirect costs, please refer to the Financial Reporting Manual for Maryland Public Schools (Section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

Sample Title III Budget Narrative

| Category # – Program # | Budget Obj. # | Line Item | Calculation | Amount | In-Kind | Total |
|------------------------------|-------------------------|--|---|---------------|---------|----------------|
| Activity 1.1 | | | | | | |
| 203-205 – 02 Special Prog. | 01-Salaries & Wages | ESOL teacher wage for summer supplemental newcomer curriculum writing | 1 teacher x 20 days x 175/day | 3,500 | | 3,500 |
| 212 Fixed Charges | 04 Other Charges | FICA | 7.65% of \$3,500 | 268 | | 268 |
| | | | | Total: | | \$3,768 |
| Activity 2.2 | | | | | | |
| 203-205 – 02 Special Prog. | 02-Contract Services | Delivery of workshop: “Best Practices for Teachers of EL/REL Students” | \$650/school x 4 schools x 2 days at each school (\$5200) + \$650/school x 3 schools x 1 day (\$1950) | 7,150 | | 7,150 |
| | | | | Total: | | \$7,150 |
| Activity 3.2 | | | | | | |
| 203-205 – 02 Special Prog. | 01-Salaries & Wages | ESOL teacher stipends for facilitating evening parent outreach programs | 4 schools x \$1,500 | 6,000 | | 6,000 |
| 212 Fixed Charges | 04-Other Charges | FICA | 7.65% of \$6,000 | 459 | | 459 |
| | | | | Total: | | \$6,459 |
| Activity 4.1 | | | | | | |
| 203-205 – 02 Special Prog. | 03-Supplies & Materials | Supplemental materials to support instruction such as picture dictionary, flash cards, and leveled readers | \$360/site x 6 sites (\$2160) Shipping (\$63) | 2,223 | | 2,223 |
| | | | | Total: | | \$2,223 |
| Activity 7.1 | | | | | | |
| 202 – 16 Inst. Administratio | 08-Transfer | Administrative costs (2%) | \$20000 x .02 | 400 | | 400 |

| | | | | | | |
|--------------------|--|--|--|---------------|--|--------------|
| n & Supervision | | | | | | |
| | | | | Total: | | \$400 |

Total Title III Grant: \$20,000

| Category # - Program # | Budget Obj. # | Line Item | Calculation | Amount | In-Kind | Total |
|------------------------------------|-------------------------|---|--|-------------------|---------|-------------------|
| Activity 1.1.1 | | | | | | |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | Summer Programs for Secondary ELs | Stipend @ \$30/hr x 22 staff x 100 hrs | | | \$ 66,000 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | \$66,000 x .08582 | | | \$ 5,664 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | MOI - Classroom supplies such as pencils, markers, paper, notebooks | 170 students x \$10/student | | | \$ 1,700 |
| | | | | | | \$ 73,364 |
| Activity 1.1.2 | | | | | | |
| 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 .08582 | | | \$ 3,218 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | MOI - Classroom supplies such as pencils, markers, paper, notebooks and craft, game or project supplies | 620 students x \$10/student | | | \$ 6,200 |
| | | | | | | \$ 46,918 |
| Activity 1.1.3 | | | | | | |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | Socio-Linguistic Support to ELs | Stipend @ \$30/hr x 3 staff x 40 hrs | | | \$ 3,600 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | \$3,600 x .08582 | | | \$ 309 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | MOI - Classroom supplies such as pencils, markers, paper, notebooks and craft, game or project supplies | 30 students x \$30/student | | | \$ 900 |
| | | | | | | \$ 4,809 |
| Activity 1.1.4 | | | | | | |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | Bilingual Teaching Assistants | Salary 2 positions @ \$22,943 | | | \$ 45,886 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | .2358 of salary | | | \$ 10,820 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | Healthcare \$13,620, Pension Admin Fee \$136 | | | \$ 27,512 |
| | | | | | | \$ 84,218 |
| Activity 1.1.5 | | | | | | |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | Materials to Support Bi-Literacy -MOI | Linguistically diverse book sets at 15 schools x \$536/set | | | \$ 8,040 |
| | | | | | | \$ 8,040 |
| | | | | Total 1.1: | | \$ 217,349 |
| Activity 2.1.1 | | | | | | |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | Resource Teachers: New ELA Teacher; Special Education EL | Salary for two resource teachers | | | \$ 156,205 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | .2358 of salary | | | \$ 36,833 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | Healthcare \$13,620, Pension Admin Fee \$136 | | | \$ 27,512 |
| | | | | | | \$ 220,550 |
| Activity 2.1.2 | | | | | | |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Professional Learning for New ELA Teachers, Bilingual TAs, Special Educators | Stipend @ \$30/hr x 75 staff x 7 hrs | | | \$ 15,750 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | \$15,750 x .08582 | | | \$ 1,352 |

| Category # - Program # | Budget Obj. # | Line Item | Calculation | Amount | In-Kind | Total |
|------------------------------------|-------------------------|---|--|------------|---------|------------|
| 203-205 -09-Instruction Staff Dev. | 03-Supplies & Materials | MOI - Materials such as professional texts and instructional materials | 75 teachers x \$65 per teacher | | | \$ 4,875 |
| | | | | | | \$ 21,977 |
| Activity 2.1.3 | | | | | | |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Professional Learning on ELD Curricula | Stipend @ \$30/hr x 50 staff x 4 hrs | | | \$ 6,000 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | \$6,000 x .08582 | | | \$ 515 |
| 203-205-09-Instruction Staff Dev. | 03-Supplies & Materials | Materials such as professional texts and instructional materials for teachers | 50 teachers x \$34 per teacher | | | \$ 1,700 |
| | | | | | | \$ 8,215 |
| | | | | Total 2.1: | | \$ 250,742 |
| Activity 2.2.1 | | | | | | |
| 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 @\$110 /day x 100 teacher days | | | \$ 11,000 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | \$32,000 x .08582 | | | \$ 2,746 |
| 203-205 -09-Instruction Staff Dev. | 03-Supplies & Materials | Professional Learning and Coaching - Materials such as professional texts and | 100 x \$33 texts | | | \$ 3,300 |
| 203-205 -09-Instruction Staff Dev. | 04-Other Charges | Professional Learning and Coaching - Materials such as professional texts and | 10 teachers x \$300 course and 100 | | | \$ 3,000 |
| | | | | | | \$ 41,046 |
| Activity 2.2.2 | | | | | | |
| 203-205 -09-Instruction Staff Dev. | 04-Other Charges | Professional Learning Through External Conferences and | 15 Staff /Mellfin Conference x \$100; 15 Staff / MDTESOL x \$100; 5 Teachers/ WIDA/NABE/TESOL @\$2,500 | | | \$ 15,500 |
| 202 -16-Inst. Admin. & Supv. | 04-Other Charges | Professional Learning Through External Conferences and | Unit 2 Staff / NABE/ WIDA/TESOL x 2 x \$2,000 | | | \$ 4,000 |
| 202-15 Office of the Principal | 04-Other Charges | Professional Learning Through External Conferences and | Unit 2 Staff / NABE/ WIDA/TESOL x 2 x \$2,000 | | | \$ 4,000 |
| | | | | | | \$ 23,500 |
| | | | | Total 2.2: | | \$ 64,546 |
| Activity 2.3.1 | | | | | | |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Professional Learning through Book Studies | 5 Book Studies x Stipend @ \$30/hr x 4 hrs x 25 staff | | | \$ 15,000 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Professional Learning through Book Studies | Instructors for 5 Book Studies @ \$30/hr x 40 hrs | | | \$ 6,000 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | \$21,000 x .08582 | | | \$ 1,802 |
| 203-205 -09-Instruction Staff Dev. | 03-Supplies & Materials | Professional Learning through Book Studies | 125 teachers x \$42 per text books | | | \$ 5,250 |
| | | | | | | \$ 28,052 |
| Activity 2.3.2 | | | | | | |
| 212-Fixed Charges | | Professional Learning Through University | Tuition Reimbursement @ \$750 per participant x 12 | | | \$ 9,000 |

| Category # - Program # | Budget Obj. # | Line Item | Calculation | Amount | In-Kind | Total |
|------------------------------------|-------------------------|---|---|------------|---------|-----------|
| | 04-Other Charges | Partnerships and Programs | | | | |
| 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 |
| | | | | Total 2.3: | | \$ 38,048 |
| Activity 3.1 | | | | | | |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | School-Based Family EL Education | Stipends @ \$30/hr x 150 Staff x 10 program hrs | | | \$ 45,000 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | \$45,000 x .08582 | | | \$ 3,862 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | School-Based Family EL Education materials and supplies | 1,000 students x \$10/student | | | \$ 10,000 |
| | | | | Total 3.1: | | \$ 58,862 |
| Activity 4.1 | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | Total 4.1: | | \$ - |
| Activity 4.2 | | | | | | |
| | | | | | | |
| | | | | Total 4.2: | | \$ - |
| Activity 4.3 | | | | | | |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | EL Orientation and Support in CTE | 4 Substitutes @ \$110 | | | \$ 440 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | \$440 x .08582 | | | \$ 38 |
| | | | | Total 4.3: | | \$ 478 |
| Activity 4.4 | | | | | | |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | Coordination of Opportunities to Learn Through Programmatic Educational Partnerships: entrance fees and tickets | 50 students x \$20 per student | | | \$ 1,000 |
| | | | | Total 4.4: | | \$ 1,000 |
| Activity 4.5 | | | | | | |
| | | | | | | |
| | | | | Total 4.5: | | \$ - |
| Activity 4.6 | | | | | | |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | Seal of Biliteracy Exams | Exam Fees x \$50 per exam x 10 students | | | \$ 500 |
| | | | | Total 4.6: | | \$ 500 |

| Category # - Program # | Budget Obj. # | Line Item | Calculation | Amount | In- Kind | Total |
|------------------------------|----------------------------|---|--|---------------------|-------------|---------------------|
| Activity 5.1 | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | Total 5.1: | | \$ - |
| Activity 5.2.1 | | | | | | |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | Bilingual Faciliator and Community Outeach | Salary | | | \$ 74,066 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | .2358 of salary | | | \$ 17,465 |
| 212-Fixed Charges | 04-Other Charges | Fixed Charges | Healthcare \$13,620, Pension Admin Fee \$136 | | | \$ 13,756 |
| | | | | | | \$ 105,287 |
| Activity 5.2.2 | | | | | | |
| 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 .08582 | | | \$ 515 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | District Level EL Family education | Estimation based on last year's expense | | | \$ 2,628 |
| | | | | | | \$ 9,143 |
| | | | | Total 5.2: | | \$114,430 |
| Activity 6.1 | | | | | | |
| | | | | | | |
| | | | | Total 6.1: | | \$ - |
| Activity 8.1 | | | | | | |
| 201 -22-Business Support | 08-Transfers | Business Support | 2% of grant award. Total Grant \$760,874/1.02 = \$745,954; \$760,874- 745,954=14,919 | | | \$ 14,919 |
| | | | | Total 7.1: | | \$ 14,919.00 |
| | | | | Grand Total: | | \$ 760,874 |

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

| | | | | | |
|-----------------------|-----------------------------------|-----------------------|------------------------------------|--------------|----------|
| ORIGINAL GRANT BUDGET | \$760,874 | AMENDED BUDGET# | | REQUEST DATE | 10/09/20 |
| GRANT NAME | English Language Acquisition (EL) | GRANT RECIPIENT NAME | Anne Arundel County Public Schools | | |
| MSDE GRANT# | 210376 | RECIPIENT GRANT# | 2184 | | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Anne Arundel County Public Schools | | |
| FUND SOURCE CODE | 6941 | GRANT PERIOD | 7/1/2020 | 9/30/2022 | |
| | | FROM | TO | | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | BUDGET BY CAT./PROG. |
|---------------------------------------|-----------------------|------------------------|---------------------------|--------------------|----------------|----------------|----------------------|
| | 01 - SALARIES & WAGES | 02 - CONTRACT SERVICES | 03 - SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | |
| 201 Administration | | | | | | | |
| Prog. 21 General Support | | | | | | | 0.00 |
| Prog. 22 Business Support | | | | | | 14,919.00 | 14,919.00 |
| Prog. 23 Centralized Support | | | | | | | 0.00 |
| 202 Mid-Level Administration | | | | | | | |
| Prog. 15 Office of the Principal | | | | 4,000.00 | | | 4,000.00 |
| Prog. 16 Inst. Admin. & Supv. | | | | 4,000.00 | | | 4,000.00 |
| 203-205 Instruction Categories | | | | | | | |
| Prog. 01 Regular Prog. | | | | | | | 0.00 |
| Prog. 02 Special Prog. | 434,697.00 | 0.00 | 30,968.00 | | | | 465,665.00 |
| 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. | 74,750.00 | | 16,121.00 | 18,500.00 | | | 109,371.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| 206 Special Education | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| 207 Student Personnel Serv. | | | | | | | 0.00 |
| 208 Student Health Services | | | | | | | 0.00 |
| 209 Student Transportation | | | | | | | 0.00 |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| 211 Plant Maintenance | | | | | | | 0.00 |
| 212 Fixed Charges | | | | 162,919.00 | | | 162,919.00 |
| 214 Community Services | | | | | | | 0.00 |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| Total Expenditures By Object | 509,447.00 | 0.00 | 47,089.00 | 189,419.00 | 0.00 | 14,919.00 | 760,874.00 |

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

| | | | | |
|-----------------------------|-----------------------------|--------------------|------------------------------------|---------------------|
| Finance Official Approval | <u>M. Darholz</u> | <u>M. Darholz</u> | <u>10-30-2020</u> | <u>410-222-5204</u> |
| | Name | Signature | Date | Telephone # |
| Supt./Agency Head Approval | <u>George Arlotta, Ed.D</u> | <u>[Signature]</u> | <u>11-4-2020</u> | <u>410-222-5304</u> |
| | Name | Signature | Date | Telephone # |
| MSDE Grant Manager Approval | | | | |
| ESSA Annual Report 2020 | 461 | Signature | Anne Arundel County Public Schools | Telephone # |

TITLE IV

Appendix F: FY 2021 (July 1, 2020 – June 30, 2022)

Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): Anne Arundel County Public Schools

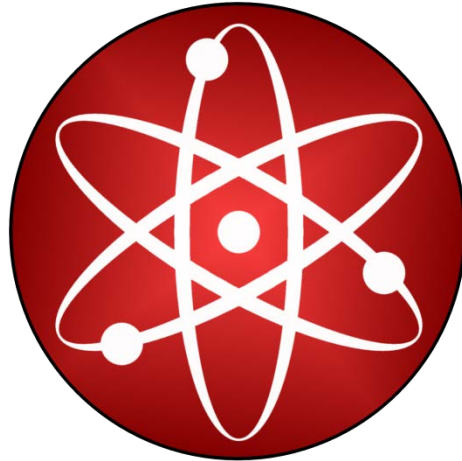
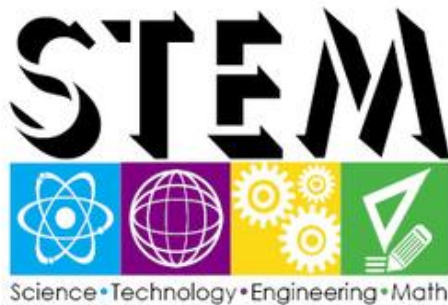
Grant Year: FY 2021

(use drop down)

Title IV-A Point of Contact: Mary Tillar

Telephone: 410-222-5365

E-mail: mtillar@aacps.org



**Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grants**

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| | |
|---|--------------|
| Local Educational Agency (LEA): <u>Anne Arundel County Public Schools</u> Year: FY 2021 <div style="text-align: center;">(use drop down)</div> | Grant |
| Title IV-A Point of Contact: Mary Tillar | |
| Telephone: 410-222-5365 E-mail: mtillar@aacps.org | |
| Title IV, Part A Application: Overview | |
| <ul style="list-style-type: none"> • Data Profile (Data should be part of the needs assessment to identify local priorities.) • Identified needs through a needs assessment <p>1.0: Consultation (Required)</p> <p>2.0: Administrative Costs (Allowable)</p> <p>3.0: Needs Assessment (Required)</p> <p>4.0: Activities to Support Well-Rounded Educational Opportunities (Required)</p> <p>5.0: Activities to Support Safe and Healthy Students (Required)</p> <p>6.0: Activities to Support the Effective Use of Technology (Required)</p> <p>7.0: Equitable Services (Required)</p> <p>8.0: Assurances (Required)</p> <p>9.0: Internet Safety (Required)</p> <p>10.0: Budget Narrative</p> | |
| <p>The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:</p> <ol style="list-style-type: none"> 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. | |

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year's Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

Consultation: In developing the application an LEA will:

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

Local Educational Agency: Select a LEA.
(use drop down)

Grant Year: FY 2021

1.0 CONSULTATION - Required

Please provide a description of how the LEA *meaningfully consulted* with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).

Title IV, Part A continues to reinforce AACPS commitment to the provision of a holistic and well-rounded education for its approximate 84,000 students. In fact, it is through the guiding tenets of access and equity that we created opportunities that will establish educational excellence and a trajectory to college, and career readiness. ESSA is clear, LEAs must support an educational focus on the four C's or 21st Century Skill development (collaboration, communication, creativity, and critical thinking." As noted in consultation with community stakeholders, partnering businesses and Institutions of Higher Education, the AACPS community values students accessing opportunities provided through a variety of programs, clubs, and offerings.

Instructional relevance and devotion to enrichment offerings, classes, and activities expand student experiences and boost school engagement. Additionally, the "research has consistently demonstrated the value of spending time in enrichment activities and courses for developing these broader set of skills and interests." Thus, the grant again this year focuses on nurturing the "whole child" and elimination of opportunity gaps in AACo.

This grant also recognizes the current teaching and learning platforms in today's educational designs. Personalizing learning through virtual means cannot be ignored either in a partial or full way. We saw the critical need with the onset of COVID and movement to "Continuity of Learning" in the spring and Virtual Learning engagement with the opening of 20/21. Provision of learning models that include these modalities ensures learning profile matches with digital citizenship often demanded in higher education.

Data/Consultations Guiding Our Decisions:

AACPS Strategic Planning – Strategic Plan consultation (public forum) results:

Identified Values -

- 1) teachers going above & beyond to help all students learn,
- 2) students accessing opportunities provided through a variety of programs, clubs, and other offerings,
- 3) all students, families, and staff feeling welcome,
- 4) incorporation and celebration of cultural diversity, and
- 5) preparing all students for college, career, and community.

- Metrics and action to date are published on the website at <https://www.aacps.org/howarewedoing>

AACPS Consolidated Plan where instructional responsiveness is aligned to need, Federal and State regulations, and evidence-based action to support gap reduction/elimination.

AACPS COVID Outreach (System focus to inform decisions, including utilization of operating budgets, Title grants and CARES grants as AACPS has an intentional fiscal management/stewardship goal within our Strategic Plan) - Over 45,000 AACPS families responded to our summer opinion survey regarding our FALL 2020 reopening. This represents approximately 94% of our AACPS student body.

- Family Survey link - <https://www.aacps.org/fall2020surveyresults>
- Staff Survey link - <https://www.aacps.org/cms/lib/MD02215556/Centricity/Domain/1761/2020-2021%20School%20Opening%20Staff%20Survey%20Resultsb.pdf>

Additionally, significant consultation has occurred with our Health Dept. in all aspects of reopening. Dr. Kalyanaraman is a critical stakeholder and partner in our efforts. This consultation has helped to inform the 14 Future Planning Committees that are composed of AACPS employees, students, parents, AACPS bargaining unit members, AACPS advisory group members, community organizations and community partners.

The work these **Future Planning Committees** were and are challenged to accomplish is much more than work to simply reopen schools in the fall of 2020. It is important work focused on designing a reopened school system where we truly live the three values in our strategic plan to purposefully meet the needs of ALL our students.

Ongoing Stakeholder Feedback Avenues:

- Board Meetings,
- Teacher Forums
- Public Testimony
- DCs/School Lead Communications
- Parent Advisories

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.
- 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 interest. Club competition offerings include First Robotics, VEX, MESA, and SeaPerch
- STEM-in-Box/Mobile Pilot – The creation of a STEM experience in 4th grade creates a secondary pipeline where passion and rigor are afforded students within Programs of Choice. The STEM-in-Box will enable students to investigate through hands-on experiences STEM tenets in PBL. The pilot will occur in our North County cluster and involve consultation and collaboration with educational leaders, educators, the STEM Office, and community sponsors.
- Solar Car – The Solar Car Challenge was established to help motivate students in science and engineering, and to increase alternative energy awareness. The Challenge teaches high school students around the world how to build roadworthy solar cars. With this grant AACPS will initiate an incredible collaboration between our STEM Magnets and Centers for Applied Technology. Additionally, this unique learning experience will afford cross-state engagement as AACPS will be working with Staten Island Technical School in NY . It is important to note that the implementation of this initiative will be the first in the state of Maryland.
- CCR initiatives in this grant focus on foundational learning/mastery of standards and skills with early college access. Collaborations involve educators, identified tutors or AACC professors, and AACPS student/student families.

Please provide a description of how the LEA will use *ongoing consultation* to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

With the implementation of the Strategic Plan, on-going consultation with progress monitoring /accountability measures occur with school stories/sharing and ESSA indicators. Additionally, AACPS Partnership, Development, and Marketing (PDM) Office continues work with the community; cultivating relationships that will benefit students, families, and employees in the form of connections and networks. Throughout the year the PDM team creates partnerships with businesses and individuals in the community, works with families, schools, and communities to facilitate meaningful communication between families and schools; and coordinates training and resources to support student success. Further, with the establishment of the 14 Future Planning Committees, ongoing feedback and planning will occur as we ensure educational excellence with a wellness and connection balance in teaching and learning (whether virtual or in brick and mortar). They focus is always on ensuring the voices of our constituents and clients in educational action.

Additionally as a system that believes in “System Thinking” consultants within as well as outside of AACPS will coordinate efforts as networks, authentic application, and partnership actions are intentional and seen as essential for student results and programming evolution.

Specific to this grant (as with FY '21), students, educators, and parents will be continue to be asked to provide feedback on the role of transforming experiences in student connection, passion development, academic application, and happiness. This will include surveys and outreach.

Please provide a description of how the LEA will *coordinate the implementation of local activities with other programs*, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

AACPS coordinates the implementation of the targeted grant activities with existing System structures (Academics Leadership Meetings, Respected Office Coordination Meetings, FPC Committees, Title Planning Events, etc.). Specifically, as the focus of the Title IV grant is on the student accessibility to opportunities that extend, connect, and apply learning, community partner integration will be key. Our commitment to promote student achievement and preparation for global competitiveness includes addressing the experience gap of our students. Title IV will not only offer/expand engagement experiences to our students and creative delivery models, it will also bring offerings into the school house to foster a safe environment for connections and risk taking which are critical skills for 21st century learners with system leaders and community sectors.

AACPS coordinates all Title IV efforts with other Title plans. Meetings occur throughout the year to ensure complimentary efforts as we collectively meet the needs of all learners.

| | | | |
|---|-----------------------------------|---|---------------------|
| Local Educational Agency: <u>Select a LEA.</u> (use drop down) | | Grant Year: FY 2021 | |
| LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base. Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE- DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUNDED EDUCATION AND SAFE & HEALTHY STUDENTS) | | | |
| 2.0 ADMINISTRATIVE COST – Allowable | | | |
| Item | Line Item | Description | Public School Costs |
| 2.1 | Administrative Oversight/Stipends | Grant development, progress monitoring/fiscal management, and report development/submission Nonpublic Communication Liaison 30 hours/month (18 month grant cycle) | \$16,200 |
| 2.2 | | | |
| 2.3 | | | |
| 2.4 | | | |
| | | Total for Section 2.0 | \$16,200 |

Local Educational Agency: Anne Arundel County Public Schools
FY 2021

Grant Year:

(use drop down)

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Note: An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)).

3.0 NEEDS ASSESSMENT- Required

| Guiding Questions | | Well-Rounded Education | Safe & Healthy Students | Effective Use of Technology |
|--------------------------|--|--|--|---|
| 3.1 | What local needs have stakeholders identified? | <p>Equitable access to experiences that ignite passion and foster skill development/independent thinking</p> <ul style="list-style-type: none"> - Opportunity gap reduction across student groups <p>Building a CCR student includes active engagement in advanced opportunities, hands-on experiences, authentic applications, and engagement with stakeholders. Although this is available in many of our Programs, evolution and enhancement is still required to support transition plan results that open doors for our youth.</p> | <p>Support structures that recognize the whole child while promoting academic success is essential in a virtual learning world. At this time, AACPS has built a schedule for connection, community, wellness, and skill development with core and encore/elective learning. To ensure student needs are met, a recognition of the role of tutorials/and virtual homework assistance was realized and communicated by our stakeholders, including our student voices.</p> | <p>COVID has brought to light the incredible possibilities with online learning. Although AACPS had to overcome technology/connectivity issues, there is evidence that many students heightened performance through this medium. It is morally imperative for us to expand on virtual opportunities. In addition to courses, a Virtual School, as a program of choice is critical at this time.</p> |
| 3.2 | What data support the identified local needs? | <ul style="list-style-type: none"> - Club/Co-curricular Data - BTE/Consolidated Plan - TSI / EOC School Summaries - ESSA Data – Student Group Examination - AACC ECAP enrollment statistics | <ul style="list-style-type: none"> - ESSA Climate Survey - BTE/Consolidated Plan - COL/Re-opening surveys - FPC Workgroup results - Strategic Plan metrics | <ul style="list-style-type: none"> - Technology Inventories - Curricular STA Summaries – digital footprint - Home Instruction Data; Significant increase with the reopening of 20/21 - BTE/Consolidated Plan - Strategic Plan metrics |

| | | | | |
|-----|---|---|---|---|
| | | <ul style="list-style-type: none"> - Exit Surveys - Strategic Plan metrics | | <ul style="list-style-type: none"> - Re-opening surveys |
| 3.3 | What are the hardest to serve student groups? | <p>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>Activities in 4.0 also recognize the diverse learner, learner passions, and learning styles to maximize engagement and joy in learning.</p> | <p>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>With the tutorials, an evening of the playing field occurs as all students are eligible and access occurs through two platforms multiple days of the week.</p> | <p>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>Students who elect HI as they do not feel membership within a school setting. Over the last few years an increase in those with a diagnosis or socially awkward as reported by the parent has been seen.</p> |
| 3.4 | What inequities inherent in the system are driving some of the local needs? | <p>Lack of equitable access to co-curriculars/clubs (with meaningful experiences; including competitions)</p> <ul style="list-style-type: none"> -School offering -Transportation - Fundraising potential <p>Inconsistent preparedness opportunities for students to believe college is obtainable</p> <p>Limited enrollment in Programs of Choice, valuing both college and career</p> <p>Limited exposure to an instructional tenet (STEM) based on school programming</p> | <p>Student access to instructional support</p> <ul style="list-style-type: none"> - Time Availability - Cost | <p>Digital footprint variation; however this activity is designed to move us forward in initiating a 21st century virtual platform for enrolled students to maximize engagement with results.</p> <p>System flight with COVID; not inequities but concern with virtual learning and developmental potential to engage successfully even with live sessions that have a consistent routine/structure and social/emotional activity integration.</p> <p>Family disenfranchisement</p> |

| | | | | |
|-----|---|--|--|---|
| 3.5 | How are the identified needs being prioritized when several significant needs are identified? | <p>Equitable access to a holistic education is the focus of the grant.</p> <p>Grants (CARES and Titles are looking at a complementary braiding to maximize opportunities for students/promote access and educational excellence.</p> <p>Prioritization on equity, quality experience, and current gaps.</p> <p>With implementation consideration to program, school, and student designations will occur with System data structures (e.g. IDD Warning Lists, Outcome data/Strategic Plan metrics, Published Score Stories, etc.)</p> | <p>Equitable access to a holistic education is the focus of the grant.</p> <p>Grants (CARES and Titles are looking at a complementary braiding to maximize opportunities for students/promote access and educational excellence.</p> <p>Prioritization on equity, quality experience, and current gaps.</p> <p>With implementation consideration to program, school, and student designations will occur with System data structures (e.g. IDD Warning Lists, Outcome data/Strategic Plan metrics, Published Score Stories, etc.)</p> <p>TUTORING / Academic Support is open to all no prioritization will occur. In fact, access barriers have been removed! Teachers will mentor and support through Office Hours, reinforcing the tutorials as a means for accomplishing academic success.</p> | <p>For the Virtual School pilot, AACPS will examine HI data and mutli-year compliance results at targeted grade levels</p> <p>A lottery is recognized depending on interest of HI families.</p> |
|-----|---|--|--|---|

Local Educational Agency: Anne Arundel County Public Schools
FY 2021

Grant Year:

(use drop down)

ESEA section 4106(e)(2) requires that an LEA will prioritize the distribution of funds to schools served by the LEA:

- i. are among the schools with the greatest needs, as determined by such LEA;
- ii. have the highest percentages or numbers of children counted under section 1124(c);
- iii. are identified for comprehensive support and improvement (CSI) under section 1111(c)(4)(D)(i);
- iv. are implementing targeted support and improvement (TSI) plans as described in section 1111(d)(2); or
- v. are identified as a persistently dangerous public elementary school or secondary school under section 8532.

Prioritizing Funds to School- Required

In rank order, i.e., first choice = highest priority, using the Federal examples above, select the LEA's priorities for distributing funds to schools. Select all that apply using the drop down menu.

Provide a statement explaining how and why the LEA prioritized funds for the selected schools. If selected, please define "school with the greatest need".

| | |
|--|---|
| 1. Are among the schools with the greatest needs, as determined by the LEA | Opportunity and achievement gap elimination guide AACPS' efforts/Strategic Plan values, indicators, and strategies. |
| 2. Have the highest percentages/numbers of children counted under sec.1124(c) | AACPS is committed to providing equitable access barriers. Equity and presumed competency lead our action. |
| 3. Are implementing targeted support and improvement (TSI) plans as described in sec. 1111(d)(2) | TSI school access and enrollment in activities within 4.0 will be given priority status, although the goal is to proactive and maximize well-rounded educational opportunities that motivate students to engage /excel. |
| 4. Are identified for comprehensive support and improvement under sec. 1111(c)(4)(D)(i) | CSI focused on graduation rates and targeted alternative education programs. College preparatory opportunities will include students enrolled in our Phoenix Academy. |
| 5. Are identified as persistently dangerous public elementary school or secondary school under sec. 8832 | N/A |

Additional Comments: Grant activities embrace innovation, 21st century preparation, and equitable access for educational excellence for all.

Local Educational Agency: Anne Arundel County Public Schools
FY 2021

Grant Year:

(use drop down)

To ensure that every student has access to a well-rounded education, LEAs must work to develop activities that foster connections among students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.

One goal of Title IV, Part A is to ensure that each LEA, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA that has received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a), 4106(e)(2)(C) and 4107(a)). **(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION).**

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – **Required** [ESEA §4107(a)(1)]

| | | |
|-----|--|---|
| 4.1 | (1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1) | <p>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 & student voice; including PTOs & PTAs</p> <p>Accelerated Learning through Signature – AACC, HS Integrated Stakeholder Team (ICST), and MSDE as CTE recognition embedded</p> <p>Solar Car – CAT Centers, STEM Programs, Staten Island Technical School</p> |
|-----|--|---|

| | | |
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| 4.2 | (2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities ; [Section 4107](a)(2) | <p>College Essay and Application Camp – Universities/Colleges (College Park, Salisbury, and Towson)</p> <p>Co-Curriculars/Clubs – Affiliated Robotics Organizations</p> <p>Solar Car – Staten Island Technical HS</p> <p>Accelerated Learning through Signature - AACC</p> |
|-----|--|--|

| Activity Key for Well-Rounded Education Opportunities | |
|---|--|
| <p>The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.</p> | |
| Well Rounded Education: Federal Examples ESEA§4107 | Abbreviated Name |
| College and career guidance and counseling programs, such as—(i) postsecondary education and career awareness and exploration activities | Providing postsecondary education and career awareness and exploration activities |
| College and career guidance and counseling programs, such as—(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning | Training counselors to effectively use labor market information to assist students with college and career planning |
| College and career guidance and counseling programs, such as—(iii) financial literacy and federal financial aid awareness activities | Financial literacy and federal financial aid awareness activities |
| Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution | Music and arts programs or activities |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”) such as—(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses | Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions) | Supporting the participation of low-income students in nonprofit competitions related to STEM subjects |

| Activity Key for Well-Rounded Education Opportunities | |
|--|--|
| <p>The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.</p> | |
| Well Rounded Education: Federal Examples ESEA§4107 | Abbreviated Name |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects | Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iv) supporting the creation and enhancement of STEM-focused specialty schools [or a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on the STEM subjects, which include authentic schoolwide research (ESEA § 4102(8))] | Supporting the creation and enhancement of STEM-focused specialty schools |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects | Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education | Integrating other academic subjects into STEM subject programs |
| Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations | Reimbursing low-income students for accelerated learning examination fees |
| Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— | Increasing access to accelerated learning courses and dual or concurrent enrollment programs |

| Activity Key for Well-Rounded Education Opportunities | |
|---|---|
| <p>The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.</p> | |
| Well Rounded Education: Federal Examples ESEA§4107 | Abbreviated Name |
| (ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses | |
| Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education | Activities to promote the instruction of American history, social studies, economics, geography, or government education |
| Foreign language instruction | World language instruction |
| Environmental education | Environmental education |
| Programs and activities that promote volunteerism and community involvement | Volunteerism and community involvement programs or activities |
| Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics | Multiple discipline integration programs or activities |
| Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences | Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences |

4.1 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.

LECS Plan Focus Area: LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (College Prep)

Proposed Well-Rounded Activity 4.1: (Title) College Prep (Bootcamp and Mentoring)

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.

- 80% of the applications will result in at least one acceptance.

Activity Implementation: (How will the activity operate and over what duration?)

AACPS proposes a four day college preparation camp for students in August 2021. This second year will once again 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. Additionally, on-going mentoring will occur until application submissions are complete.

Implementation:

Preparation - Winter/Spring 2021, Implementation of the Camp - Summer 2021, College Application Mentoring – Fall/Winter 2021

Timeline:

March 2021-December 2021

| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
|--|---|
| What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed) | What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Providing postsecondary education and career awareness and exploration activities Note: Financial Literacy Federal Aid Awareness Support incorporated! |

| | | |
|--|--|---|
| <p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed)</p> <p>Outcome 1: This camp will foster well-rounded educational opportunities by providing sessions for all students to have access and support in the college essay and application process. Students need access to educational supports in post-secondary planning.</p> <p>Outcome 2: 100% of the participating camp students will complete a college application with all required component.</p> <p>Outcome 3: Click or tap here to enter text.</p> | | <p>Evidence Level: Moderate Level, Level II</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 Education Policy, they discuss a study that reveals why high achieving student fail to pursue post-secondary educational opportunities. http://www.ihep.org/press/news-releases/misperceptions-and-unexpected-barriers-deter-some-nations-brightest-students</p> <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Increase in completed college applications</p> <p>Evaluation for Outcome 2: Increase in college acceptances</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p> |
| <p>Use of Funds:</p> | <p>Provide a <i>total</i> dollar amount per activity.</p> | <p>Total: \$18,619</p> <p>Instructional Materials (MOI)- \$1,250</p> <p>Staff Planning Stipends (40 hours x \$30) - \$1,200 Fixed Charges \$103</p> <p>Staff Instruction – Camp (9 hours x 20 staff members at \$30 per hour) - \$5,400 Fixed Charges \$463</p> |

| | | |
|--|--|---|
| | | Staff Mentoring Stipends (40 hours x \$30) - \$1,200 Fixed Charges \$103 Buses - \$2,400 MOI (Journals) - \$5,500 Consultant Fee - \$1000 |
|--|--|---|

4.2 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.

LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (Co-Curriculars)

Proposed Well-Rounded Activity 4.2: (Title) HS Robotics Clubs

Activity Implementation: (How will the activity operate and over what duration?)

Implementation of Robotics Clubs; club access at all county high schools (First Robotics, VEX, SeaPearch and/or MESA)

The purpose of the secondary site Robotics Club is to promote the integration of science, technology, engineering, and math among high school students. Participating in a ROBOTICS CLUB, with design challenges/competitions, is an exciting experience for anyone interested in robotics, engineering and technology. In fact, with the provision of the grant all, 100% of AACPS high school school will continue to have access to design thinking activities through extended learning tasks within a robotic club.

- 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 games and activities through competitions

Implementation:

Continued refinement of Robotics Club based on Year 1 System implementation – Spring/Summer 2021 & 21/22 – Implementation of Robotic options/continnum or targeted at each high school

Timeline:

March 2021-June 2022

| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
|--|---|
| What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed) | What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects |

| | | |
|--|--|--|
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. | | Select a Well-Rounded Strategy. Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: https://www.roboticseducation.org/evidence afterschoolalliance.org/documents/AfterschoolSTEMImpacts2016.pdf |
| What are the desired changes? (Address all beneficiaries selected above; add more as needed) Outcome 1: By the end of the co-curricular period, in small groups, 100% of the participating students will design, build, and program their own robots Outcome 2: By the end of the co-curricular period, 100% of the participating students in the Robotics clubs will participate in games and activities sponsored through Robotoc Club competitions Outcome 3: Click or tap here to enter text. | | Evaluation How and when will the listed outcomes be measured for success? (Add more as needed) Evaluation for Outcome 1: Student reflection logs of role on team/engagement in designing and building their own robotics Evaluation for Outcome 2: Student roster of participation in competition games and activities. Where appropriate, published tiers of competition movement. Evaluation for Outcome 3: Click or tap here to enter text. |
| Use of Funds: | Provide a total dollar amount per activity. | Total: \$99,000 Annual Fees/Event Registration: \$5000 x 15 = 75,000 Transportation: \$1500 per site x 15 = 22,500 Supplies \$100 x 15= 1,500 |

4.3 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. **ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.**

LECS Plan Focus Area: LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (College Access)

Proposed Well-Rounded Activity 4.3: (Title) Accelerated Learning through Signature

Activity Implementation: (How will the activity operate and over what duration?)

AACPS, recognizing the leverage of college and career readiness in future success, has partnered with AACC. In such, Signature Program pathways have been established that fosters credit yearning and at times college certificates while in high school. The only barrier is cost even with ECAP. This activity supports the registration / community college costs beyond credit course fees to enhance access for all students.

- Through enrollment in the Signature transferable study or college certificate program, 100% of the participating students will earn a minimum of 3 credits their junior year and 15 credits by the end of their senior year.

Implementation:

Planning – Spring 2021; expansion of offering and coordination with AACC

Course tuition alignment with the all of 21/22

Timeline:

March 2020-May 2022

| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
|--|---|
| What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed) | What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: | Increasing access to accelerated learning courses and dual or concurrent enrollment programs Select a Well-Rounded Strategy. Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: https://www.air.org/sites/default/files/downloads/report/ECHSI_Impact_Study_Report_Final1_0.pdf |

| | | |
|---|---|---|
| <p>Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed)</p> <p>Outcome 1: Through enrollment in the Signature transferable study or college certificate program, 100% of the participating students will earn a minimum 15 credits by the end of their senior year.</p> <p>Outcome 2: Click or tap here to enter text.</p> <p>Outcome 3: Click or tap here to enter text.</p> | | <p>https://www.insidehighered.com/news/2013/06/26/early-colleges-positively-impact-students-study-says</p> <p>https://www.achieve.org/college-and-career-readiness</p> |
| | | <p>Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)</p> |
| | | <p>Evaluation for Outcome 1: Data assessments on enrollment and course completion</p> <p>Evaluation for Outcome 2: Click or tap here to enter text.</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p> |
| <p>Use of Funds:</p> | <p>Provide a total dollar amount per activity.</p> | <p>Total: \$18,000</p> <p>Junior Year Registration Fees/ Tuition Support (8 sites x \$75): \$7,200</p> <p>Senior Year Registration Fees/Tuition Support (6 sites x \$150):\$10,800</p> <p>Note: Estimate based on base of 12 students</p> |

4.4 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. **ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.**

LECS Plan Focus Area: LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (Opportunities Outside the Classroom)

Proposed Well-Rounded Activity 4.3: (Title) STEM-in-a BOX/ Portable Lab

Activity Implementation: (How will the activity operate and over what duration?)

The AACPS STEM-in-a-Box Adventure Portable Lab was designed by STEM leaders, educators, students, and system investors to provide amazing STEM experiences to elementary students. With equitable access, equity and educational excellence as the driving forces, the mobile laboratory concept was identified. This lab has been designed to expose our youngest students to STEM pathways while addressing both the achievement and opportunity gaps recognized locally and nationally in education.

The AACPS STEM Adventure Lab enables students to engage in:

- Hands-on activities that excite and engage
- Next Generation Science Standards
- Authentic challenges using innovative equipment and technology

In STEM education:

- creativity, adaptability, and a willingness to abandon the old ways of doing things for the implementation of new and better practices is evident
- inquiry and project-based learning with authentic and relevant experiences leads the teaching and learning engagement

AACPS STEM Lab was designed to (1) eliminate the disparities in access to quality Science, Technology, Engineering and Mathematics (STEM) education, (2) promote STEM literacy for all students and (3) inspire the next generation of American scientist, engineers, and entrepreneurs to solve the global challenges of today and tomorrow. The STEM Adventure Lab will provide students in grade 4 authentic, standards-based learning laboratories, which integrates engineering design, mathematics and scientific inquiry.

AACPS STEM Lab Objectives:

- Implement an inquiry-based STEM curriculum that is aligned to AACPS STEM High School Magnet pathways in collaboration with administrators and teachers to meet the educational needs of all students.
- Facilitate professional development that addresses the instructional shifts and practices associated with Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the Science Content Standards for California.
- Enhance teacher capacity in the field of STEM while improving STEM Literacy.
- Create community partnerships while inspiring students to enter into STEM related career pathways (Establishment of a pipeline for future engagement and transitional success).

Implementation:

Winter/Spring 2021 – Purchasing and Schedule creation; identification of Itinerant Teacher
21/22 Pilot implementation of 8 ES in the North County and Southern Clusters

Timeline:

March 2021-June 2022

| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
|--|--|
| What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed) | What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? (Address all beneficiaries selected above; add more as needed) Outcome 1: 100% of all enrolled 4 th graders from the pilot schools will engage in a STEM mobile lab experience Outcome 2: 100% of 4 th grade educators at the pilot schools involved in the STEM Mobile Lab experience will increase awareness of STEM attributes, connections and NGSS standards, providing evidence of application in learning. Outcome 3: Click or tap here to enter text. | Select a Well-Rounded Strategy. Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: https://www.engineeringforkids.com/about/news/2016/february/why-is-stem-education-so-important-/ https://www.ed.gov/stem https://www.bing.com/videos/search?q=importance+of+stem+education&docid=608022349698696024&mid=5176331D549E88BC7CF95176331D549E88BC7CF9&view=detail&FORM=VIRE https://www.nsf.gov/attachments/117803/public/Xc--Linking_Evidence--Fairweather.pdf Evaluation How and when will the listed outcomes be measured for success? (Add more as needed) Evaluation for Outcome 1: Attendance data; experience survey Evaluation for Outcome 2: Educator survey through Google with Evidence box Evaluation for Outcome 3: |

| | | |
|---------------|--|---|
| Use of Funds: | Provide a <i>total</i> dollar amount per activity. | Total: 38,288 MOI \$ 25,258 Itinerant Teacher Stipends (40 hours a month for the school year) - \$12,000 Fixed Charges \$1,030 |
|---------------|--|---|

4.5 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. **ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.**

LECS Plan Focus Area: LECS Plan Focus Area: AACPS Strategic Plan Value – Ready, Set, Launch (Outside the Classroom)

Proposed Well-Rounded Activity 4.3: (Title) Solar Car Introduction - STEM

Activity Implementation: (How will the activity operate and over what duration?)

The Solar Car Challenge motivate students in science and engineering, and to increase alternative energy awareness. The Challenge teaches high school students around the world how to build roadworthy solar cars. This grant initiative will enable Maryland to begin its footprint into the Solar Car Challenge. In fact the funds used in this grant activity will support a cross program/cross state collaboration in the exploration of curriculum materials that will result in the creation of a Solar Car for the purpose of competition.

Concept: The Electric-Solar Powered Car will be designed to simulate a “real world” solar application. The solar car itself will be a two passenger vehicle that could easily run in a neighborhood environment. The Solar Power Charging Station simulates a permanent facility that would be used to charge the vehicle at home or at work.

The Solar Car Challenge is a fantastic opportunity to connect with students and demonstrate how practical applications of STEM skills, such as solar energy systems, can lead into fun, challenging, and rewarding opportunities and careers

Objective: Creation of a collaborate blueprint and initiate the undertaking of a Solar Car

Implementation:

Winter/Spring 2021 – Investigate the Challenge, research school entries/applications, collaborate across Programs and States (coaching from Staten Island Technical HS)

Fall 2021 – Initiate car blueprint/begin to purchase materials and construct

Spring 2022 – Complete phase I of car construction, initiate testing

Timeline –

February 2021 – June 2022

| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
|--|---|
| What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed) | What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects |

| | | |
|---|--|--|
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? (Address all beneficiaries selected above; add more as needed) Outcome 1: In teams, 100% of the identified students from the AACPS STEM and CAT centers will create a Solar Car blueprint using the specs from the Solar Car Challenge. Outcome 2: 100% of the AACPS students from STEM and CAT Programs will construct phase I of a Solar Car following the approved blueprint by the end of the grant period. Outcome 3: Click or tap here to enter text. | | Select a Well-Rounded Strategy. Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: https://www.engineeringforkids.com/about/news/2016/february/why-is-stem-education-so-important-/ https://www.ed.gov/stem https://www.bing.com/videos/search?q=importance+of+stem+education&docid=608022349698696024&mid=5176331D549E88BC7CF95176331D549E88BC7CF9&view=detail&FORM=VIRE https://www.nsf.gov/attachments/117803/public/Xc--Linking_Evidence--Fairweather.pdf |
| | | Evaluation |
| | | How and when will the listed outcomes be measured for success? (Add more as needed) |
| | | Evaluation for Outcome 1: Blueprint creation with specs aligned to Solar Car Competition guidelines Evaluation for Outcome 2: Infrastructure of car designed - power functionality Evaluation for Outcome 3: Click or tap here to enter text. |
| Use of Funds: | Provide a total dollar amount per activity. | Total: \$54,736 MOI - \$38,586 Equipment – Motor Controller \$15,000 Sea Container Rental for 6 mos. - \$1,150 |

| | | |
|--|--|---|
| | | http://www.solarcarchallenge.org/info/parts.html |
|--|--|---|

Local Educational Agency: Anne Arundel County Public Schools
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(use drop down)

To guarantee the safety and well-being of every student, LEAs must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108. **(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)**

It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]

| | |
|---|---|
| (5.1) Coordinated with other schools and community-based services and programs; [Section 4108](1)] | System access for all students was the focus of support structure development. Students will be engaging with peers across school boundaries as they engage in learning in small groups to maximize standard mastery (Program of Choice identified/enrolled program – STEM (North County HS / South Rivers High School and CAT North and CAT South) |
| (5.2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)] | Wellness with connection/membership and club/friend engagements have been build into our virtual learning schedule. Club and Co-Curricular time in fact have been designed to create healthy and supportive environments for our students at the secondary level with the weekly tutorial/homework structures to support academic achievement. |
| (5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)] | Parent hotlines have been developed to support parental navigation in virtual learning and understanding of the teaching and learning pardygm. In fact, family hotlines have been established for instructional support and technology with the reopening of 20-21. |
| (5.4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)] | Collaborating with Teacher’s Union and IHE to support qualified tutors; tutoring structure (IHE to be determined but may include Morgan and UMBC) |

Activity Key for Safe and Healthy Students

The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

| Safe and Healthy Students: Federal Examples ESEA§4108 | Abbreviated Name |
|--|---|
| Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes | Evidence-based drug and violence prevention activities and programs |
| Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention | Evidence-based professional development and training to prevent drug use and violence |
| In accordance with sections 4001 and 4111—(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers | School-based mental health services, including early identification of mental health symptoms, drug use, and violence |
| In accordance with sections 4001 and 4111—(ii) school-based mental health services partnership programs that—(I) are conducted in partnership with a public or private mental health entity or health care entity; and (II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise | Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices |
| Programs or activities that—(i) integrate health and safety practices into school or athletic programs | Programs or activities that integrate health and safety practices in schools or athletic programs |
| Programs or activities that—(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students | Healthy, active lifestyle programs and activities |
| Programs or activities that—(iii) help prevent bullying and harassment | Bullying and harassment prevention programs or activities |

| Activity Key for Safe and Healthy Students | |
|--|---|
| The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. | |
| Safe and Healthy Students: Federal Examples ESEA§4108 | Abbreviated Name |
| Programs or activities that—(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment | Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse |
| Programs or activities that—(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse | Mentoring and school counseling programs and activities |
| Programs or activities that—(vi) establish or improve school dropout and reentry programs | School dropout prevention and reentry programs |
| Programs or activities that—(vii) establish learning environments and enhance students’ effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports | Providing safe and healthy learning environments, such as integrated systems of student and family supports |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(i) suicide prevention | Suicide prevention training for school personnel |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(ii) effective and trauma-informed practices in classroom management | High-quality training for school personnel related to effective and trauma-informed practices in classroom management |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(iii) crisis management and conflict resolution techniques | High-quality training for school personnel related to crisis management and conflict resolution techniques |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)) | Human trafficking training for school personnel |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(v) school-based violence prevention strategies | High-quality training for school personnel related to school-based violence prevention strategies |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(vi) drug abuse prevention, including educating children facing substance abuse at home | Drug abuse prevention training for school personnel |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(vii) bullying and harassment prevention | Bullying and harassment prevention training for school personnel |

| Activity Key for Safe and Healthy Students | |
|---|---|
| The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. | |
| Safe and Healthy Students: Federal Examples ESEA§4108 | Abbreviated Name |
| In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse | Age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention |
| In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child | Providing information to parents and guardians of students about child sexual abuse awareness and prevention |
| Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—(i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a ‘youth PROMISE plan’ | Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools |
| Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning | Implementing schoolwide PBIS |
| Designating a site resource coordinator at a school or LEA to provide a variety of services, such as—(i) establishing partnerships within the community to provide resources and support for schools;(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and(iii) strengthening relationships between schools and communities | Designating a school or district site resource coordinator |
| Pay for success initiatives [or “a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector” (ESEA § 8101(40))] aligned with the purposes of this section | Aligned Pay for success initiative |

5.1 Safe & Healthy Students' Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.

LECS Plan Focus Area: LECS Plan Focus Area: AACPS Strategic Plan Value – ALL Means ALL & Ready, Set, Launch (Inside the Classroom – Meet or Exceed Standards)

Proposed Safe & Healthy Student Activity 5.1: (Title) Student Tutoring/Instructional Support Structure

Activity Implementation: (How will the activity operate and over what duration?)

Coupling with the CARES grant, this initiative will ensure a successful engagement in academics during the 2020-21 school year. Specifically, this activity provides secondary students (MS and HS) virtual homework help and tutoring for targeted subjects in Math, English, Science, Social Studies, World Classical Languages, AVID and ESOL.

Virtual Homework Help is a drop-in Google Meeti model whereas Tutoring is small group oriented based on an appointment to support strategic skill develop/standard acquisition. Both will run simultaneously.

Content/Subject Structure

| English 9 | Week of 9/14/2020 | | | | |
|----------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| | M | T | W | Th | Su |
| Tutor 1 (MW) - Drop-in | Standing Google Meet URL | | Standing Google Meet URL | | |
| Tutor 2 (MW) - Appt Only | Weekly Updated Sign-Up Genius | | Weekly Updated Sign-Up Genius | | |
| Tutor 3 (T/Th) - Drop-in | | Standing Google Meet URL | | Standing Google Meet URL | |
| Tutor 4 (T/Th) - Appt Only | | Weekly Updated Sign-Up Genius | | Weekly Updated Sign-Up Genius | |
| Tutor 5 (S) - Drop-in | | | | | Standing Google Meet URL |
| Tutor 6 (S) - Appt Only | | | | | Weekly Updated Sign-Up Genius |

Targeted Courses

| | | | | | |
|-----------------|----------------------------------|-----------------------|----------------------------|------------------------|-----------------|
| English 9 - 10 | US History | Environmental Science | Algebra 1 | Spanish | Reading Support |
| English 11 - 12 | US Government | Biology | Geometry | French | ESOL |
| AP / IB English | World H / AP / IB Social Studies | Chemistry | Algebra 2 | German | |
| English 6 - 8 | Social Studies 6 - 8 | Physics | Statistics/College Algebra | Italian | |
| | | STEM Systems Science | Pre-Calculus/Calculus | American Sign Language | |
| | | Science 6 - 8 | AP Statistics/IB Math | Chinese | |
| | | | Math 6 - 8 | | |

Objectives:

100% of students yearning additional support will have access to a support structure that meets their needs

90% of students activity participating in the support structure will successfully pass the class to which the tutoring/assistance was aligned.

Implementation:

Sessions will run Sunday – Thursday evenings.

Timeline:

January 2021-June 2022

| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
|--|--|
| What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed) | What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Providing safe and healthy learning environments, such as integrated systems of student and family supports |

| | |
|---|--|
| <p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed)</p> <p>Outcome 1: 85% of the enrolled students will pass the associated course with a “C” or greater</p> <p>Outcome 2: 25% of the students in targeted populations will demonstration a reduction of achievement gaps</p> <p>Outcome 3: Click or tap here to enter text.</p> | <p>Select a Safe & Healthy Students Strategy.</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>https://eric.ed.gov/?id=ED464343</p> <p>https://www2.ed.gov/rschstat/eval/high-school/academic-tutoring.pdf#:~:text=Research%20on%20Academic%20Tutoring%20Evidence%20suggests%20that%20academic,experimental%20study%20of%20the%20Match%20tutoring%20program%2C%2020</p> <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Grade assessments at interims and marking periods</p> <p>Evaluation for Outcome 2: Baseline/result assessment for identified students within targeted student groups</p> <p>Evaluation for Outcome 3: Click or tap here to enter text.</p> |
| <p>Use of Funds: Provide a <i>total</i> dollar amount per activity.</p> | <p>\$ 500,346</p> <p>Tutor Stipends - 32 hours week * 30 teachers * \$30/hour * 16 weeks = 460,800</p> <p>Fixed charges - FICA and unemployment .08582 39,546 -</p> |

Local Educational Agency: Anne Arundel County Public Schools
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(use drop down)

6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]

To increase access to personalized, rigorous learning experiences supported by technology, LEAs must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)). **(THE 15% RULE INCLUDES NONPUBLIC SPENDING) Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.**

Activity Key for Effective Use of Technology

The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

| Effective Use of Technology Federal Examples ESEA§4109 | Abbreviated Name |
|---|---|
| Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(A) personalize learning to improve student academic achievement. | Providing professional learning resources to personalize learning |
| Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(B) discover, adapt, and share relevant high-quality educational resources. | Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources |
| Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies. | Providing professional learning resources to use technology effectively in the classroom |
| Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning | Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning |
| Building technological capacity and infrastructure, which may include—(A) procuring content and ensuring content quality | Procuring technological content and ensuring content quality |

Activity Key for the Effective Use of Technology

The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

| | |
|--|--|
| Building technological capacity and infrastructure, which may include—(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls | Technology infrastructure: Purchasing devices, equipment, and software applications |
| Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology | Delivering specialized or rigorous academic courses and curricula through the use of technology |
| Carrying out blended learning projects, which shall include—(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities | Technology infrastructure: Carrying out blended learning projects and planning activities |
| Carrying out blended learning projects, which shall include—(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project | Ongoing professional development to support blended learning project implementation and academic success |
| Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science | Providing professional development in the use of technology to enable educators to increase STEM achievement |
| Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators | Providing high-quality digital learning experiences to students in rural, remote, and underserved areas |

6.1 Effective Use of Technology Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the **drop down menu** that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must spend a portion of the overall allocation for Effective Use of Technology strategies.

LECS Plan Focus Area: Personalizing Learning – Maximizing Excellence through Online Opportunities

Proposed Safe & Healthy Student Activity 6.1: (Title)

Activity Implementation: (How will the activity operate and over what duration?)

With a vendor selection approved by MSDE's Technology Office, 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.

Virtual schools promote a sense of community as collaboration is expected and potentially far-reaching (local, state, nation, international). Recognizing the creativity of course offerings through vendors and learning in a virtual environment with COVID this opportunity/program of choice is critical in today's educational world.

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.

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!

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 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!"

Objective:

By June 2022, 40 re-enrolled public school students will be actively engaged in a virtual school opportunity (approved MSDE Nonpublic Online) in either 6th or 9th grade and academically progressing as evidenced by no failing grades (school artifacts and engagement logs).

Implementation:

Winter 2021, Collaborate with MSDE on a RFP with an approved nonpublic online vendor

Spring 2021 - Community Offering/Application (Lottery if required)

Virtual School Implementation - 21/22 school year

| | |
|---|---|
| Timeline: January 2021- June 2022 | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed) | What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) Technology infrastructure: Carrying out blended learning projects and planning activities |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. | Select an Effective Use of Technology Strategy. Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: https://www.heritage.org/technology/report/how-online-learning-revolutionizing-k-12-education-and-benefiting-students http://fldoe.org/schools/school-choice/virtual-edu/index.stml |
| What are the desired changes? (Address all beneficiaries selected above; add more as needed) | Evaluation How and when will the listed outcomes be measured for success? (Add more as needed) |
| Outcome 1: By June 2022, AACPS will have operationalized a personalized learning virtual platform pilot for 40 students. | Evaluation for Outcome 1: Virtual School Contract and Enrollment Data |
| Outcome 2: By June 2022, the students enrolled in the virtual platform will demonstrate success as evidence with no failing grades in core content areas. | Evaluation for Outcome 2: Student feedback (interviews) and virtual school success documentation assessment |
| Outcome 3: By June 2022, 80% of the parents of the students on the virtual platform will communicate parent satisfaction through a online survey. | Evaluation for Outcome 3: Parent feedback (survey) and virtual school success documentation assessment |
| Use of Funds: Provide a <i>total</i> dollar amount per activity. | \$256,418 |

| | | |
|--|--|---|
| | | Registrar – Temporary Monies (15 hours per week x 36 weeks x \$28 an hour): \$15,120, Fixed charges \$1,298 Virtual School enrollment for 40 students x \$6,000 per student – \$240,000 |
|--|--|---|

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Grant

(use drop down)

7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:

Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Participating Private Schools and Services: Provide information regarding *the names of participating private schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.* (Include below or as an attachment)

Calculations (see budget narrative) for participating nonpublic schools was based on enrollment using the per pupil allocation. All interested parties from consultation meeting were sent personal letters on equitable service access with the exception of one as they were not eligible. The following schools confirmed intent with a plan.

| Non-Public School | Total |
|--|-----------|
| Archbishop Spalding | 14,574.00 |
| School of the Incarnation | 8,663.00 |
| St. John the Evangelist | 5,791.00 |
| St. Martin's-in-the-Field Episcopal School | 1,041.00 |
| St. Mary's HS | 6,067.00 |
| St. Philip Neri School – Historical Application, personal outreach | 4,667.00 |
| | 40,803.00 |

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.

| | |
|-------------------------------|---|
| Initial Consultation: | Consultation Process for Title Monies initiates each spring with a "Title Consultation – The Elementary and Secondary Education Act (ESEA) Informational meeting. This year the meeting was held virtually and it included an online survey. At that time 10 schools indicated interest in Title IV access. |
| On-Going Consultation: | Nonpublic Schools expressing Title IV interest are communicated to personally with the nonpublic allocation. This year communication occurred the beginning of September 2020. Letters of Intent are then requested with a plan submission (deadline 9/25/20). The timelines established support a MSDE draft review in early October. |

| | |
|---|---|
| | During the approximate month of planning, consultation is available by this writer. Email correspondence is then included in the Title documentation binder as is consultation assurances. |
| Managing Disputes/Complaints: | 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 <i>process for providing equitable participation</i> to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment) | |
| Needs Assessment: | 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: | |
| \$40,803 | |
| REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING. | |

Local Educational Agency: Anne Arundel County Public Schools
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Grant

(use drop down)

8.0 Assurances [ESEA, Section 4106(E)(2)]:

EACH APPLICATION SHALL INCLUDE ASSURANCES THAT THE LEA WILL—

- ☒ (A) prioritize the distribution of funds to schools served by the LEA that—
 - (i) are among the schools with the greatest needs, as determined by such LEA;
 - (ii) have the highest percentages or numbers of children counted under section 1124(c);
 - (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
 - (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
 - (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;
 - ☒ (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
 - (i) the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1);
 - (ii) the LEA **expenditures**, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
 - (iii) the LEA assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).
 - ☒ (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;
 - ☒ (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
 - ☒ (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the LEA will comply with section 4109(b); and
 - ☒ (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).
- (f) **SPECIAL RULE.**—Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)

| | |
|---|--------------|
| Local Educational Agency: <u>Anne Arundel County Public Schools</u> Year: FY 2021 <div style="text-align: center;">(use drop down)</div> | Grant |
| 9.0 INTERNET SAFETY [ESEA, Section 4121]: | |
| <p>No funds made available under this part to a LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school both—</p> <p>(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—</p> <ul style="list-style-type: none"> (i) obscene; (ii) child pornography; or (iii) harmful to minors; and <p>(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and</p> <p>(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—</p> <ul style="list-style-type: none"> (i) obscene; or (ii) child pornography; and <p>(B) is enforcing the operation of such technology protection measure during any use of such computers.</p> | |
| <p>(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A LEA with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.</p> <p><input checked="" type="checkbox"/> By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.</p> | |

| | |
|---|--------------|
| Local Educational Agency: <u>Anne Arundel County Public Schools</u> Year: FY 2021 <div style="text-align: center;">(use drop down)</div> | Grant |
| 10.0 BUDGET NARRATIVE: | |
| Guidance for Completion of the Budget Narrative for Individual Grants (REMEMBER TO CALCULATE THE PERCENTAGES FOR WELL-ROUNDED (20%) & SAFE & HEALTHY STUDENTS (20%) OFF THE TOP OF THE ORIGINAL ALLOCATION) | |
| <p>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: <i>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.</i></p> <ul style="list-style-type: none"> • 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.) <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | |
| <u>Personnel Costs:</u> | |
| <ul style="list-style-type: none"> • <u>For Salaries:</u> List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant. | |

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

Supplies and Materials

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Equipment

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project. **Must be subtracted from indirect cost calculation.**

Transfers

- Transfers are payments to other LEAs, non-public schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project. **Must be subtracted from indirect cost calculation.**

Indirect Costs

- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity. The calculation is as follows:

Total allocation less (–) transfers (equitable services) less (–) equipment x 0.0(ICR) x 1.0(ICR)

Example: The LEA total allocation is \$50,000. The LEA indirect cost rate = 2.0%.
The LEA has \$4,000 in transfers for equitable services and \$1,000 in equipment.
The indirect cost rate calculation =

$$\begin{aligned} & \$50,000 - \$4,000 \text{ (equitable services)} - \$1,000 \text{ (equipment)} = \$45,000. \\ & \$45,000 \times .02 = \$900. \$900 \times 1.02 = \underline{\$918 \text{ INDIRECT COSTS.}} \end{aligned}$$

You should use the format as shown in one of the two following samples shown on the next pages:

| Sample Budget Narrative | | | | | | |
|-------------------------|-------------------|--|---|---------------|---------|-----------------|
| Actiity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| 4.1 | 203-205 – 02 / 01 | Stipends for summer workshop for ESOL teacher | 1 teacher x 20 days x 175/day | 3,500 | | 3,500 |
| | 212 / 04 | FICA | 7.65% of \$3,500 | 268 | | 268 |
| | | | | Total: | | \$3,768 |
| 4.2 | 203-205 – 02 / 03 | Supplemental materials to support instruction | \$314/site x 5 sites | 1,570 | | 1,570 |
| | | | | Total: | | \$1,570 |
| 4.3 | 203-205 – 01 / 02 | Consultants to provide professional development training Strategy # | 6 days x \$500 | \$3,000 | | 3,000 |
| | | | | Total: | | \$3,000 |
| 5.1 | 203-205 – 09 / 04 | Membership/registrati on fees for conf. & workshops for ESOL staff | 11 ESOL staff members x \$342.64 | 3,769 | | 3,769 |
| | | | | Total: | | \$3,769 |
| 5.2 | 203-205 – 02 / 02 | Delivery of workshop: “Best Practices for Teachers of ELL/RELL Students” | \$600/school x 4 schools x 2 days at each school + \$600/school x 3 schools x 1 day | 6,600 | | 6,600 |
| | | | | Total: | | \$6,600 |
| 5.3 | 203-205 – 02 / 01 | Parent outreach programs | 4 schools x \$1,500 | 6,000 | | 6,000 |
| | 212 / 04 | FICA | 7.65% of \$6,000 | 459 | | 459 |
| | | | | Total: | | \$6,459 |
| 6.1 | 203-205 – 01/ 02 | Buses for 2 field trips to art museums | 2 x \$450 | 900 | | 900 |
| | | | | Total: | | \$900 |
| 2.0 | 202 – 16 / 08 | Transfers | 2% Admin costs | 443 | | 443 |
| | | | | Total: | | \$443 |
| | | | | | | |
| Grand Total: | | | | | | \$26,509 |

***Upon final approval, please submit the Title IV, Part A application in the final LECS Plan.**

| | | | | | |
|------------------------------------|----------|--------------------------------|--|--|--------|
| Anne Arundel County Public Schools | | | FY 21 Allocation:\$1,073,890 | | |
| Title IV | | | | | |
| | | | | | |
| Activity | Activity | Category/Object | Line Item | Calculation | Amount |
| 2.0 | 2.1 | Mid-Level Salaries & Wages | Administrative Oversight: Grant development, progress monitoring/fiscal management and report development/submission | 30 Hrs per month - \$25 per hour - 648 Hours | 16,200 |
| 2.0 | 2.1 | Fixed Charges | Administrative Oversight: Grant development, progress monitoring/fiscal management and report development/submission | \$16,200 x .08582 | 1,390 |
| 2.0 | 2.0 | Indirect Costs | 3% of direct costs | grant award of \$1,073,890 - \$16,200 (administrative oversight) = \$1,057,690; \$1,057,690 / 88,394 (public and non public enrollment) = \$11.96563115. Per pupil cost \$11.96563115 x 3,410 (non public school enrollment) = \$40,803 (non public school allocation). \$1,073,890 - \$40,803 (non public allocation) = \$1,033,087 / 1.03 = \$1,002,997 x .03 = \$30,090 Indirect cost | 30,090 |
| 4.0 | 4.1 | Instructional Salaries & Wages | College preparation camp - staff planning | Teacher stipends: 40 hours @ \$30 per hour | 1,200 |
| 4.0 | 4.1 | Fixed Charges | College preparation camp - staff planning | \$1,200 x .08582 | 103 |
| 4.0 | 4.1 | Instructional Salaries & Wages | College preparation camp - instruction | Teacher stipends: 20 staff members for 9 hours each @ \$30 per hour | 5,400 |
| 4.0 | 4.1 | Fixed Charges | College preparation camp - instruction | \$5,400 x .08582 | 463 |
| 4.0 | 4.1 | Instructional Salaries & Wages | College preparation camp - mentoring | Stipends (40 hours x \$30) | 1,200 |
| 4.0 | 4.1 | Fixed Charges | College preparation camp - mentoring | \$1,200 x .08582 | 103 |
| 4.0 | 4.1 | Student Transportation | College preparation camp - student transportation | \$600 per day for 4 days | 2,400 |
| 4.0 | 4.1 | Instructional Supplies | College preparation camp -Instructional materials | 1 case white paper: \$29.92 1 case color paper: \$27.20 1 black toner cartridge: \$127.52 1 yellow toner cartridge: \$159.87 1 cyan toner cartridge: \$159.87 1 magenta toner cartridge: \$159.87 250 2 pocket folders: \$198.00 250 blue pens: \$18.48 50 green pens: \$10.48 250 plastic name tags w/lanyard: \$233.00 250 name tag inserts: \$8.00 250 6/page large labels: \$14.53 200 mult1-color dots: \$3.00 100 pads, sticky notes yellow: \$100.00 | 1,250 |
| 4.0 | 4.1 | Instructional Supplies | College preparation camp -journals | 220 student journals x \$25 each | 5,500 |
| 4.0 | 4.1 | Instructional Contracts | College preparation camp -consultant | \$1,000 for consultant | 1,000 |
| 4.0 | 4.2 | Instructional Other | Robotics Club - Event Registrations | \$5,000 x 15 sites | 75,000 |
| 4.0 | 4.2 | Student Transportation | Robotics Club - Student Transportation | \$1,500 x 15 sites | 22,500 |
| 4.0 | 4.2 | Instructional Supplies | Robotics Club - Supplies. Supplies required for competition such as folders, pencils, notepads, etc. | \$100 x 15 sites | 1,500 |
| 4.0 | 4.3 | Instructional Contracts | Accelerated Learning through Signature - Registration Fees- Junior Year | 8 sites x \$75 per student (12) | 7,200 |
| 4.0 | 4.3 | Instructional Contracts | Accelerated Learning through Signature - Registration Fees- Senior Year | 6 sites x \$150 per student (12) | 10,800 |
| 4.0 | 4.4 | Instructional Salaries & Wages | STEM-in-a BOX/Portable Lab - Itinerant Teacher Stipends | 40 hours a month x 10 months @ \$30 per hour | 12,000 |
| 4.0 | 4.4 | Fixed Charges | STEM-in-a BOX/Portable Lab - Itinerant Teacher fixed charges | \$12,000 x .08582 | 1,030 |

| | | | | | |
|------------------------------------|----------|-------------------------|---|--|--------|
| Anne Arundel County Public Schools | | | FY 21 Allocation:\$1,073,890 | | |
| Title IV | | | | | |
| | | | | | |
| Activity | Activity | Category/Object | Line Item | Calculation | Amount |
| 4.0 | 4.4 | Instructional Supplies | STEM-in-a BOX/Portable Lab - Materials of Instruction | Kit 1: AA Batteries 8 pack: 1 x 11.99 = \$11.99 Kit 1: Construction Multi Color Pack: 1 x 10.25 = \$10.25 Kit 1: 12 count of Markers: 1 x 13.52 = \$13.52 Kit 1: Duck Tape 6 pack: 1 x 19.99 = \$19.99 Kit 1: Scotch Tape 4 pack: 1 x 4.99 = \$4.99 Kit 1: Notecards: 1 X 2.89 = \$2.89 Kit 1: Paper Plates 25 count: 1 x 9.95 = \$9.95 Kit 1: Paper Coffee Cups 25 count: 1 x 12.71 = \$12.71 1Kit 1 & 2: Plastic Spoons: 1 x 6.89 = \$6.89 Kit 1 & 2: Scissors 16 pack: 1 x 14.99 = \$14.99 Kit 2: Plastic Refill for 3Doodler 8 pack: 4 x 34.83 = \$139.32 Kit 2: Transparent Plastic Sheets 16 pack: 2 x 14.99 = \$29.98 Kit 3: AA Batteries 20 pack: 1 x 15.98 = \$15.98 Kit 4: Magic Mold 75 pieces: 4 x 40.17 = \$160.68 Total Replacement Cost \$454.13 x 2 = \$908.26 | 908 |
| 4.0 | 4.4 | Instructional Supplies | STEM-in-a BOX/Portable Lab - Materials of Instruction | Kit 1: SnapCircuit Kit: 4 x 20.87 = \$83.48 Kit 1: AA Batteries 8 pack: 1 x 11.99 = \$11.99 Kit 1: Construction Multi Color Pack: 1 x 10.25 = \$10.25 Kit 1: 12 count of Markers: 1 x 13.52 = \$13.52 Kit 1: Duck Tape 6 pack: 1 x 19.99 = \$19.99 Kit 1: Scotch Tape 4 pack: 1 x 4.99 = \$4.99 Kit 1: Notecards: 1 x 2.89 = \$2.89 Kit 1: Paper Plates 25 count: 1 x 9.95 = \$9.95 Kit 1: Paper Coffee Cups 25 count: 1 x 12.71 = \$12.71 Kit 1 & 2: Plastic Spoons: 1 x \$6.89 = \$6.89 Kit 1 & 2: Scissors 16 pack: 1 x \$14.99 = \$14.99 Kit 2: 3Doodler 3D Pen: 10 x \$49.99 = \$499.90 Kit 2: Plastic Refill for 3Doodler 8 pack: 4 x \$34.83 = \$139.32 Kit 2: Charging Chords 5 pack: 2 x \$13.99 = \$27.98 Kit 2: 10 Port USB Charging Hub: 1 x \$39.99 = \$39.99 Kit 2: Extension Cord: 1 x \$14.99 = \$14.99 Kit 2: Plastic Trays 12 pack: 1 x \$33.99 = \$33.99 Kit 2: Transparent Plastic Sheets 16 pack: 2 x \$14.99 = \$29.98 Kit 3: Remote Control Machines: 4 x \$63.43 = \$253.72 Kit 3: AA Batteries 20 pack: 1 x \$15.98 = \$15.98 Kit 3: Plastic Tray 3 pack: 2 x \$21.95 = \$43.90 Kit 4: Energy Conversion Kit: 4 x \$82.14 = \$328.56 Kit 4: Digital Multimeter: 4 x \$33.99 = \$135.96 Kit 4: LEGO 1500 piece set: 4 x \$57.88 = \$231.52 Kit 4: LEGO Baseplate: 4 x \$5.99 = \$23.96 Kit 4: Magic Mold 75 pieces: 4 x \$40.17 = \$160.68 40 Gallon Storage Bin 2 pack: 4 x \$65.72 = \$262.88 Total \$2,434.96 x 10 = \$24,349.60 | 24,350 |
| 4.0 | 4.5 | Instructional Equipment | Solar Car Introduction - STEM - Materials of Instruction | Motor & controller New Generation Motors SC-M150 (hub motor) New Generation Motors SC100 (controller) \$15,000 (combo) | 15,000 |
| 4.0 | 4.5 | Instructional Supplies | Solar Car Introduction - STEM - Materials of Instruction | Solar Array and Power Trackers Batteries Instrumentation Steering & Suspension Brakes Tires & Hubs Item costs will depend on the design students develop. Costs will be within the allocation and monitored for reasonableness. The following website provides a list of possible items and costs: http://www.solarcarchallenge.org/info/parts.html | 38,586 |
| 4.0 | 4.5 | Instructional Contracts | Solar Car Introduction - STEM - Sea container rental for 6 months | \$191.66 x 6 months | 1,150 |

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|------------------------------------|----------|--------------------------------|---|--|--------------|
| Anne Arundel County Public Schools | | | FY 21 Allocation:\$1,073,890 | | |
| Title IV | | | | | |
| | | | | | |
| Activity | Activity | Category/Object | Line Item | Calculation | Amount |
| 5.0 | 5.1 | Instructional Salaries & Wages | Student Tutoring/Instructional Support Structure - Tutor stipends | Tutor Stipends - 32 hours week * 30 teachers * \$30/hour * 16 weeks | 460,800 |
| 5.0 | 5.1 | Fixed Charges | Student Tutoring/Instructional Support Structure - Tutor fixed charges | \$480,800 x .08582 | 39,546 |
| 6.0 | 6.1 | Mid-Level Salaries & Wages | Virtual School - Registrar stipends | 15 hours per week x 36 weeks x \$28 an hour | 15,120 |
| 6.0 | 6.1 | Fixed Charges | Virtual School - Registrar fixed charges | \$15,120 x .08582 | 1,298 |
| 6.0 | 6.1 | Instructional Contracts | Virtual School - Enrollment | Enrollment for 40 students x \$6,000 per student | 240,000 |
| 7.0 | 7.0 | Non-Public Allocation | 10 NonPublic Schools Participating - Archbishop Spalding | grant award of \$1,073,890 - \$16,200 (administrative oversight) = \$1,057,690; \$1,057,690 / 88,394 (public and non public enrollment) = \$11.96563115. Per pupil cost \$11.96563115 x 3,410 (non public school enrollment) = \$40,803 (non public school allocation). \$1,073,890 - \$40,803 (non public allocation) = \$1,033,087 / 1.03 = \$1,002,997 x .03 = \$30,090 Indirect cost | 14,574 |
| 7.0 | 7.0 | Non-Public Allocation | 10 NonPublic Schools Participating - School of the Incarnation | grant award of \$1,073,890 - \$16,200 (administrative oversight) = \$1,057,690; \$1,057,690 / 88,394 (public and non public enrollment) = \$11.96563115. Per pupil cost \$11.96563115 x 3,410 (non public school enrollment) = \$40,803 (non public school allocation). \$1,073,890 - \$40,803 (non public allocation) = \$1,033,087 / 1.03 = \$1,002,997 x .03 = \$30,090 Indirect cost | 8,663 |
| 7.0 | 7.0 | Non-Public Allocation | 10 NonPublic Schools Participating - St. John the Evangelist | grant award of \$1,073,890 - \$16,200 (administrative oversight) = \$1,057,690; \$1,057,690 / 88,394 (public and non public enrollment) = \$11.96563115. Per pupil cost \$11.96563115 x 3,410 (non public school enrollment) = \$40,803 (non public school allocation). \$1,073,890 - \$40,803 (non public allocation) = \$1,033,087 / 1.03 = \$1,002,997 x .03 = \$30,090 Indirect cost | 5,791 |
| 7.0 | 7.0 | Non-Public Allocation | 10 NonPublic Schools Participating - St. Martin's-in-the-Field Episcopal School | grant award of \$1,073,890 - \$16,200 (administrative oversight) = \$1,057,690; \$1,057,690 / 88,394 (public and non public enrollment) = \$11.96563115. Per pupil cost \$11.96563115 x 3,410 (non public school enrollment) = \$40,803 (non public school allocation). \$1,073,890 - \$40,803 (non public allocation) = \$1,033,087 / 1.03 = \$1,002,997 x .03 = \$30,090 Indirect cost | 1,041 |
| 7.0 | 7.0 | Non-Public Allocation | 10 NonPublic Schools Participating - St. Mary's High School | grant award of \$1,073,890 - \$16,200 (administrative oversight) = \$1,057,690; \$1,057,690 / 88,394 (public and non public enrollment) = \$11.96563115. Per pupil cost \$11.96563115 x 3,410 (non public school enrollment) = \$40,803 (non public school allocation). \$1,073,890 - \$40,803 (non public allocation) = \$1,033,087 / 1.03 = \$1,002,997 x .03 = \$30,090 Indirect cost | 6,067 |
| 7.0 | 7.0 | Non-Public Allocation | 10 NonPublic Schools Participating - St. Philip Neri | grant award of \$1,073,890 - \$16,200 (administrative oversight) = \$1,057,690; \$1,057,690 / 88,394 (public and non public enrollment) = \$11.96563115. Per pupil cost \$11.96563115 x 3,410 (non public school enrollment) = \$40,803 (non public school allocation). \$1,073,890 - \$40,803 (non public allocation) = \$1,033,087 / 1.03 = \$1,002,997 x .03 = \$30,090 Indirect cost | 4,667 |
| Total | | | | | 1,073,890.00 |
| | | | | Grant Award | 1,073,890.00 |
| | | | | Unallocated | 0.00 |

| | | | | | |
|------------------------------------|----------|-----------------|------------------------------|-------------|--------|
| Anne Arundel County Public Schools | | | FY 21 Allocation:\$1,073,890 | | |
| Title IV | | | | | |
| | | | | | |
| Activity | Activity | Category/Object | Line Item | Calculation | Amount |

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

| | | | | | |
|-----------------------|---|-----------------------|------------------------------------|--------------|----------|
| ORIGINAL GRANT BUDGET | \$1,073,890 | AMENDED BUDGET # | | REQUEST DATE | 10/21/20 |
| GRANT NAME | Title IV, Part A Student Support & Academic Enrichment (SSAE) Grant | GRANT RECIPIENT NAME | Anne Arundel County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | | | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Anne Arundel County Public Schools | | |
| FUND SOURCE CODE | | GRANT PERIOD | 7/1/2020 | 9/30/2022 | |
| | | FROM | TO | | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | |
|---------------------------------------|----------------------|------------------------|--------------------------|--------------------|----------------|----------------|----------------------|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| 201 Administration | | | | | | | |
| Prog. 21 General Support | | | | | | | 0.00 |
| Prog. 22 Business Support | | | | | | 29,653.00 | 29,653.00 |
| Prog. 23 Centralized Support | | | | | | | 0.00 |
| 202 Mid-Level Administration | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin. & Supv. | 31,320.00 | | | | | | 31,320.00 |
| 203-205 Instruction Categories | | | | | | | |
| Prog. 01 Regular Prog. | 480,600.00 | 260,150.00 | 72,531.00 | 75,000.00 | 15,000.00 | | 903,281.00 |
| 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 | | | | | | 40,803.00 | 40,803.00 |
| Prog. 08 School Library Media | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| 206 Special Education | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| 207 Student Personnel Serv. | | | | | | | 0.00 |
| 208 Student Health Services | | | | | | | 0.00 |
| 209 Student Transportation | | 24,900.00 | | | | | 24,900.00 |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| 211 Plant Maintenance | | | | | | | 0.00 |
| 212 Fixed Charges | | | | 43,933.00 | | | 43,933.00 |
| 214 Community Services | | | | | | | 0.00 |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| Total Expenditures By Object | 511,920.00 | 285,050.00 | 72,531.00 | 118,933.00 | 15,000.00 | 70,456.00 | 1,073,890.00 |

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

| | | | | |
|-----------------------------|--------------------|---|------------|--------------|
| Finance Official Approval | Marlene Durholz |  | 10-21-2020 | 410-222-5204 |
| | Name | Signature | Date | Telephone # |
| Supt./Agency Head Approval | Dr. George Arlotto |  | 11-4-2020 | 410-222-5304 |
| | Name | Signature | Date | Telephone # |
| MSDE Grant Manager Approval | | | | |
| | Name | Signature | Date | Telephone # |

FINE ARTS

2021 FINE ARTS INITIATIVE STATE GRANT APPLICATION



Appendix G

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 meeting the Programs in Fine Arts goals articulated in the system's 2019-2020 Annual Update. Identify the programs, practices, strategies, and resource allocations that are related to progress.

| 2019-2020 Fine Arts | | |
|--|--|---|
| Goals | Progress | Challenges |
| To strengthen the media arts experiences of 5 th 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 project presented in audio, video, internet and interactive and mobile technologies for storytelling. | Materials to support the grant were purchased, to include iPads, iPad cases, tripods, and green screens. The curriculum was developed and written by two AACPS Elementary level library media teachers . | Due to Covid-19, distribution of materials has not yet taken place. In addition, training on curriculum for library media teachers and implementation with students was unable to be completed. We are currently in a holding pattern pending a return to face to face instruction for teachers and students. |

2. Complete the chart below outlining the system's 2020-2021 goals to implement COMAR 13A.04.16 Programs in Fine Arts and the strategic targets (forecast to 2024 Fine Arts Certification) within each arts discipline. Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations regarding the implementation of fine arts instructional programming, development of curriculum, instructional planning, instructional delivery, material selection, and assessment.

| Fine Arts | 2020-2021 Goals | 2023-2024 Targets <i>Forecast to Fine Arts Certification in 2024</i> |
|------------|--|---|
| Media Arts | To strengthen the media arts experiences of 5 th grade students at 6 additional targeted elementary schools. This is in addition to the 6 schools that were targeted in the 2019-20 grant. Professional development is included in this year's goal to fully implement the curriculum. Our media arts focus will include the use of electronic media, and video as an artistic medium or a medium to broaden arts appreciation. | To continue to strengthen the media arts experiences of 5 th grade students at 40 targeted elementary schools over the 5 year period. We are currently in year 2 of the 5 year plan. |

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| | This may include project presented in audio, video, internet and interactive and mobile technologies for storytelling. | |
| Visual Arts | <p>The Visual Arts Office continues to review and revise curriculum documents as needed for our Pre-k through 12 programs. The Visual Arts Office continues to propose new courses and programs for effectiveness in raising student artistic achievements.</p> <p>The Visual Arts Office was included in meetings regarding planning with administrators and architects on renovation and new construction of visual arts facilities in schools. The Visual Arts Office also advised regarding equipment and art materials, and provided input into the architectural plans of the renovations/reconstruction of elementary schools and high schools.</p> <p>Visual Arts staff development is guided by teacher evaluations from previous in-services, and supports new initiatives as per the school system. Exemplary teacher, artist, and consultant led sessions highlight curriculum assessment, critical thinking strategies, and opportunities for quality hands on experiences with art materials and lessons. The Visual Arts Office supported the registration fees for visual arts teachers to attend the MAEA Conference.</p> <p>The Visual Arts Office continues to support art classrooms by evaluating needs. Materials of instruction funds do not cover above and beyond the basic needs. In an effort to support schools with materials, assessments are made and it is determined where support can be offered.</p> <p>Continued connections with our many partners are a vital part of our support to our varied programs. Involvement in aligning sequencing, and aligning curriculum and skills development,</p> | <p>The Visual Arts Office plans to continue to explore opportunities and experiences in the Visual Arts to all students Pre-K through 12. Continued updates to curriculum will take place to ensure curriculum documents are available in an electronic format as well as address the need of assessments to measure student growth and achievement.</p> <p>The Visual Arts Office plans to continue to support and organize consultants, artists in residence, school visitations, and staff development opportunities that will provide information and awareness of the arts integration at schools in AACPS. AACPS has recognized the need for support for teachers in order to implement AI by continuing to provide an Arts Integration Teacher Specialist to the Division of Curriculum and Instruction.</p> <p>The Visual Arts Office plans on developing hybrid and online professional development opportunities for teachers. Teachers indicate the need for more time for training and work sessions. Some after school sessions have been offered, and while well received and appreciated, the asynchronous opportunities would allow more participation.</p> <p>The Visual Arts Office plans to continue to work to update technology, and keep up with increasing enrollment in High School courses. AACPS continues to be very supportive by providing support for laptops/carts for all secondary schools and increasing MOI allocations.</p> <p>The Visual Arts Office plans to continue to meet with partners and plan their support of the Visual Arts program, as well as funding to bring</p> |

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| | <p>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.</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>programs that they provide, such as artists in residence and other enrichment programs.</p> |
| Dance | <p>The Dance Office continues to review and revise curriculum documents as needed for our Pre-k through 12 programs. The Dance Office continues to propose new courses and programs for effectiveness in raising student artistic achievements.</p> <p>The Dance Office was included in meetings regarding planning with administrators and architects on renovation and new construction of dance studios in schools. The Dance Office also advised regarding equipment and materials, as well as provided input into the architectural plans of the renovations/reconstruction for high schools.</p> <p>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.</p> <p>The Dance Office will provide professional development for teachers at all levels whenever time is available on the school system</p> | <p>The Dance Office will continue to explore opportunities and experiences in the way of Dance Education to all students Pre-K through 12. Continued updates to curriculum will take place to ensure curriculum documents are available in an electronic format as well as address the need of assessments to measure student growth and achievement.</p> <p>Elementary dance opportunities will be elevated through the implementation of additional residencies and special projects. In addition, efforts to increase elementary participation in our dance festivals will increase from 47 to 55 schools through advocacy and identifying individuals to sponsor the extracurricular opportunity.</p> <p>The Dance Office will continue to foster opportunities to provide professional development for teachers at all levels whenever time is available on the school system schedule.</p> <p>The Dance Office will continue to request local funding to replace and install new studio flooring, mirrors technology.</p> <p>All studios will be equipped with</p> |

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| | <p>schedule.</p> <p>Repairs and enhancements will be done to studios as needed. Every year, facility, equipment and resource needs are submitted by teachers, prioritized and systematically provided as funds allow.</p> <p>Newly installed dance studios will be prepared with materials of instruction to include literature, resources for all dance courses, sound systems, ballet barres, items to encourage student centered and group activities and student safety with a focus on a lens of equity.</p> | <p>materials of instruction that support a lense of equity and inclusion for all learners.</p> |
| Music | <p>The Music Office continues to review and revise curricular documents as needed for our PreK-12 programs, typically following the 6 year cycle in which every piece of curriculum is reviewed within that time frame. New programs and courses are proposed as needed with a focus on moving forward in the area of Music Technology.</p> <p>The Music Office was included in meetings regarding planning with administrators and architects on renovation and new construction of the music classrooms and related facilities within elementary, middle and high schools. In addition, the Music office has provided guidance related to appropriate equipment and materials as well as funding to schools to purchase new equipment and instruments, with a focus on our Title 1 Schools and lower socioeconomic areas.</p> <p>The music office has continued to support teachers and students through a variety of programs including All County ensembles and financial support of music based field trips to maintain and elevate music education</p> | <p>The Music office will continue to review curriculum annually with the goal of addressing every course offered within a 6 year repeating timeline. Immediate areas to be addressed include PreK-5 general music and MS percussion courses. Music Technology solutions are being investigated on an ongoing basis with an emphasis on replacement and upgrade of current hardware and review and approval of new software such as MixCraft or Soundtrap.</p> <p>The music office plans to continue offering experiences such as All County ensembles, District III Festivals for Chorus, Band, and Orchestra, Solo and Ensemble Festival, and our Summer Music Camp, pending the ability to run the camp in person post pandemic. Goals in these areas include increasing the number of students participating in these opportunities in our Title 1 schools and other schools that have been historically underrepresented in these events and offerings.</p> <p>The music office plans to continue the mentorship program between our office and our new teachers, with</p> |

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| | <p>within the system. We will be continuing to focus on these areas with an additional emphasis on improving and expanding offerings in our music technology classes. In addition, we will be incorporating more technology into offerings such as Music Goes Global, our middle school general music course.</p> <p>Music office staff provide mentorship and guidance to both new and tenured music to continue to elevate our instructional practice.</p> <p>Professional development will be provided to all AACPS music teachers following the school system schedule. To date, this has included one full day of professional learning at the beginning of the school year with additional shorter blocks of optional time throughout the year.</p> <p>Equity of access to the music curriculum continues to be a significant area of focus. AACPS is embarking upon a curricular review through an equity lens in order to determine areas in which changes need to be made to more accurately teach music in an appropriate and accurate manner.</p> <p>The music office coordinates repairs of instruments and facilitates the execution and payment of these repairs. In addition, we manage a music instrument portal through which instruments that are donated to the system are distributed to schools in need of supplemental equipment.</p> | <p>plans to survey new teachers in future years and offer targeted professional development to meet their articulated and/or observed needs. Due to the current pandemic, we plan to move forward with these sessions in the 2021-22 school year as our new teachers have been participating in our bi monthly touchbase sessions for all teachers during the pandemic.</p> <p>Differentiated professional development will continue to be a focus and goal area for the office to continue to develop the capacity of our teachers. However, due to systemic cutbacks on the amount of time allocated to professional development and learning, there are challenges inherent within attempting to reach all teachers with the necessary learning.</p> <p>Equity review of our curriculum will continue each year to add that lens to the curricular review process.</p> <p>The music office will continue to request funding for both repair of existing equipment and replacement and augmentation of aging equipment or equipment needed to address program growth. These requests will take place through the AACPS budget process for local funds.</p> <p>As AACPS is currently compliant with COMAR in terms of music instruction, curriculum, assessment, and programming, our overarching goal is to maintain this level of compliance while simultaneously expanding upon music programming and offerings as able.</p> |
| Theater (grades 9-12) | <p>The theater arts office continues to revise and refine existing curricula for the theatre arts offerings (I, II, III) in grades 9 through 12.</p> <p>Communication with administrators and guidance counselors about the secondary theater courses is on-going. The coordinator of high school</p> | <p>Once COVID restrictions are lifted the AACPS English Office will resume hosting the annual Theatre Festival. During the Theatre Festival, students will perform for the other schools and teachers and students will participate in performance and acting workshops. The English Office's professional partners and consultants</p> |

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| | <p>English presents course opportunities to secondary school administrative teams annually. All stakeholders were encouraged to promote the courses and increase enrollment in order to maintain the district's initiative to endorse the Arts and provide opportunities for all students.</p> <p>The new "Storytellers" course is currently offered for students in AACPS high schools. In addition, a new Theatre Tech. course was written and approved to be offered in semester 2 of the current 2020-21 school year.</p> <p>Central Office personnel facilitates virtual workgroups for theater teachers where course outcomes and expectations are assessed. Additionally, teachers share the unique challenges they are facing while teaching theater courses in a virtual setting.</p> <p>Efforts to provide each high school with an auditorium equipped to meet MSDE facility standards are on-going. As in previous years, we will continue to provide new equipment to schools, when possible (the equipment includes but is not limited to microphones, speakers and speaker stands, makeup, gaffers, sound equipment and specialty props)</p> <p>AACPS maintains ongoing partnerships with Compass Rose Theatre Company, The Annapolis Shakespeare Company, the Renaissance Festival players, and various local actors, performers, choreographers, and technicians.</p> <p>Professional acting consultants from Compass Rose Theatre Company will provide virtual professional development for theatre teachers through the workshops that they facilitate for students in the theatre classes.</p> | <p>will provide instruction on various aspects of theatre such as acting, auditioning, stage combat, comedic timing, improvisation, and technical theatre.</p> <p>Professional consultants from Compass Rose Theatre Company will resume in-person professional development for theatre teachers through the workshops that they will facilitate for students in the theatre classes.</p> <p>Specialists from the English Office will be able to provide in-person professional learning opportunities for theatre teachers in a collaborative setting.</p> |
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| | More students continue to become involved with outside community theatre groups, especially students in the Performing and Visual Arts magnet program. | |
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3. Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to “Guidance for Completion of the Budget Narrative for the Fine Arts Initiative,” “Sample Fine Arts Budget,” and “Fine Arts Budget Categories” in the following pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this 2020-2021 State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

| Discipline | Category | Line Item | Calculation | Amount | In-kind | Total |
|------------|---------------------------------------|--|--|-----------|---------|-----------|
| MEDIA ARTS | 201 Administration | | | | | |
| | General Support 201-21 | | | | | |
| | Business Support 201-22 | Indirect Costs 2% | $25,377 \times 2\% = \$508$ | \$ 508 | | \$ 508 |
| | Centralized Support 201-23 | | | | | |
| | 202 Mid-Level Administration | | | | | |
| | Office of the Principal 202-15 | | | | | |
| | Inst. Admin. & Support 202-16 | | | | | |
| | 203-205 Instruction Categories | | | | | |
| | | Supplies & Materials - Essential for delivery of Media Arts Curriculum | 20 iPads @ \$8,880 per 10 = 17,760 4 iPads @ \$849 ea = \$3,396 4 AppleCare @ \$149 ea = \$596 24 Meraki Licenses @ \$16.80 ea = \$403.20 24 ipad cases @ \$29.99 ea = \$719.76 6 green screens @ \$139.95 ea = \$839.70 1 ipad stand @ \$29.99 ea = \$29.99 Cleaning Supplies/Wipes used for iPads (year supply) \$134 | \$ 23,879 | | \$ 23,879 |
| | Regular Prog. 203-205-01 | | | | | |
| | Special Prog. 203-205-02 | | | | | |
| | Career & Tech Prog. 203-205-03 | | | | | |
| | Gifted & Talented Prog. 203-205-04 | | | | | |
| | Non Public Transfers 203-205-07 | | | | | |
| | Instruction Staff Dev. 203-205-09 | Salaries and Wages - Creating/Delivering Onboarding Presentation | 2 teachers x \$30/hr x 2 hrs | \$ 120 | | \$ 120 |
| | Instruction Staff Dev. 203-205-09 | Salaries & Wages - Onboarding Professional Development | 14 teachers x \$30/hr x 3 hrs | \$ 1,260 | | \$ 1,260 |
| | Guidance Services 203-205-10 | | | | | |
| | Psychological Services 203-205-11 | | | | | |
| | Adult Education 203-205-12 | | | | | |
| | 212 Fixed Charges | Salaries and wages | $\$120 + \$1,260 = \$1,380 \times .08582$ (fixed charge rate for employers share of FICA and workers compensation). | \$ 118 | | \$ 118 |
| | Total Fine Arts Program | | | \$ 25,885 | | \$ 25,885 |

Guidance for Completion of the Budget Narrative for the Fine Arts Initiative

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the 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 section B so the reviewer clearly sees their necessity. Make absolutely sure your numbers add up.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

Supplies and Materials

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Equipment

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Transfers

- Transfers are payments to other LSSs, Non-Public Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.

- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity.

You should use the format as shown in the sample on the following page.

Sample Fine Arts Budget

| Discipline | Category | Line Item | Calculation | Amount | In-kind | Total |
|--------------|--------------------------------------|---|------------------------------|-------------|-------------------------------------|--------------------|
| All | Instruction Staff Dev. 203-205-09 | Stipends for Professional Development | 100 Participants x \$120 | \$12,000.00 | \$4,000.00 (MSAC) | \$8,000.00 |
| MUSIC | 209 Student Transportation | Transportation for State-wide Music Festivals | 6 Buses x \$450 | \$2,700.00 | | \$2,700.00 |
| | Special Prog. 203-205-02 | Materials and Supplies: Instruments | Classroom Teacher Supplies | \$3,400.00 | | \$3,400.00 |
| DANCE | Instruction Staff Dev. 203-205-09 | Contracted Services for Annual Dance Secondary Showcase | 10 Consultants x \$300 | \$3,000.00 | | \$3,000.00 |
| THEATRE | Remodeling 215-36 | Upgrading the auditorium to build a Theatre Tech program | Quote by "Theatre Tech Inc." | \$14,000 | \$10,000 (Income from ticket sales) | \$4,000.00 |
| | Special Prog. 203-205-02 | Annual Theatre Festival | Classroom Teacher Supplies | \$1,273.00 | | \$1,273.00 |
| MEDIA ARTS | Instruction Staff Dev. 203-205-09 | Conference fees for Media Arts Staff to further develop Media Arts Programing | 2 staff members x \$340 | \$680.00 | | \$680.00 |
| VISUAL ARTS | Special Prog. 203-205-02 | Curriculum Writing Stipends | 2 writers x \$1000 | \$2,000.00 | | \$2,000.00 |
| | Regular Prog. 203-205-01 | Art Materials and Supplies | | \$2,350.00 | | \$2,350.00 |
| TOTAL | | | | \$41,403.00 | \$14,000.00 | \$27,403.00 |

Fine Arts Budget Categories

| C-125 Categories | |
|------------------------------------|--------------------------------|
| 201 Administration | 206 Special Education |
| General Support 201-21 | Public Sch Instr. Prog. 206-04 |
| Business Support 201-22 | Instruction Staff Dev. 206-09 |
| Centralized Support 201-23 | Office of the Principal 206-15 |
| 202 Mid-Level Administration | Inst. Admin & Superv. 206-16 |
| Office of the Principal 202-15 | 207 Student Personnel Serv. |
| Inst. Admin. & Support 202-16 | |
| 203-205 Instruction Categories | 209 Student Transportation |
| Regular Prog. 203-205-01 | 210 Plant Operation |
| Special Prog. 203-205-02 | Warehousing & Distr. 210-30 |
| Career & Tech Prog. 203-205-03 | Operating Services 210-31 |
| Gifted & Talented Prog. 203-205-04 | 211 Plant Maintenance |
| Transfers 203-205-07 | 212 Fixed Charges |
| School Library Media 203-205-08 | 214 Community Services |
| Instruction Staff Dev. 203-205-09 | 215 Capital Outlay |
| Guidance Services 203-205-10 | Land & Improvements 215-34 |
| Psychological Services 203-205-11 | Buildings & Additions 215-35 |
| Adult Education 203-205-12 | |

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

| | | | | | |
|-----------------------|-----------|-----------------------|------------------------------------|--------------|----------|
| ORIGINAL GRANT BUDGET | \$25,885 | AMENDED BUDGET # | | REQUEST DATE | 10/07/20 |
| GRANT NAME | Fine Arts | GRANT RECIPIENT NAME | Anne Arundel County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | | | |
| REVENUE SOURCE | State | RECIPIENT AGENCY NAME | Anne Arundel County Public Schools | | |
| FUND SOURCE CODE | | GRANT PERIOD | 7/1/2020 | 9/30/2021 | |

FROM TO

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | |
|---------------------------------------|----------------------|------------------------|--------------------------|--------------------|----------------|----------------|----------------------|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| 201 Administration | | | | | | | |
| Prog. 21 General Support | | | | | | | 0.00 |
| Prog. 22 Business Support | | | | | | 508.00 | 508.00 |
| Prog. 23 Centralized Support | | | | | | | 0.00 |
| 202 Mid-Level Administration | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin. & Supv. | | | | | | | 0.00 |
| 203-205 Instruction Categories | | | | | | | |
| Prog. 01 Regular Prog. | | | 23,879.00 | | | | 23,879.00 |
| 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. | 1,380.00 | | | | | | 1,380.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| 206 Special Education | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| 207 Student Personnel Serv. | | | | | | | 0.00 |
| 208 Student Health Services | | | | | | | 0.00 |
| 209 Student Transportation | | | | | | | 0.00 |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| 211 Plant Maintenance | | | | | | | 0.00 |
| 212 Fixed Charges | | | | 118.00 | | | 118.00 |
| 214 Community Services | | | | | | | 0.00 |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| Total Expenditures By Object | 1,380.00 | 0.00 | 23,879.00 | 118.00 | 0.00 | 508.00 | 25,885.00 |

Federal Tax Identification Number: 52-6000882

DUNS Number: 074926064

| | | | | |
|-----------------------------|-------------------------------|--------------------|-------------------|---------------------|
| Finance Official Approval | <u>M. Durholz</u> | <u>M. Durholz</u> | <u>10-7-2020</u> | <u>410-222-5204</u> |
| | Name | Signature | Date | Telephone # |
| Supt./Agency Head Approval | <u>George Arlotta, Ed. D.</u> | <u>[Signature]</u> | <u>11.16.2020</u> | <u>410-222-5304</u> |
| | Name | Signature | Date | Telephone # |
| MSDE Grant Manager Approval | | | | |
| | Name | Signature | Date | Telephone # |

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: 21st 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:
Equitable Services Table

| Participating Private School Name and Address | Title I-A | Title I-C | Title II-A | Title III-A | Title IV-A | Title IV-B |
|---|---|---|--|---|---|---|
| All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx | Total Number of Participating Students | Total Number of Participating Students | Total Number of Participating Staff | Total Number of Participating Students | Total Number of Participating Students | Total Number of Participating Students |
| Annapolis Area Christian School 716 Bestgate Road, Annapolis, MD 21401 | | | 143 | | | |
| Archbishop Spalding High School 8080 New Cut Road, Severn, MD 21144 | | | 155 | | 1,218 | |
| Monsignor Slade Catholic School 120 Dorsey Road, Glen Burnie, MD 21061 | | | 43 | | | |
| Rockbridge Academy 680 Evergreen Road, Crownsville, MD 21032 | | | 32 | | | |
| School of Incarnation 2601 Symphony Lane, Gambrills, MD 21054 | | | 83 | | 724 | |
| St. John the Evangelist School 669 Ritchie Highway, Severna Park, MD 21146 | | | 41 | | 484 | |
| St. Martin's-in-the-Field Episcopal School 375 Benfield Road, Severna Park, MD 21146 | | | 38 | | 87 | |
| St. Mary's Elementary School 111 Duke of Gloucester Street, Annapolis, MD 21401 | | | 54 | | | |
| St. Mary's High School 109 Duke of Gloucester Street, Annapolis, MD 21401 | | | 52 | | 507 | |
| St. Philip-Neri School 6401 S. Orchard Road, Linthicum Heights, MD 21090 | 6 | | 47 | | 390 | |
| Howard County | 1 | | | | | |
| Prince George's County | 3 | | | | | |
| District of Columbia | 1 | | | | | |
| | | | | | | |
| Total Allocation: | \$15,940 | \$ | \$112,913 | \$ | \$40,803 | NA |

Appendix I

Appendix I

TRANSFERABILITY

OVERVIEW

Under the ESEA, LEAs may transfer funds they receive by formula under certain programs to other programs to better address local needs. The ESSA amended the transferability authority by changing the programs from and to which an LEA may transfer funds and removing limits on the amount of funds that may be transferred. This guidance addresses those changes.

Except as provided in this guidance, the *Guidance on the Transferability Authority* [available at www2.ed.gov/programs/transferability/finalsummary04.doc] remains applicable.

TRANSFERS BY LEAs

Updates to programs from which an LEA may transfer funds

Updated Programs from which an LEA May Transfer Funds

- Title II, Part A – Supporting effective instruction state grants
- Title IV, Part A – Student support and academic enrichment grants
(ESEA section 5103(b)(2).)

An LEA may not transfer funds it receives under any other ESEA program.

Updates to programs to which an LEA may transfer funds

Updated Programs to which an LEA May Transfer Funds

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – State grants for English language acquisition and language enhancement
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education
(ESEA section 5103(b).)

TRANSFERABILITY OF FUND - FREQUENTLY ASKED QUESTIONS

1. Is there a limit on the amount of funds an LEA may transfer?

No. An LEA may transfer all or a portion of funds it receives under each of the programs listed under the updated list on page 24.

2. ***What are the responsibilities of an LEA for the provision of equitable services to private school children and teachers with respect to funds being transferred?***

Excluding Title I, Part D and Title V, Part B, each program covered by the transferability authority is subject to the equitable services requirements under Title I or VIII, which may not be waived. (ESEA section 8401(c)(5).) Before an LEA may transfer funds from a program subject to equitable services requirements, it must engage in timely and meaningful consultation with appropriate private school officials. (ESEA section 5103(e)(2).) With respect to the transferred funds, the LEA must provide private school students and teachers equitable services under the program(s) to which, and from which, the funds are transferred, based on the total amount of funds available to each program after the transfer.

3. ***May an LEA transfer only those funds that is to be used for equitable services to private school students or teachers?***

No. An LEA may *not* transfer funds to a particular program solely to provide equitable services for private school students or teachers. Rather, an LEA, after consulting with appropriate private school officials, must provide equitable services to private school students and teachers based on the rules of each program and the total amount of funds available to each program after a transfer. (See ESEA section 5103(e).)

TRANSFERABILITY OF FUNDS CHART

Local school systems may transfer ESSA funds by completing this page as part of the Local ESSA Consolidated Strategic Plan submission. Receipt of this chart as part of the Local ESSA Consolidated Strategic Plan will serve as the required 30 day notice to MSDE. An LEA may transfer all or a portion of funds it receives under each of the programs listed below. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.



TRANSFERABILITY OPTION WILL NOT BE UTILIZED

| Total FY 2021 Allocation | Funds Available for Transfer | \$ Amount to be transferred out of each program | Programs to which an LEA May Transfer Funds | \$ Amount to be transferred into the program |
|---------------------------------|--|--|--|---|
| \$ | Title II, Part A – Supporting effective instruction state grants | | <input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs | |
| | | | <input type="checkbox"/> Title I, Part C – Education of migratory children | |
| | | | <input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk | |
| | \$ | | <input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants | |
| | | | <input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement | |
| | | | <input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants | |
| | | | <input type="checkbox"/> Title V, Part B – Rural education | |
| \$ | Title IV, Part A – Student support and academic enrichment grants | | <input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs | |
| | | | <input type="checkbox"/> Title I, Part C – Education of migratory children | |
| | | | <input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk | |
| | | | <input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants | |
| | \$ | | <input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement | |
| | | | <input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants | |
| | | | <input type="checkbox"/> Title V, Part B – Rural Education | |

Nonpublic Schools Title I – Title IV

Informational Materials

- Spring Informational Meeting Letter Invite - (Due to COVID-19 meeting was canceled and each Title Office contacted the Nonpublic Schools to work with them each individually as instructed by MSDE.)
- Survey Results from Invitational Spring Meeting Mailing
- Materials Provided to Nonpublic Schools
 - Title I
 - Title II
 - Title III
 - Title IV
- Meeting/Deadlines Information
- Consultation and Affirmation Forms from Nonpublic Schools



February 6, 2020

«Nonpublic_School»
«Address_Line_1»
«Address_Line_2»
«City», «State» «ZIP_Code»

Dear Principal:

Anne Arundel County Public Schools (AACPS) invites you and/or a representative from **«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 2020-2021 school year is scheduled to be held on **March 23, 2020 at 1:00 p.m.** at Carver Staff Development Center ♦2671 Carver Road ♦ Gambrills, MD in Carver Conference Room.

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 March 10, 2020.**

Sincerely,


Carol Ann McCurdy
ESSA Annual Report 2020

Bridge to Excellence
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 2020-2021 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 2020-2021 school year.

Title II

___ Yes, I am interested in my school's participation in Title II programs for the 2020-2021 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 2020-2021 school year.

Title III

___ Yes, I am interested in my school's participation in Title III programs for the 2020-2021 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 2020-2021 school year.

Title IV

___ Yes, I am interested in my school's participation in Title IV programs for the 2020-2021 school year and I will attend the informational meeting.

___ No, I am NOT interested in my school's participation in Title IV programs for the 2020-2021 school year.

Other Grant Funding

___ Yes, I would like for my school to be notified to participate in other grant programs for the 2020-2021 school year.

___ No, I am NOT interested in my school's participation in other grant programs for the 2020-2021 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.**

Principal's Signature:

Date:

****PLEASE COMPLETE AND RETURN NO LATER THAN March 10, 2020****

- ☐ 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

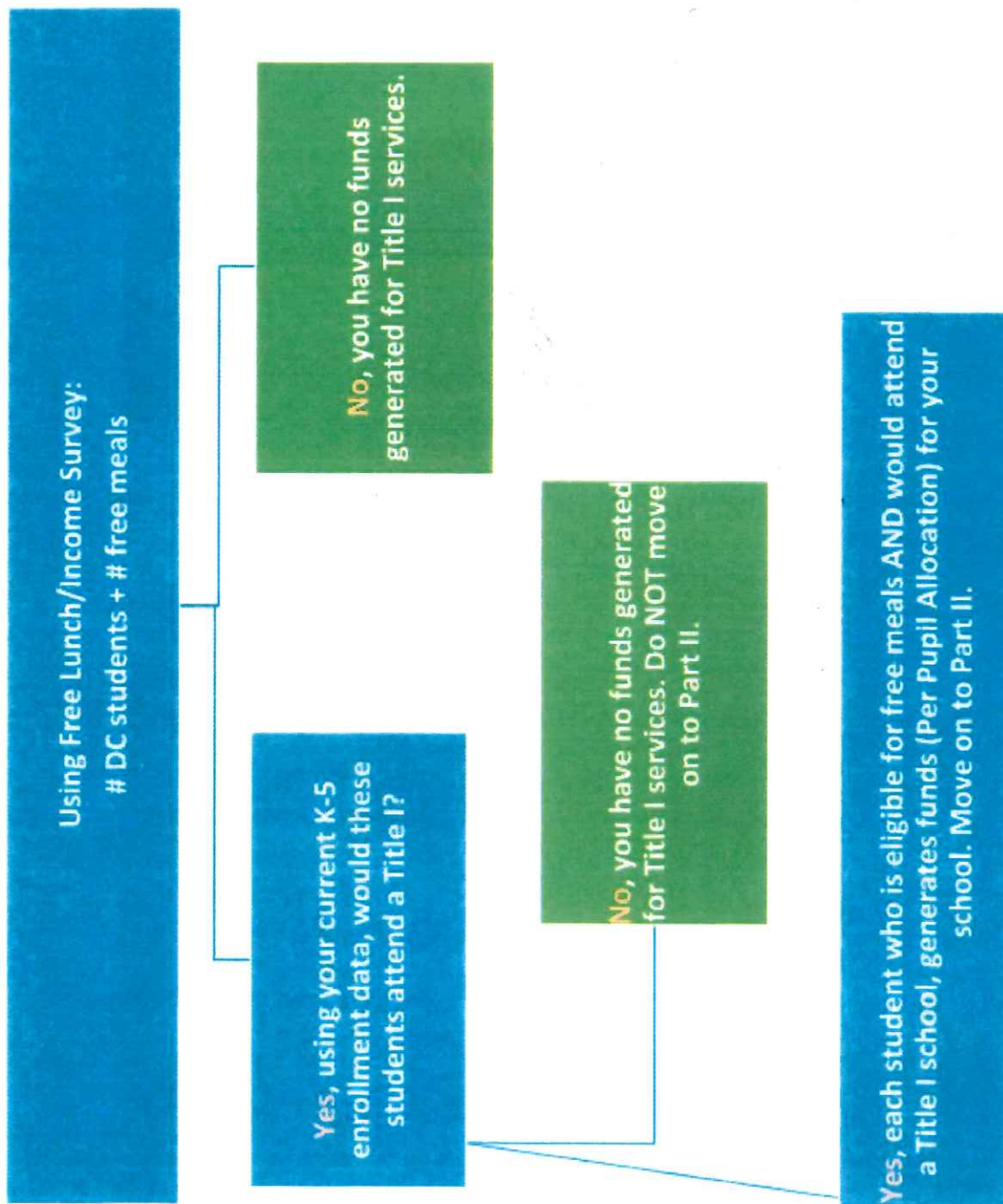
Non-Public School Meeting-Survey Results
Monday, March 23, 2020

| MSDE Approved Non-Public Schools | Card Returned | Survey Ret'd | Participating | Title I | Title II | Title III | Title IV | Other | Attendee Name/Title |
|---|---------------|--------------|---------------|---------|----------|-----------|----------|-------|---|
| MSDE Approved Non-Public Schools | | | | | | | | | |
| Anchor's-A-Wee-Preschool | 8455 | Yes | No | No | No | No | No | No | N/A |
| Annapolis Area Christian School | 8462 | Yes | Yes | | | | | Yes | Chris Hagen, Faculty/Title I Coordinator |
| Archdiocese of Baltimore Spalding High School | 8509 | Yes | Yes | | Yes | | Yes | | Regina O'Hara, Director of PD Heide Hostelley, Asst to President |
| Bethesda Montessori School | 8554 | Yes | No | No | No | No | No | No | N/A |
| Calvary Baptist Church Academy | 8578 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | John Bandy, School Administrator |
| Chesapeake Academy of Annapolis | 8592 | Yes | Yes | No | Yes | | Yes | Yes | Laura Graham, Administrator |
| Edinboro Early School | 8622 | Yes | No | | | | | | N/A |
| Elvaton Christian Academy | 8639 | Yes | Yes | Yes | Yes | No | | Yes | Unable to Attend (Dallas Bumgartner) |
| Faith Baptist Child Development Center | 8646 | Yes | No | No | No | No | No | No | N/A |
| Galilee Lutheran Church Preschool | 8684 | Yes | Yes | No | Yes | Yes | Yes | Yes | Jennifer Farrelly, Preschool Director |
| Monsignor Slade Catholic School | 8837 | Yes | Yes | No | Yes | No | No | | Loretta Federline, Reading Specialist Missy Gilroy, Resource Teacher |
| Montessori International Children's House | 8844 | Yes | Yes | No | No | No | No | Yes | Unable to Attend (Elizabeth Whitaker, Adm. Director) |
| Nichols-Bethel United Methodist Preschool | 8868 | Yes | No | No | No | No | No | No | N/A |
| Rockbridge Academy | 8936 | Yes | Yes | Yes | Yes | | | Yes | Denise Hollidge, Lower School Principal |
| School of Incarnation | 8950 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Kristin Jacobs, Curriculum Coordinator |
| Severn School | 8967 | Yes | No | | | | | | |
| St. Andrew's by the Bay Preschool | 8592 | Yes | Yes | | Yes | | | | Unable to Attend (Susan Jeglinski, Director) |
| St. John the Evangelist School | 9032 | Yes | Yes | Yes | Yes | | Yes | Yes | Unable to Attend (Dianne Kestler, AP) |
| St. Martin's-in-the-Field Episcopal School | 9063 | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Janet Mosher, Director of Finance & Operations |
| St. Mary's Elementary School | 9070 | Yes | Yes | | Yes | | Yes | Yes | Megan Back, AP Mitra Ghandeharizadeh, Guidance |
| St. Mary's High School | 9087 | | Yes | No | Yes | Yes | Yes | Yes | Sharon Wible, Adm Asst. for Principal & Grants Mgr. |
| St. Paul's Lutheran School | 9094 | Yes | Yes | Yes | Yes | No | Yes | Yes | John Maxwell, Principal |
| St. Philip Neri School | 9100 | Yes | Yes | | | | | | Unable to Attend (Kate Daley, Principal) (Joan Brooks) |
| Wesley Grove Pre-Kindergarten | 9216 | Yes | Yes | No | | No | No | No | Unable to Attend (Denise Spencer, Director) |
| Annapolis Area Christian School | 8479 | Yes | | | | | | | |
| Annapolis Area Christian School | 8486 | Yes | | | | | | | |
| Annapolis Area Christian School | 8493 | Yes | | | | | | | |
| Annapolis Area Christian School | 8516 | Yes | | | | | | | |
| Arundel Christian Academy | 8523 | Yes | | | | | | | |
| Arundel Christian School | 8530 | Yes | | | | | | | |
| Asbury Community Christian Preschool | 8530 | Yes | | | | | | | |
| Asbury Creek Kindergarten | 8547 | Yes | | | | | | | |
| Beaver Creek Kindergarten | 8547 | Yes | | | | | | | |
| Book of Life Academy | 8561 | Yes | | | | | | | |
| Chesapeake Montessori School | 8585 | | | | | | | | |
| Creative Beginnings Preschool | 8608 | Yes | | | | | | | |
| Creative Garden School | 8615 | Yes | | | | | | | |
| Foundations Islamic Academy | 8653 | Yes | | | | | | | |
| Friendship Adventist School | 8660 | Yes | | | | | | | |
| Friendship Co-Op Nursery School | 8677 | | | | | | | | |
| Genesis Christian Academy | 9230 | | | | | | | | |

Non-Public School Meeting- Survey Results

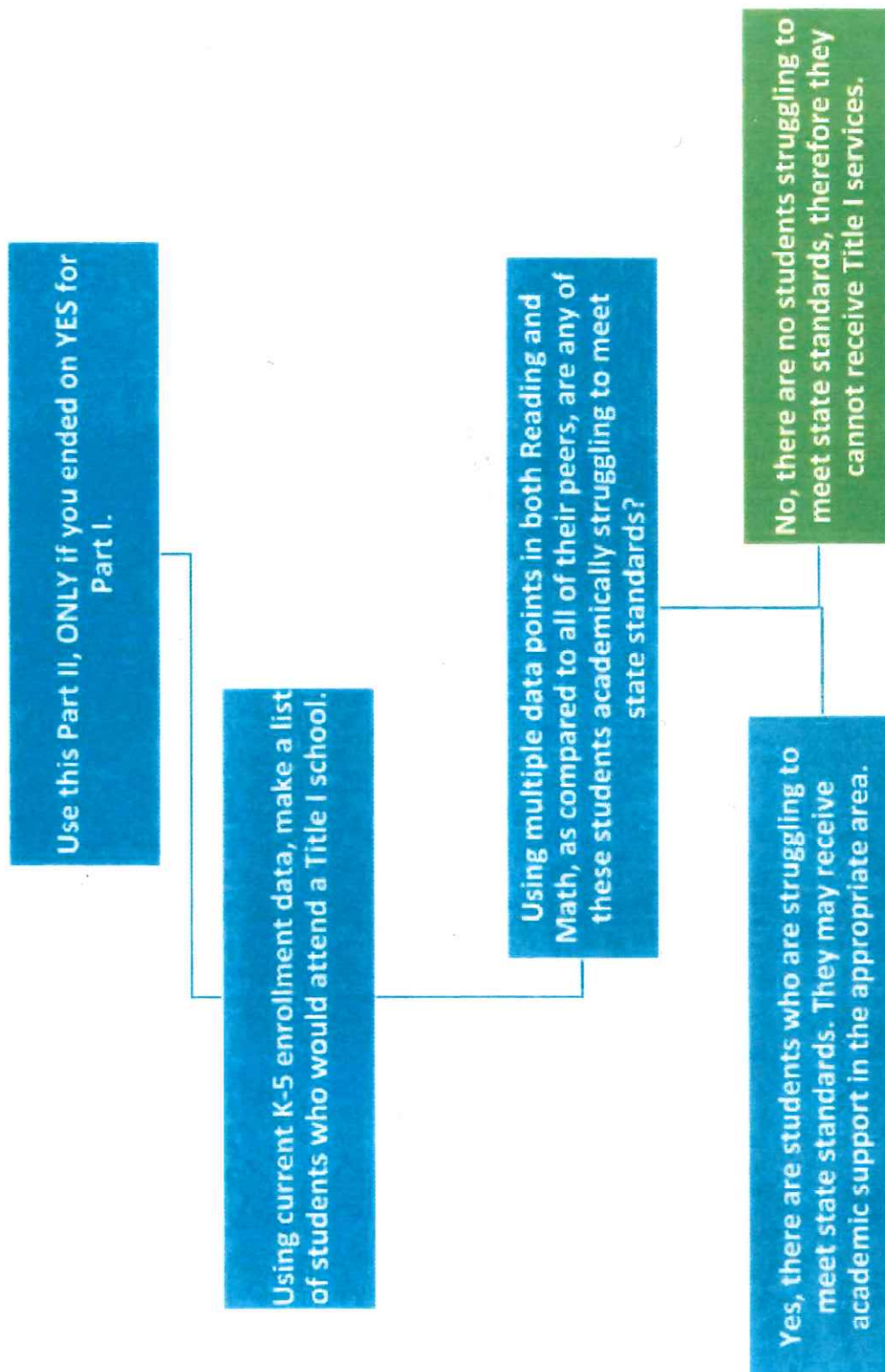
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Title I Part I



Please note: Students who GENERATE funds are not necessarily the students who RECEIVE services.
Sarah Bell, Title I Program Manager for Equitable Services 410.222.5444

Title I Equitable Services Part II



Please note: Students who GENERATE funds are not necessarily the students who RECEIVE services.
Sarah Bell, Title I Program Manager for Equitable Services 410.222.5444



Anne Arundel County Public Schools
2017-2018
Title I School list (2 pages)



| | |
|-----------|--|
| TA | Annapolis Elementary |
| SW | Belle Grove Elementary |
| TA | Brock Bridge Elementary |
| TA | Brooklyn Park Elementary |
| SW | Eastport Elementary |
| SW | Freetown Elementary |
| TA | George Cromwell Elementary |
| SW | Georgetown East Elementary |
| SW | Germantown Elementary |
| TA | Glen Burnie Park Elementary |
| TA | Glendale Elementary |
| SW | Hilltop Elementary |
| TA | Lothian Elementary |
| TA | Marley Elementary |
| SW | Maryland City Elementary |
| SW | Meade Heights Elementary |
| SW | (Walter S.) Mills-Parole Elementary |
| TA | North Glen Elementary |
| SW | Park Elementary |
| TA | Point Pleasant Elementary |
| TA | Richard Henry Lee Elementary |
| TA | Rippling Woods Elementary |
| TA | Southgate Elementary |
| SW | Tyler Heights Elementary |
| SW | Van Bokkelen Elementary |
| SW | Woodside Elementary |

INCOME ELIGIBILITY GUIDELINES (Effective July 1, 2019 through June 30, 2020)

| Household Size | Free Meals | | | | | Reduced-Price Meals | | | | |
|---|------------|---------|-----------------|-----------------|--------|---------------------|---------|-----------------|-----------------|--------|
| | Yearly | Monthly | Twice per month | Every Two Weeks | Weekly | Yearly | Monthly | Twice per month | Every Two Weeks | Weekly |
| 1 | \$16,237 | \$1,354 | \$677 | \$625 | \$313 | \$23,107 | \$1,926 | \$963 | \$889 | \$445 |
| 2 | 21,983 | 1,832 | 916 | 846 | 423 | 31,284 | 2,607 | 1,304 | 1,204 | 602 |
| 3 | 27,729 | 2,311 | 1,156 | 1,067 | 534 | 39,461 | 3,289 | 1,645 | 1,518 | 759 |
| 4 | 33,475 | 2,790 | 1,395 | 1,288 | 644 | 47,638 | 3,970 | 1,985 | 1,833 | 917 |
| 5 | 39,221 | 3,269 | 1,635 | 1,509 | 755 | 55,815 | 4,652 | 2,326 | 2,147 | 1,074 |
| 6 | 44,967 | 3,748 | 1,874 | 1,730 | 865 | 63,992 | 5,333 | 2,667 | 2,462 | 1,231 |
| 7 | 50,713 | 4,227 | 2,114 | 1,951 | 976 | 72,169 | 6,015 | 3,008 | 2,776 | 1,388 |
| 8 | 56,459 | 4,705 | 2,353 | 2,172 | 1,086 | 80,346 | 6,696 | 3,348 | 3,091 | 1,546 |
| For each additional family member add . . . | \$5,746 | \$479 | \$240 | \$221 | \$111 | \$8,177 | \$682 | \$341 | \$315 | \$158 |

Use the following procedures for evaluating household income on free and reduced-price meal applications when comparing to the Income Eligibility Guidelines (IEGs):

- If a household has only one income source, or if all sources are the same frequency, do not use conversion factors. Compare the income, or the sum of incomes, to the published IEG for the appropriate frequency and household size to make the eligibility determination.
- If a household reports income sources at more than one frequency, annualize all income by multiplying weekly income by 52, income received every two weeks by 26, income received twice a month by 24, and income received monthly by 12. Do NOT round the values resulting from each conversion. Sum all the unrounded converted values and compare the unrounded total to the IEGs for annual income for the appropriate household size.

Title I, Part A



Private School Eligibility & Procedures
Sheri Anderson, Senior Program Manager
Sarah Bell, Program Manager
Amy Willmarth, Title I Budget Technician

What Is Title I, Part A?

- A federally funded program designed to provide additional support to schools with high percentages of students living in poverty.
- Provides funds/services to help the most struggling students reach proficiency on challenging State/school assessments.
- Provides benefits such as: additional staff members for individual instruction and small group instruction, after school academic programs, extended year programs and materials of instruction.
- Teachers must be MSDE Certified and hired by Anne Arundel County Public Schools

Your school is eligible if you are.....

- An MSDE approved non-public school
- Servicing grades K-5
- Have students attending who reside in a Title I-participating public school attendance area *and* are currently eligible to receive free meals

2020-2021 Title I Attendance Areas

If the student's "home" school is one of the elementary schools listed below, they live in a Title I attendance area:

| | | |
|------------------|-------------------|----------------|
| Annapolis ES | Hilltop | Rippling Woods |
| Belle Grove | Lothian | Southgate |
| Brock Bridge | Marley ES | Tyler Heights |
| Brooklyn Park ES | Maryland City | Van Bokkelen |
| Eastport | Meade Heights | Woodside |
| Freetown | Mills-Parole | |
| Georgetown East | North Glen | |
| Germantown | Overlook | |
| Glen Burnie Park | Park | |
| Glendale | Richard Henry Lee | |
| Hebron Harman | | |

Procedures for Determining Private School Allocations

- The allocation for a private school is based on the number of low-income private school students who reside in a Title I-participating public school attendance area
- Parents of eligible students must complete a confidential income survey to submit to their governing office to determine income status
- The amount allocated per private school student must be equitable to the per pupil allocation that the participating public school receives

Who is eligible for services?

- Students who live in a Title I attendance area AND who are academically at-risk are eligible to participate.
- *The students who generate funds may not be the same students receiving services.*

How Can Title I Funds be Used?

Title I funds are *most often* used for....

- Additional instructional support during the day
- Take-Home Instructional Programs
- Invitations to participate in district-level events for parents and teachers of identified students
- Extended learning time (before/ after school, summer school/ Saturday school)

Next Steps for Those Who are Interested...

- Identifying current K-5 students living in Title I attendance areas who are income-eligible (*will your school generate dollars?!*)
- Identify students living in Title I attendance areas who are at-risk of not meeting academic standards in reading and/or math. (*will your school have students who qualify to participate?!*)
- Schedule individual consultation meetings to discuss students' needs.



Questions About Title I? For Further Information

**Sheri L. Anderson, Senior Program Manager
Title I Programs**

Sarah Bell, Program Manager

Amy Willmarth, Budget Technician

Please feel free to email student addresses K-5 ONLY to
sabell1@aacps.org to check for eligibility (Keep grade
levels, take off names)

Title I Department at AACPS (410)222-5444

Title IIA, FY 20
Anne Arundel County Public Schools
NON-PUBLIC GRANT PLANNING
ALLOWABLE ACTIVITIES
“Every Student Succeeds”

| | |
|--------------|---|
| Item | 2.0 Strategies and Activities to Improve the Quality of the Teaching Force |
| 2.1 | <p>Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement.</p> <p>The LEA may develop initiatives that:</p> |
| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; |
| 2.1.4 | 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 |
| 2.2 | <p>Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards</p> <p>The LEA may develop initiatives that increase:</p> |
| 2.2.1 | the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; |
| 2.2.2 | the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing |

Title IIA, FY 20
Anne Arundel County Public Schools
NON-PUBLIC GRANT PLANNING
ALLOWABLE ACTIVITIES
“Every Student Succeeds”

| | |
|--------------|---|
| | 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: |

TITLE IIA, FY ____
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Please complete this worksheet to indicate how you intend to use your Title IIA funds. Remember that Title IIA funds are to be used for "evidence-based" professional development only. Any expenditures for materials or contracted services are to be used for administrators, teachers, paraprofessionals and/or other educational support staff, **not** students or school expenses.

Initial Draft of this form must be sent to: _____ by _____
 Final approved form must be signed and returned to: _____ by _____
 Grant funds are available from: _____ to _____
 Evaluation Report must be signed and returned to: _____ by _____

Please note: According to Federal Law, the Local Education Agency (LEA) does not disseminate funds to non-public schools. As fiscal agent of Title II-A funds, the LEA is responsible for procuring, negotiating, and executing all contracts and services according to the requirements of Title II-A. After verifying that a needs assessment has been conducted and planned professional development programs, activities, and services are allowable under Title II-A, the LEA expends funds on behalf of the non-public school. An LEA may not distribute funds directly to a non-public school (ESEA Section 8501).

Part I - School Information

| | |
|--|--|
| School Name | |
| School Official/Primary Contact (Name and Title) | |
| Email Address School Official/Primary Contact | |
| Telephone Number School Official/Primary Contact | |
| Additional/Secondary Contact (Name and Title) | |
| Email Address School Official/Secondary Contact | |
| Telephone Number Additional/Secondary Contact | |

Total Allocation Amount _____ **FY** _____

I, _____ (Non-Public Official) assure that any materials or contracted services described in this plan are for administrators, teachers, paraprofessionals, parents and/or other educational support staff, **not** students and will ensure that any program, services, or activities will follow the approved plan unless a modification/amendment has been agreed upon by me and the LEA Title II-A Grant Coordinator.

 (Non-Public Official Signature)

 (Date)

 (LEA Official Signature)
 ESSA Annual Report 2020

 (Date)
 558

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Part II – Needs Assessment

Identify Needs (*Needs Assessment*)

1) Identify data sources. Suggested data sources to consider:

Student assessment data (ie- What sources/tools are you using to measure student success?)
Student behavior data (ie- How many referrals are administered yearly? What are the common offences?)
Survey findings (ie- How do you seek input from your stakeholders?)
Certification data (ie- How many teachers are teaching outside of their area of certification?)
Teacher evaluation data (ie- What sources/tools are you using to measure teacher effectiveness?)
Paraprofessional evaluation data (ie- What sources/tools are you using to measure paraprofessional effectiveness?)
Other relevant data sources (ie- walkthroughs, personal observations, parent-teacher conferences)

2) Review and analyze available and relevant data sources. Look for:

Areas of low performance
Gaps in support of instructional staff
Equity gaps in student performance
Spikes in behavioral data
Over-representation of specific student groups in behavioral reports

3) Identify and prioritize student needs

Review the gaps and challenges identified in step 2 and determine the root-cause of the issue.
What is the related student-need?
Which needs are the most significant and/or urgent for student-success?

4) Identify the professional knowledge and skills needed to address the prioritized student needs

What knowledge and skills do administrators, teachers, paraprofessionals, parents and/or other educational support staff need in order to effectively address the prioritized student needs?

| Prioritized Student Learning Needs | Professional Knowledge and Skills Needed | Supporting Data |
|------------------------------------|--|-----------------|
| Priority 1- | | |
| Priority 2- | | |
| Priority 3- | | |

NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Part III – Professional Development Plan

Professional Knowledge and Skills for Priority 1:

| Activity 1.1 | | |
|--|-------------|--------------|
| Activity Description | | |
| Required Evidence-Based Research to Support Activity | | |
| Timeline | | |
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |
| Evaluation Plan | | |
| Intended Outcomes: | | |
| How will success be measured? | | |
| What data will be collected? | | |
| How and who will be collecting the data? | | |
| How often will data be collected? | | |

| Activity 1.2 | | |
|--|-------------|--------------|
| Activity Description | | |
| Required Evidence-Based Research to Support Activity | | |
| Timeline | | |
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |
| Evaluation Plan | | |
| Intended Outcomes: | | |
| How will success be measured? | | |
| What data will be collected? | | |
| How and who will be collecting the data? | | |
| How often will data be collected? | | |

TITLE IIA, FY ____
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Professional Knowledge and Skills for Priority 2:

| Activity 2.1 | | |
|---|--------------------|---------------------|
| Activity Description | | |
| Required Evidence-Based Research to Support Activity | | |
| Timeline | | |
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |
| Evaluation Plan | | |
| Intended Outcomes: | | |
| How will success be measured? | | |
| What data will be collected? | | |
| How and who will be collecting the data? | | |
| How often will data be collected? | | |

| Activity 2.2 | | |
|---|--------------------|---------------------|
| Activity Description | | |
| Required Evidence-Based Research to Support Activity | | |
| Timeline | | |
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |
| Evaluation Plan | | |
| Intended Outcomes: | | |
| How will success be measured? | | |
| What data will be collected? | | |
| How and who will be collecting the data? | | |
| How often will data be collected? | | |

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Professional Knowledge and Skills for Priority 3:

| Activity 3.1 | | |
|---|--------------------|---------------------|
| Activity Description | | |
| Required Evidence-Based Research to Support Activity | | |
| Timeline | | |
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |
| | | |
| Evaluation Plan | | |
| Intended Outcomes: | | |
| How will success be measured? | | |
| What data will be collected? | | |
| How and who will be collecting the data? | | |
| How often will data be collected? | | |

| Activity 3.2 | | |
|---|--------------------|---------------------|
| Activity Description | | |
| Required Evidence-Based Research to Support Activity | | |
| Timeline | | |
| Resources (if needed) | | |
| Estimated Calculation & Cost | Total cost: | Calculation: |
| Notes: | | |
| | | |
| Evaluation Plan | | |
| Intended Outcomes: | | |
| How will success be measured? | | |
| What data will be collected? | | |
| How and who will be collecting the data? | | |
| How often will data be collected? | | |

TITLE IIA, FY ____
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

Part IV- Evaluation Report

Use this space to report on the intended outcomes of the activities planned in Part III. Level one is required. Additional details on any of the remaining four levels is encouraged. Conferences must be evaluated on levels 1-4.

Evaluation Report must be signed and returned to: _____ by _____

This evaluation is being submitted by:

 (Non-Public Official Signature)

 (Date)

| Activity 1.1 | |
|---|---|
| Activity Title: | |
| | <i>Artifacts, Explanations, and/or Descriptions</i> |
| Level 1: Did the activity occur? | |
| Level 2: Were the participants satisfied with the experience? | |
| Level 3: Did participants acquire the intended knowledge and skills? | |
| Level 4: Did the participants effectively apply what they learned? | |
| Level 5: What was the impact of the program on students? | |
| <i>Additional Notes or Comments:</i> | |

| Activity 1.2 | |
|---|---|
| Activity Title: | |
| | <i>Artifacts, Explanations, and/or Descriptions</i> |
| Level 1: Did the activity occur? | |
| Level 2: Were the participants satisfied with the experience? | |
| Level 3: Did participants acquire the intended knowledge and skills? | |
| Level 4: Did the participants effectively apply what they learned? | |
| Level 5: What was the impact of the program on students? | |
| <i>Additional Notes or Comments:</i> | |

TITLE IIA, FY __
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

| Activity 2.1 | |
|---|---|
| Activity Title: | |
| | <i>Artifacts, Explanations, and/or Descriptions</i> |
| Level 1: Did the activity occur? | |
| Level 2: Were the participants satisfied with the experience? | |
| Level 3: Did participants acquire the intended knowledge and skills? | |
| Level 4: Did the participants effectively apply what they learned? | |
| Level 5: What was the impact of the program on students? | |
| <i>Additional Notes or Comments:</i> | |

| Activity 2.2 | |
|---|---|
| Activity Title: | |
| | <i>Artifacts, Explanations, and/or Descriptions</i> |
| Level 1: Did the activity occur? | |
| Level 2: Were the participants satisfied with the experience? | |
| Level 3: Did participants acquire the intended knowledge and skills? | |
| Level 4: Did the participants effectively apply what they learned? | |
| Level 5: What was the impact of the program on students? | |
| <i>Additional Notes or Comments:</i> | |

TITLE IIA, FY ____
NON-PUBLIC GRANT PLANNING AND CONSULTATION FORM

| Activity 3.1 | |
|---|--|
| Activity Title: | |
| | <i>Artifacts, Explanations, and/or Descriptions</i> |
| Level 1: Did the activity occur? | |
| Level 2: Were the participants satisfied with the experience? | |
| Level 3: Did participants acquire the intended knowledge and skills? | |
| Level 4: Did the participants effectively apply what they learned? | |
| Level 5: What was the impact of the program on students? | |
| <i>Additional Notes or Comments:</i> | |

| Activity 3.2 | |
|---|--|
| Activity Title: | |
| | <i>Artifacts, Explanations, and/or Descriptions</i> |
| Level 1: Did the activity occur? | |
| Level 2: Were the participants satisfied with the experience? | |
| Level 3: Did participants acquire the intended knowledge and skills? | |
| Level 4: Did the participants effectively apply what they learned? | |
| Level 5: What was the impact of the program on students? | |
| <i>Additional Notes or Comments:</i> | |

5 Levels of Professional Development Guskey, T.R. (2000) *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press

| Evaluation Level | What Questions Are Addressed | How Will Information Be Gathered? | What is Measured or Assessed? | How Will Information Be Used? |
|--|---|---|--|---|
| 1. Participants' Reactions | <ul style="list-style-type: none"> ✓ Did they like it? ✓ Was their time well spent? ✓ Did the material make sense? ✓ Will it be useful? ✓ Was the leader knowledgeable and helpful? ✓ Were the refreshments fresh and tasty? ✓ Was the room the right temperature? ✓ Were the chairs comfortable? | <ul style="list-style-type: none"> ✓ Questionnaires administered at the end of the session | <ul style="list-style-type: none"> ✓ Initial satisfaction with the experience | <ul style="list-style-type: none"> ✓ To improve program design and delivery |
| 2. Participants' Learning | <ul style="list-style-type: none"> ✓ Did participants acquire the intended knowledge and skills? | <ul style="list-style-type: none"> ✓ Paper and Pencil ✓ Simulations ✓ Demonstrations ✓ Participant reflections (oral and/or written) ✓ Participant portfolios | <ul style="list-style-type: none"> ✓ New knowledge and skills of participants | <ul style="list-style-type: none"> ✓ To improve program content, format, and organization |
| 3. Organization Support & Change | <ul style="list-style-type: none"> ✓ What was the impact on the organization? ✓ Did it affect organizational climate and procedures? ✓ Was the support public and overt? ✓ Were problems addressed quickly and efficiently? ✓ Were sufficient resources made available? ✓ Were successes recognized and shared? | <ul style="list-style-type: none"> ✓ District and school records ✓ Minutes from follow-up meetings ✓ Questionnaires ✓ Structured interview with participants and district or school administrators ✓ Participant portfolios | <ul style="list-style-type: none"> ✓ The organization's advocacy, support, accommodation, facilitation, and recognition | <ul style="list-style-type: none"> ✓ To document and improve organizational support ✓ To inform future change efforts |
| 4. Participant Use of New Knowledge and Skills | <ul style="list-style-type: none"> ✓ Did participants effectively apply the new knowledge and skills? | <ul style="list-style-type: none"> ✓ Questionnaires ✓ Structured interviews with participants and their supervisors ✓ Participant reflections (oral and/or written) ✓ Participant portfolios ✓ Direct observations ✓ Video or audio tapes | <ul style="list-style-type: none"> ✓ Degree and quality of implementation | <ul style="list-style-type: none"> ✓ To document and improve the implementation of program content |
| 5. Student Learning Outcomes | <ul style="list-style-type: none"> ✓ What was the impact on students? ✓ Did it affect student performance or achievement? ✓ Are students more confident as learners? ✓ Is student attendance improving? | <ul style="list-style-type: none"> ✓ Student records ✓ School records ✓ Questionnaires ✓ Structured interviews with students, parents, teachers, and/or administrators | <ul style="list-style-type: none"> Student learning outcomes: <ul style="list-style-type: none"> ✓ Cognitive (Performance and Achievement) ✓ Affective (Attitudes and Dispositions) ✓ Psychomotor (Skills and | <ul style="list-style-type: none"> ✓ To focus and improve all aspects of program design, implementation, and follow-up ✓ To demonstrate the overall impact of |

| | | | | | | |
|--|----------------------------|--|--------------------------|-----------|--|--------------------------|
| | ✓ Are dropouts decreasing? | | ✓ Participant portfolios | Behaviors | | professional development |
|--|----------------------------|--|--------------------------|-----------|--|--------------------------|

Every Student Succeeds Act(ESSA) provide benefits to private school students, teachers, and other education personnel including those in religiously affiliated schools.



Dates to Remember - Mark you Calendar

Key:

Meeting Dates

Deadline Dates

| Date | Event Location | Meeting Topic | Notes |
|---|--|--|---|
| March 23, 2020 (1:30 - 3:30 p.m.) | Carver Staff Development 2671 Carver Road Gambrills, MD 21054 | Informational Meeting | Title I, Title IIA, Title III, & Title IV Overview |
| March 30, 2020 (10:30 - 12:00 p.m.) | Carver Staff Development 2671 Carver Road Gambrills, MD. 21054 | Title II Consultation/Planning Support meeting | <ul style="list-style-type: none"> ◆ Title IIA Overview ◆ Title IIA Consultation |
| April 3, 2020 (12:30 - 2:30 p.m.) | Carol Parham Building Conference Room 2B 2644 Riva Road Annapolis, MD 21401 | Title II Consultation/Planning Support meeting | Bring: Completed - <ul style="list-style-type: none"> ◆ Competitive Grant form <i>(if applicable)</i> ◆ Title IIA Consultation Form <i>(if applicable)</i> |
| March - April, 2020 | Consultation Meeting | Title II | Contact dawalker1@aacps.org to schedule independent consultation meeting |
| May 4, 2020 | Title II (FY21) | Draft plans are due to Dnia Walker | <ul style="list-style-type: none"> ◆ Submit via email dawalker1@aacps.org ◆ Feedback/consultation will be provided via email or phone |
| May 20, 2020 | Title II | Last Day for Consultation meeting | Contact Professional Growth & Development at 410.721.8300 if you have any questions |
| May 22, 2020 | Final Title IIA FY21 plans | FINAL plans are due to Jill Harris | Submit final plans via U.S. mail <i>(original signatures are needed)</i> . Mail to: Carver Staff Development Center 2671 Carver Road, Crofton, MD 21054 Attn: Jill Harris |
| December 14, 2020 | Title II | Last Day to submit expenditures for FY20 Grants | Submit final expenditures for FY20 Mail to: Carver Staff Development Center 2671 Carver Road, Crofton, MD 21054 Attn: Jill Harris |

| | | | |
|------------------------|----------|-------------------------------|--|
| December 2020 | Title II | FY 2019 | Submit Evaluation Report for FY 2019 Grant |
| January 1, 2021 | Title II | FY 2021 Grant Funds Available | contact Title I Office at 410.222.5444 if you have any questions |

**Maryland State Department of Education
Affirmation of Consultation Form**



This form is for use in the implementation of the federal law, the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), and the state law, the Maryland Education Reform Act (MERA), as amended by the Maryland Education Reform Act of 2012 (MERA 2012). The form is to be completed by the local education agency (LEA) and the private school officials who are providing equitable services to eligible private school children, teachers, and other educational personnel, as applicable, in programs under the law.

PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|---|--|---|--|
| NAME OF LEA: Anne Arundel County Public Schools | | TELEPHONE NUMBER: 410-721-8300 | |
| LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Learning | | EMAIL ADDRESS: zmiller@aacps.org | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: Annapolis Area Christian School | | TELEPHONE NUMBER: 4105338505 | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Chris Hagen; Title II Coordinator | | EMAIL ADDRESS: chagen@aacsonline.org | |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|--|--|--|---|---|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|--|--|--|--|---|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

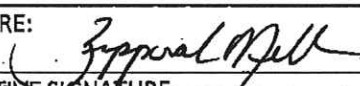

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|-----------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9/29/2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  Christopher L. Hagen | DATE: 8/28/2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|---|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
| If you have any comments or request for further consultation: | |

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form is filed as the results of agreement between the LEA and private school officials and is submitted to the MSDPE's Equitable Services ombudsman (ESSA section 1117(b)(1)) by including it in the equitable services section of the local ESSA consolidated state plan.

Affirmation of Consultation ~ 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|---|---|
| NAME OF LEA: Anne Arundel County | TELEPHONE NUMBER: 410-721-8330 |
| LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Leadership | EMAIL ADDRESS: zmiller@aacps.org |

| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
|---|---|
| NAME OF PRIVATE SCHOOL: Archbishop Spalding High School | TELEPHONE NUMBER: 410-969-9105 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Mrs. Kathleen K. Mahar, President | EMAIL ADDRESS: mahark@spaldinghs.org |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|--|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|--|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

Maryland State Department of Education
Affirmation of Consultation Form



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: 9/8/2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION

NAME OF LEA: **Anne Arundel County Public Schools**

LEA REPRESENTATIVE & TITLE: **Dr. Zipporah Miller, Director of Organizational Leadership**

CONTACT INFORMATION

TELEPHONE NUMBER: **410-721-8300**

EMAIL ADDRESS: **zmiller@aacps.org**

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: **Monsignor Slade Catholic School**

PRIVATE SCHOOL REPRESENTATIVE & TITLE: **Alexa Cox, Principal**

CONTACT INFORMATION

TELEPHONE NUMBER: **4107667130**

EMAIL ADDRESS: **a.cox@msladeschool.com**

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|--|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|--|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. In the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: 9/8/2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION

NAME OF LEA:
Anne Arundel County Public Schools

LEA REPRESENTATIVE & TITLE:
Dr. Zipporah Miller, Dir of Org Learning

CONTACT INFORMATION

TELEPHONE NUMBER:
(410) 721-8300

EMAIL ADDRESS:
ZMiller@AAEPS.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL:
Rockbridge Academy

PRIVATE SCHOOL REPRESENTATIVE & TITLE:
Denise Hollidge, Grammar Principal

CONTACT INFORMATION

TELEPHONE NUMBER:
410-923-1171

EMAIL ADDRESS:
dhollidge@rockbridge.org

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|--|---|--|---|---|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|--|---|--|---|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

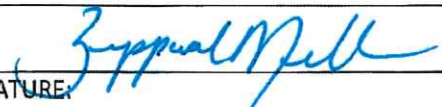

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☐ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|--------------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: Sept 1, 2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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Affirmation of Consultation – 1/27/2020

Maryland State Department of Education
Affirmation of Consultation Form



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PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|---|--|---|--|
| NAME OF LEA: Anne Arundel County Public Schools | | TELEPHONE NUMBER: 410-721-8300 | |
| LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Learning | | EMAIL ADDRESS: zmiller@aacps.org | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: Saint John the Evangelist School | | TELEPHONE NUMBER: 410-647-2283 | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Dianne Kestler, AP | | EMAIL ADDRESS: dkestler@stjohnsp.org | |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|--|--|--|--|---|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|--|--|--|--|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

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- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: 9/9/2020 |
| ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS. | |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
| Please share any Comments or Requests for Further Consultation | |

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Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



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PART I: CONTACT INFORMATION

LEA INFORMATION

CONTACT INFORMATION

NAME OF LEA:
Anne Arundel County Public Schools

LEA REPRESENTATIVE & TITLE:
Dr. Zipporah Miller, Director of organizational Learning

TELEPHONE NUMBER:
410-721-8300

EMAIL ADDRESS:
zmiller@aacps.org

PRIVATE SCHOOL INFORMATION

CONTACT INFORMATION

NAME OF PRIVATE SCHOOL:
School of the Incarnation

PRIVATE SCHOOL REPRESENTATIVE & TITLE:
Kristin Jacobs, Curriculum Coordinator

TELEPHONE NUMBER:

EMAIL ADDRESS:
kjacobs@schooloftheincarnation.org

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|--|--|--|---|---|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|--|--|--|--|---|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
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Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
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PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

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- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: 9-2-20 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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Affirmation of Consultation – 1/27/2020

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Affirmation of Consultation Form



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PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|--|--|---|--|
| NAME OF LEA: <i>Anne Arundel County Public Schools</i> | | TELEPHONE NUMBER: <i>410-721-8300</i> | |
| LEA REPRESENTATIVE & TITLE: <i>Dr. Zipporah Miller, Director of Organizational Learning</i> | | EMAIL ADDRESS: <i>zmiller@aacps.org</i> | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: <i>St. Marys Elementary School</i> | | TELEPHONE NUMBER: <i>410 263 2869</i> | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: <i>Mrs. Megan Back, Asst. Principal</i> | | EMAIL ADDRESS: <i>mback@stmarysannapolis.org</i> | |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|--|--|
| <input type="checkbox"/> Title I, Part A (ESSA Sect. 1117) | <input type="checkbox"/> Title I, Part C (ESSA Sect. 8501) | <input checked="" type="checkbox"/> Title II, Part A (ESSA Sect. 8501) | <input type="checkbox"/> Title III, Part A (ESSA Sect. 8501) | <input type="checkbox"/> Title IV, Part A (ESSA Sect. 8501) | <input type="checkbox"/> Title IV, Part B (ESSA Sect. 8501) |
|---|---|---|---|--|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
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- C. How, where, and by whom the services will be provided;
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- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
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Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
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- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

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- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|---------------------------|
| LEA REPRESENTATIVE SIGNATURE: <i>[Signature]</i> | DATE: <i>9-29-2020</i> |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Megan Back</i> | DATE: <i>Aug 26, 2020</i> |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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Affirmation of Consultation – 1/27/2020

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Affirmation of Consultation Form**



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PART I: CONTACT INFORMATION

LEA INFORMATION

NAME OF LEA: **Anne Arundel County Public Schools**

LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Learning

CONTACT INFORMATION

TELEPHONE NUMBER: **410-721-8330**

EMAIL ADDRESS: **zmiller@aacps.org**

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: **St. Mary's High School**

PRIVATE SCHOOL REPRESENTATIVE & TITLE: Sharon Wible, Administrative Assistant

CONTACT INFORMATION

TELEPHONE NUMBER: **410-990-4217**

EMAIL ADDRESS: **swible@stmarysannapolis.org**

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|--|--|--|--|---|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|--|--|--|--|--|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
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 - 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
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- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: Sharon Wible | DATE: 8/26/2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Affirmation of Consultation – 1/27/2020

Maryland State Department of Education
Affirmation of Consultation Form



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|---|---|
| NAME OF LEA: Anne Arundel County Public Schools | TELEPHONE NUMBER: 410-721-8300 |
| LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Learning | EMAIL ADDRESS: zmiller@aacps.org |

| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
|--|--|
| NAME OF PRIVATE SCHOOL: St. Philip Neri Catholic School | TELEPHONE NUMBER: 410-859-1212 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Joan Leslie Brooks | EMAIL ADDRESS: Jbrooks@St-Philip-neri.org |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|--|--|--|--|---|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|--|--|--|--|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 10-8-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: 9-22-2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Affirmation of Consultation – 1/27/2020

Office of English Language Acquisition

The English Language Acquisition program provides asset-based linguistic, academic and socio-emotional support to English learners and their families in order to ensure equitable, appropriate and inclusive educational practices for linguistically diverse AACPS students.

Programmatic Goals:

1. **Positive Socio-Linguistic Identity:** Encourage a system-wide, asset-based approach to language which supports the development of linguistically diverse students as biliterate participants in global society.
2. **Elementary and Middle School Programs:** Build English language proficiency in order to foster the development of academic literacy, mathematical competence and social growth.
3. **High School Program:** Build English language proficiency in order to ensure all English learners graduate high school with adequate preparation to become globally competent participants in society, post-secondary institutions, and the work-force.
4. **Professional Growth for Educators of English Learners:** Equip all educators of English learners with the knowledge and skills needed to support their linguistic, academic and social growth.
5. **EL Family and Community Engagement:** Create access and opportunity for linguistically diverse families to support their child's learning in partnership with schools.

Program Coordinator: Shelley Hartford

Phone: 410-222-5416

shartford@aacps.org

Board of Education 2644 Riva Road Annapolis, MD 21401



QUICK FACTS

- 7963 Total English Learners in AACPS
- 9% of all students in AACPS are English Learners
- 1159 of total English Learners are Reclassified (RELLs)
- Languages Spoken: 98
- Spanish is most prevalent home language
- Most English Learners in AACPS attend school in the Annapolis and Meade areas
- English learners attend every school in the county!
- Majority of ELs in AACPS are born in United States
- Second largest group of English Learners born in Central and South America
- Extensive professional network of 130 fellow ELA Teacher colleagues
- Support of New ELA Teacher Cohort and ELA New Teacher Mentor
- Elementary: Content-based English Language Development Curriculum provided by ELA teacher to groups of English learners in pull-out or push-in setting
- Middle and High School: ESOL offered as course
- Collaboration encouraged and supported via Sheltered Instruction Observation Protocol (SIOP)
- In-person and online professional development on best practices for English learners is widely offered in AACPS



TITLE IV

STUDENT SUPPORT AND ACADEMIC ENRICHMENT PROGRAM

TITLE IV GOALS:

- **PROVIDE ALL STUDENTS WITH ACCESS TO A WELL-ROUNDED EDUCATION;**
- **IMPROVE SCHOOL CONDITIONS FOR STUDENT LEARNING; AND,**
- **IMPROVE THE USE OF TECHNOLOGY IN ORDER TO ACHIEVE THE ACADEMIC ACHIEVEMENT AND DIGITAL LITERACY OF ALL STUDENTS.**

WELL-ROUNDED EDUCATIONAL OPPORTUNITIES

- IMPROVING INSTRUCTION AND STUDENT ENGAGEMENT IN SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS, AND COMPUTER SCIENCE (STEM SUBJECTS)
- SUPPORTING COLLEGE AND CAREER COUNSELING, INCLUDING PROVIDING INFORMATION ON OPPORTUNITIES FOR FINANCIAL AID
- PROMOTING ACCESS TO ACCELERATED LEARNING OPPORTUNITIES INCLUDING ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) PROGRAMS, DUAL OR CONCURRENT ENROLLMENT PROGRAMS AND EARLY COLLEGE HIGH SCHOOLS
- IMPROVING ACCESS TO FOREIGN LANGUAGE INSTRUCTION, ARTS, AND MUSIC EDUCATION

SAFE AND HEALTHY STUDENTS

- PROMOTING COMMUNITY AND PARENT INVOLVEMENT IN SCHOOLS
- IMPLEMENTING RE-ENTRY PROGRAMS AND TRANSITIONS SERVICES FOR JUSTICE INVOLVED YOUTH
- CREATING CHILD SEXUAL ABUSE AWARENESS AND PREVENTION PROGRAMS
- PROMOTING SCHOOL READINESS AND ACADEMIC SUCCESS

EFFECTIVE USE OF TECHNOLOGY

- CARRYING OUT BLENDED LEARNING PROJECTS
- PROVIDING STUDENTS IN RURAL, REMOTE AND UNDERSERVED AREAS WITH RESOURCES TO BENEFIT FROM HIGH-QUALITY DIGITAL LEARNING OPPORTUNITIES
- BUILDING TECHNOLOGY CAPACITY AND INFRASTRUCTURE
- PROVIDING HIGH-QUALITY PROFESSIONAL DEVELOPMENT FOR EDUCATORS, SCHOOL LEADERS, AND ADMINISTRATORS TO PERSONALIZE LEARNING AND IMPROVE ACADEMIC ACHIEVEMENT

EQUITABLE SERVICES

- PARTICIPATING PRIVATE SCHOOLS AND SERVICES MUST PROVIDE –
 - INFORMATION REGARDING THE NAMES OF PARTICIPATING PRIVATE SCHOOLS AND NUMBER OF PRIVATE SCHOOL STUDENTS, AND THE CALCULATED COST PER PUPIL, THAT WILL BENEFIT FROM TITLE IV-A SERVICES
- INTERESTED PRIVATE SCHOOLS MUST:
 - SUBMIT A SIGNED AFFIRMATION
 - SUBMIT A GRANT INTENT
 - SUBMIT A PLAN WITH DETAILS ON ONE OR MORE OF THE GRANT DOMAINS TO WHICH THE MONIES WILL SUPPORT EVOLUTION WITH A NEEDS ASSESSMENT AND BUDGET

FY '19 FUNDING CALCULATION RECOGNITIONS

- NONPUBLIC FUNDING IN 4.0 (WELL ROUNDED) AND 5.0 (SAFE AND HEALTHY STUDENTS) IS INCLUDED WITHIN THE COUNTY'S 20% CALCULATIONS
- NONPUBLIC FUNDING IN 6.0 (TECHNOLOGY INFRASTRUCTURE) IS INCLUDED IN THE COUNTY'S 15% CALCULATIONS
- **RESULT** – REQUIREMENT OF NONPUBLIC SCHOOLS TO SUBMIT A COMPLETED BUDGET NARRATIVE TO DEMONSTRATE WHICH CONTENT AREAS THEIR SPENDING FALLS UNDER WITH FY20 SUBMISSION!

Every Student Succeeds Act(ESSA) provide benefits to private school students, teachers, and other education personnel including those in religiously affiliated schools.



Dates to Remember - Mark your Calendar

Meeting/Consultation Dates:

| Date | Event Location | Meeting Topic | Notes |
|--|---|---|---|
| March 23, 2020 (1:30 - 3:30 p.m.) | Carver Staff Development 2671 Carver Road Gambrills, MD 21054 | Informational Meeting | Title I, Title IIA, Title III, & Title IV Overview COVID-19 Unable to hold meeting. |
| March - April, 2020 (Virtually or via Phone Call) | Consultation Meeting | Title I Consultation Meeting | Title I will contact you to schedule a virtual meeting to discuss funds generated and eligibility. Be prepared to provide a list of your enrolled K-5 student addresses and Free Lunch eligibility. Please call 410.222.5444 with questions |
| March - April, 2020 (Virtually or Via Phone Call) | Consultation Meeting | Title IIA Consultation/Planning Support Meeting | ◆ Title IIA Overview ◆ Title IIA Consultation |
| March - April, 2020 (Virtually or Via Phone Call) | Consultation Meeting | Title IIA Consultation/Planning Support Meeting | Bring: Completed - ◆ Competitive Grant form (if applicable) ◆ Title IIA Consultation Form (if applicable) |
| Prior to May 15, 2020 | Consultation Meeting | Title III | Contact Title III Office at 410.222.5416 to determine if you have eligible English Learners. |
| Prior to June 15, 2020 | Consultation Meeting | Title IV | Contact Title IV Office at 410.222.5390 to set up consultation virtual meetings. |

Deadlines for Submissions:

| Submission Dates: | Grant Title | Type of Submission | Notes |
|---|------------------------------|--|--|
| Due to COVID-19 Deadlines were adjusted to accommodate Nonpublic Schools | Title IIA (FY21) | Draft plans are due to D'Nia Walker | ◆ Submit via email dwalker1@aacps.org ◆ Feedback/consultation will be provided via email or phone |
| Due to COVID-19 Deadlines were adjusted to accommodate Nonpublic Schools | Title IIA | Last Day for Consultation Meeting | Contact Professional Growth & Development at 410.721.8300 if you have any questions. |
| Due to COVID-19 Deadlines were adjusted to accommodate Nonpublic Schools | Final Title IIA (FY21) Plans | Final Plans are due to Jill Harris | Submit Final Plans via U.S. mail (original signatures are needed.) Mail to: Carver Staff Development Center, 2671 Carver Road, Crofton, MD 21054, Attn: Jill Harris |
| Due to COVID-19 Deadlines were adjusted to accommodate Nonpublic Schools | Title I | Signed notification of interest due to Title I | Contact Title I Office at 410.222.5444, if you have any questions. |

| | | | |
|---|-------------------------------------|---|--|
| Due to COVID-19 Deadlines were adjusted to accommodate Nonpublic Schools | Title IV (FY21) | Intent to Apply are due to Mary Tillar | ♦Submit the Intent to Apply for funding along with a draft plan and budget narrative for Title IV funding via email mtillar@aacps.org ♦Feedback/consultation will be provided via email or phone |
| June 15, 2020 | (FY20) Title IV Grant Expenditures | Last Day to submit expenditures for FY20 Grants | Submit final expenditures to Mary Tillar |
| June 30, 2020 | Title IV (FY21) Plans | FINAL Plans are due to Mary Tillar | Submit Final Plans/Budget Narrative via U.S. mail (original signatures are needed.) Mail to: Anne Arundel County Public Schools, 2644 Riva Road, Attn: Mary Tillar, Annapolis, MD 21041 |
| July 1, 2020 | Title I | Last Day to submit student list of who will receive services in SY20-21 | Submit to Sarah Bell sabell1@aacps.org at the Title I Office |
| November 1, 2020 | (FY20) Title IIA Grant Expenditures | Last Day to submit expenditures for (FY20) Grants | Last day to submit MOI (Materials of Instruction)/Supplies order |
| November 30, 2020 | (FY20) Title IIA Grant Expenditures | Last Day to submit expenditures for (FY20) Grants | Last day to submit Conference/Registration expenses |
| December 31, 2020 | (FY20) Title IIA Grant Expenditures | Last Day to submit expenditures for (FY20) Grants | Last day to submit Stipend requests that occurred before 12/31/2020. |



Private School Consultation Affirmation Timeline SY20-21

Anne Arundel County Public Schools
Sheri Anderson, Senior Program Manager
Sarah Bell, Program Manager



- **October 2019:** Survey documents for FY20-21 sent to AACPS from identified private schools. (Addresses, income eligibility)
- **January 2020:** Save the Date sent to tentative participating schools to attend information meeting to be held in March 2020
- **March 2020:** Title information session/overview to all private schools invited by Anne Arundel County Public Schools Partnerships Office
- **March/April 2020:** Principal Consultation for SY20-21 if schools expressed an interest
- **April 2020:** Send out surveys to surrounding LSS to gather information about Anne Arundel residents who may attend private schools in other LSS and be income eligible to generate funds
- **June 1, 2020:** Deadline for Title I office to collect our private school in AACPS students' demographic information
- **June 1, 2020** Deadline to collect addresses and income eligibility from surrounding LSS
- **June 15, 2020** Deadline for list of *academically* eligible students for SY20-21 from surrounding LSS and our private schools* if possible
- **July 1, 2020** Collect Affirmation of Consultation Forms from participating schools
- **July 1, 2020** Collect Intent to Participate Forms from participating schools
- **Summer 2020** Hire a Title I Equitable Services intervention teacher
- **Summer 2020** Meet with private schools to plan scheduling and services
- **By October 1, 2020** Begin services in private schools

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



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART II: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|--|-------------------------------------|
| NAME OF LEA: Anne Arundel County Public Schools | TELEPHONE NUMBER: 410-507-4054 |
| LEA REPRESENTATIVE & TITLE: Sarah Bell, Title I Program Manager | EMAIL ADDRESS: sabell1@aacps.org |

| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
|--|--|
| NAME OF PRIVATE SCHOOL: St. Philip Neri School | TELEPHONE NUMBER: 410-859-1212 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Joan Leslie Brooks | EMAIL ADDRESS: jbrooks@st.philip-neri.org |

☐ Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART III: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|--|---|--|--|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|--|---|--|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds

that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;

cont...

- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions, which affected the participation of eligible private school children in the program.
- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|-----------------|
| LEA REPRESENTATIVE SIGNATURE: <i>Sarah Bell</i> | DATE: 7-1-20 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Joan Leslie Broader</i> | DATE: 6-30-2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS **NOT** OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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AACPS Equitable Services 20-21
Dispute Resolution Process

- 1. AACPS Title I Program Manager will invite the Senior Program Manager to any “in person” meeting in which there is a dispute to resolve.**
- 2. If the dispute is still not resolved, the Program Managers will invite the Executive Director of Equity and Accelerated Student Achievement to any “in person” meeting.**
- 3. All efforts to meet “in person” in order to resolve disputes will be made prior to reporting to State Ombudsman.**

(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.

(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.

**Maryland State Department of Education
Affirmation of Consultation Form**



This form is a required document in the process of establishing a partnership between a local education agency (LEA) and appropriate private school officials to provide Title I, Title II, and Title III services to eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined.

PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|---|--|---|--|
| NAME OF LEA: Anne Arundel County Public Schools | | TELEPHONE NUMBER: 410-721-8300 | |
| LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Learning | | EMAIL ADDRESS: zmiller@aacps.org | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: Annapolis Area Christian School | | TELEPHONE NUMBER: 4105338505 | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Chris Hagen; Title II Coordinator | | EMAIL ADDRESS: chagen@aacsonline.org | |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|--|--|--|---|---|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|--|--|--|--|---|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- How the children's needs will be identified;
- What services will be offered;
- How, where, and by whom the services will be provided;
- Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- Whether to provide equitable services to eligible private school children –
 - 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
 - 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;
- If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

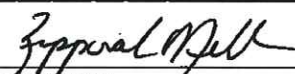

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|-----------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9/29/2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  Christopher L. Hagen | DATE: 8/28/2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|---|-------------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: _____ | DATE: _____ |
| If you believe any comments or requests for further consultation: | |
| | |

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form is filed as the results of agreement between the LEA and private school officials and must be submitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the equitable services section of the local ESSA Consolidated Strategic Plan.

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|---|---|
| NAME OF LEA: Anne Arundel County | TELEPHONE NUMBER: 410-721-8330 |
| LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Leadership | EMAIL ADDRESS: zmiller@aacps.org |

| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
|---|---|
| NAME OF PRIVATE SCHOOL: Archbishop Spalding High School | TELEPHONE NUMBER: 410-969-9105 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Mrs. Kathleen K. Mahar, President | EMAIL ADDRESS: mahark@spaldinghs.org |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|--|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|--|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

Maryland State Department of Education
Affirmation of Consultation Form



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

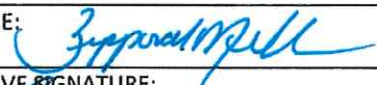

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
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PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

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- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: 9/8/2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



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PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|---|--|--|--|
| NAME OF LEA: Anne Arundel County Public Schools | | TELEPHONE NUMBER: 410-721-8300 | |
| LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Leadership | | EMAIL ADDRESS: zmiller@aacps.org | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: Monsignor Slade Catholic School | | TELEPHONE NUMBER: 4107667130 | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Alexa Cox, Principal | | EMAIL ADDRESS: a.cox@msladeschool.com | |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|--|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|--|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
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- C. How, where, and by whom the services will be provided;
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- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
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 - 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
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- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
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Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
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PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: 9/8/2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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Affirmation of Consultation – 1/27/2020

Maryland State Department of Education
Affirmation of Consultation Form



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PART I: CONTACT INFORMATION

LEA INFORMATION

NAME OF LEA:
Anne Arundel County Public Schools

LEA REPRESENTATIVE & TITLE:
Dr. Zipporah Miller, Dir of Org Learning

CONTACT INFORMATION

TELEPHONE NUMBER:
(410) 721-8300

EMAIL ADDRESS:
ZMiller@AAEPS.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL:
Rockbridge Academy

PRIVATE SCHOOL REPRESENTATIVE & TITLE:
Denise Hollidge, Grammar Principal

CONTACT INFORMATION

TELEPHONE NUMBER:
3410-923-1171

EMAIL ADDRESS:
dhollidge@rockbridge.org

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|--|---|--|---|---|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|--|---|--|---|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
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Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
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PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☐ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|---------------------------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: <u>9-29-2020</u> |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: <u>Sept 1, 2020</u> |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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Affirmation of Consultation – 1/27/2020

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Affirmation of Consultation Form**



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PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION |
|---|--|---|
| NAME OF LEA: Anne Arundel County Public Schools | | TELEPHONE NUMBER: 410-721-8300 |
| LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Learning | | EMAIL ADDRESS: zmiller@aacps.org |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION |
| NAME OF PRIVATE SCHOOL: Saint John the Evangelist School | | TELEPHONE NUMBER: 410-647-2283 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Dianne Kestler, AP | | EMAIL ADDRESS: dkestler@stjohnsp.org |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|--|--|--|--|---|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|--|--|--|--|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
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Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY



- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
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| | |
|--|-----------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: |
|  | 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|  | 9/9/2020 |
| ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS. | |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
| Please share any Comments or Requests for Further Consultation | |

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Affirmation of Consultation – 1/27/2020

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Affirmation of Consultation Form



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PART I: CONTACT INFORMATION

LEA INFORMATION

CONTACT INFORMATION

NAME OF LEA:

TELEPHONE NUMBER:

Anne Arundel County Public Schools

410-721-8300

LEA REPRESENTATIVE & TITLE: Director of organizational

EMAIL ADDRESS:

Dr. Zipporah Miller, Learning

zmiller@aacps.org

PRIVATE SCHOOL INFORMATION

CONTACT INFORMATION

NAME OF PRIVATE SCHOOL:

TELEPHONE NUMBER:

School of the Incarnation

EMAIL ADDRESS:

PRIVATE SCHOOL REPRESENTATIVE & TITLE:

Kristin Jacobs, Curriculum Coordinator

kjacobs@schooloftheincarnation.org

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|--|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: 9-2-20 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

| |
|--|
| Please share any Comments or Requests for Further Consultation |
|--|

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Maryland State Department of Education
Affirmation of Consultation Form



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|---|---|
| NAME OF LEA: Anne Arundel County Public Schools | TELEPHONE NUMBER: 410-721-8300 |
| LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Learning | EMAIL ADDRESS: Zmiller@aacps.org |
| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
| NAME OF PRIVATE SCHOOL: St. Marys Elementary School | TELEPHONE NUMBER: 410 263 2869 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Mrs. Megan Back, Asst. Principal | EMAIL ADDRESS: mback@stmarys annapolis.org |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|--|--|
| | | | | | |

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

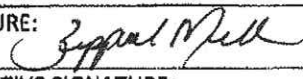

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

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- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|--------------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: Aug 26, 2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



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PART I: CONTACT INFORMATION

LEA INFORMATION

NAME OF LEA: **Anne Arundel County Public Schools**

LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Learning

CONTACT INFORMATION

TELEPHONE NUMBER: **410-721-8330**

EMAIL ADDRESS: **zmiller@aacps.org**

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: **St. Mary's High School**

PRIVATE SCHOOL REPRESENTATIVE & TITLE: Sharon Wible, Administrative Assistant

CONTACT INFORMATION

TELEPHONE NUMBER: **410-990-4217**

EMAIL ADDRESS: **swible@stmarysannapolis.org**

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|---|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|---|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
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- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
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Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

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- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | | | |
|--|--|-------|-----------|
| LEA REPRESENTATIVE SIGNATURE: |  | DATE: | 9-29-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | Sharon Wible | DATE: | 8/26/2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

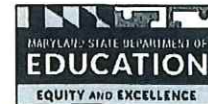
| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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Affirmation of Consultation – 1/27/2020

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Affirmation of Consultation Form**



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PART I: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|---|---|
| NAME OF LEA: Anne Arundel County Public Schools | TELEPHONE NUMBER: 410-721-8300 |
| LEA REPRESENTATIVE & TITLE: Dr. Zipporah Miller, Director of Organizational Learning | EMAIL ADDRESS: zmiller@aacps.org |

| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
|--|--|
| NAME OF PRIVATE SCHOOL: St. Philip Neri Catholic School | TELEPHONE NUMBER: 410-859-1212 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Joan Leslie Brooks | EMAIL ADDRESS: Jbrooks@st.philip-neri.org |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|---|---|---|---|--|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|--|---|---|---|---|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
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- C. How, where, and by whom the services will be provided;
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Affirmation of Consultation – 1/27/2020

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
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- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 10-8-2020 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: 9-22-2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

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|--|
| Please share any Comments or Requests for Further Consultation |
|--|

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Affirmation of Consultation – 1/27/2020

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PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|---|--|---|--|
| NAME OF LEA: <i>AACPS</i> | | TELEPHONE NUMBER: <i>410-222-5365</i> | |
| LEA REPRESENTATIVE & TITLE: <i>William - SST SVP - ASP</i> | | EMAIL ADDRESS: <i>william@aacps.org</i> | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: <i>Archbishop Spalding High School</i> | | TELEPHONE NUMBER: <i>410 969 9105 *1242</i> | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: <i>Jennifer Weissmueller, Dir. of Advancement</i> | | EMAIL ADDRESS: <i>weissmuellerj@spaldinghs.org</i> | |

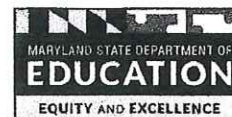
PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|--|---|---|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|--|---|---|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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Maryland State Department of Education
Affirmation of Consultation Form



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

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| | |
|--|-------------------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: 10/13/20 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: 10/13/20 |
| ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS. | |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: 10/13/20 |
| Please share any Comments or Requests for Further Consultation | |

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Maryland State Department of Education
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PART I: CONTACT INFORMATION

LEA INFORMATION

NAME OF LEA:

AACPS

LEA REPRESENTATIVE & TITLE:

Mary Tillar, Assistant Superintendent for Advanced Studies

CONTACT INFORMATION

TELEPHONE NUMBER:

EMAIL ADDRESS:

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL:

School of the Incarnation

PRIVATE SCHOOL REPRESENTATIVE & TITLE:

Kristin Jacobs, Curriculum Coordinator

CONTACT INFORMATION

TELEPHONE NUMBER:

(410) 519-2285

EMAIL ADDRESS:

kjacobs@schooloftheincarnation.org

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|--|---|---|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|--|---|---|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Maryland State Department of Education
Affirmation of Consultation Form



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

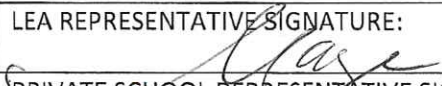

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|------------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9/25/20 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: 9-18-20 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Maryland State Department of Education
Affirmation of Consultation Form



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION

NAME OF LEA:

AACPS

LEA REPRESENTATIVE & TITLE:

Matthew - ASST. Supt. - ASP Title IV

CONTACT INFORMATION

TELEPHONE NUMBER:

410-222-5365

EMAIL ADDRESS:

mtillar@aacps.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL:

St. Martin's in-the-Field Episcopal School

CONTACT INFORMATION

TELEPHONE NUMBER:

410-647-7055

PRIVATE SCHOOL REPRESENTATIVE & TITLE:

Kim Carson, Director of Academics

EMAIL ADDRESS:

kcarson@stmartinsmd.org

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|---|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|---|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

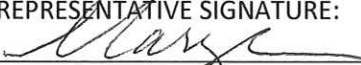
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

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- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9/25/20 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: Kim Carson | DATE: 9/24/2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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Maryland State Department of Education
Affirmation of Consultation Form



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PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|--|--|---|--|
| NAME OF LEA: <i>Maryland</i> | | TELEPHONE NUMBER: <i>410-22-5365</i> | |
| LEA REPRESENTATIVE & TITLE: <i>ASST Supt - ASP Title IV '21</i> | | EMAIL ADDRESS: <i>mt11ar@aacps.org</i> | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: <i>St. Mary's High School</i> | | TELEPHONE NUMBER: <i>410-990-4217</i> | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: <i>Sharon Wible, Administrative Assistant</i> | | EMAIL ADDRESS: <i>swible@stmarysannapolis.org</i> | |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|---|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|---|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
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- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
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 - 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
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- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

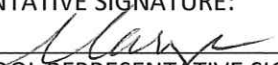
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
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PART V: AFFIRMATION OF CONSULTATION

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- ☐ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☐ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|------------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9/25/20 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: Sharon Wible | DATE: 8/26/2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

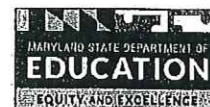
| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

*Title IV
Rec'd 9/24/20*

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Maryland State Department of Education
Affirmation of Consultation Form



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PART I: CONTACT INFORMATION

LEA INFORMATION

NAME OF LEA: **Anne Arundel County Public Schools**

CONTACT INFORMATION

TELEPHONE NUMBER: **410-721-8300**

LEA REPRESENTATIVE & TITLE: **Dr. Zipporah Miller, Director of Organizational Learning**

EMAIL ADDRESS: **zmiller@aacps.org**

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: **St. Philip Neri Catholic School**

CONTACT INFORMATION

TELEPHONE NUMBER: **410-859-1212**

PRIVATE SCHOOL REPRESENTATIVE & TITLE: **Joan Leslie Brooks**

EMAIL ADDRESS: **Jbrooks@st-philip-neri.org**

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|---|---|---|---|---|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input checked="" type="checkbox"/> (ESSA Sect. 8501) |
|--|---|---|---|---|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- How the children's needs will be identified;
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- How, where, and by whom the services will be provided;
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- Whether to provide equitable services to eligible private school children –
 - 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
 - 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;
- If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

* Title IV - Mary Miller 410-222-5365
ESSA Annual Report 2020 ASST Supt. - ASP m.miller@aacps.org Anne Arundel County Public Schools

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

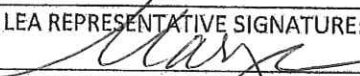
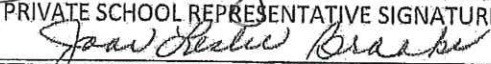
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
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PART V: AFFIRMATION OF CONSULTATION

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| | |
|---|--------------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9/25/20 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: 9-22-2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
| Please share any Comments or Requests for Further Consultation | |

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Affirmation of Consultation – 1/27/2020

Maryland State Department of Education
Affirmation of Consultation Form



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PART I: CONTACT INFORMATION

LEA INFORMATION

NAME OF LEA: **Anne Arundel County Public Schools**

CONTACT INFORMATION

TELEPHONE NUMBER: **410-721-8300**

LEA REPRESENTATIVE & TITLE: ** Mary Miller - ASP ASST SVP* Dr. Zipporah Miller, Director of Organizational Learning

EMAIL ADDRESS: **zmiller@aacps.org**

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: **Saint John the Evangelist School**

CONTACT INFORMATION

TELEPHONE NUMBER: **410-647-2283**

PRIVATE SCHOOL REPRESENTATIVE & TITLE: **Dianne Kestler, AP**

EMAIL ADDRESS: **dkestler@stjohnsp.org**

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|---|---|---|---|--|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|--|---|---|---|---|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
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Affirmation of Consultation – 1/27/2020

** Title IV*
ESSA Annual Report 2020
Mary Miller - ASP ASST SVP
mtiller@aacps.org 1 410-222-5365

**Maryland State Department of Education
Affirmation of Consultation Form**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY



- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- ☒ timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- ☒ we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- ☒ timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE:  | DATE: 9/25/20 * |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: 9/9/2020 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

| |
|--|
| Please share any Comments or Requests for Further Consultation |
|--|

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Affirmation of Consultation – 1/27/2020

Appendix J

[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 shall report the following information in their Local ESSA Consolidated Strategic Plan.

1) The process for identifying gifted and talented students

Recognition – Although AACPS meets the System identification threshold of 10%, not all schools have a 10% representation. The focus of AACPS continued efforts is to embrace preciousness, creativity, and learning divergence with our students, maximize achievement outcomes, provide specialized curriculum opportunities and target identification growth with under-represented populations.

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

- i. Primary Talent Development Cumulative Portfolio,
- ii. A nationally recognized ability assessment chosen by the Division of Advanced Studies and Programs (currently the CogAT),
- iii. A locally approved achievement assessment chosen by the Division of Advanced Studies and Programs, and
- iv. Teacher and Parent Rating Scales.

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

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

Measures shall be taken to encourage and facilitate the active and informed participation of parents/ or guardians in the educational decision-making process. An appeals process, through the Advanced

Learning Office, of the Division of Advanced Studies and Programs, is available to parents/guardians who disagree with identification determinations.

Identification – Additional information:

- Primary Talent Development (PTD) portfolio is a cumulative data point that begins in PreK or Kindergarten, and continues through the end of the first semester, second grade. The portfolio provides a look into the student's level of thinking behaviors which are indicative of advanced potential. This provides valuable input about a student's creativity, leadership, communication, resourcefulness, perceptiveness, inquisitiveness, and perseverance – important skills that are otherwise difficult to measure and document.
- Within the onset of the 20/21 school year a System-wide diagnostic, iReady, (achievement measure) has been determined for students in elementary and middle school. This eliminates the previous achievement testing pool approach utilized with Performance Series.
- CogAT incorporates three batteries to assess student aptitude: CogAT Verbal subscore, CogAT Quantitative subscore, and CogAT Nonverbal subscore
- Identification is a compilation/analysis of the all of the data points. Students performing two standard deviations above the mean are identified as Gifted and Talented (GT) in math, reading, or both.
- Students in fifth grade who were not previously identified as GT in both reading and math will be administered the CogAT. This provides information about a student's potential. Additionally, 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. With Fourth grade PARCC data for math and English/Language Arts (ELA), additional GT ID Opportunity (6-9) are identified. It is important to note for the 20/21 school year i-Ready will be used in the absence of MCAP.
- The third GT identification opportunity will begin with 7th graders in the spring of their 7th grade year. It involves three data points: CogAT (Cognitive Abilities Test) Brief, Renzulli scales ("Scales for Rating the Behavioral Characteristics of Superior Students"), and 7th grade MCAP scores. Results will be shared with families the fall of the 8th grade year to support instructional delivery and HS articulation decisions.

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

***The number of GT students in each school and local school system will be derived from 2019-20 Attendance Data Collections provided to the MSDE Office of Accountability.**

The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections and IDD tagging provided to the MSDE Office of Accountability. It is important to note that Advanced and GT identifications are made to ensure appropriate alignment of rigor and specialized curricular materials. Further, AACPS has create UDL/DI opportunities through extended

learner tasks in the core curriculum. This ensures student potential guides instructional delivery at all times as we look to excite/motivate and match learning to student abilities.

3) The percentage of gifted and talented students identified in the local school system in 2019-20*

***Local school systems must also report how the percentage was calculated.**

The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections and IDD tagging provided to the MSDE Office of Accountability. See #2.

4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale in 2019-20

N/A

5) The continuum of programs and services

Differentiated instructional opportunities for Advanced and GT students are embedded in district mathematics and reading/language arts curricula.

Additionally, specialized curricular materials/ programs with targeted services in mathematics and reading/language arts include:

- Hands-On Equations verbal problems
- Mentoring Mathematical Minds (M3)
- 10 + 1
- Compacted curriculum and deeper ELT
- Crosswalks
- William & Mary Literature Units
- Jacob's Ladder
- Novel Studies
- Concept-Based Literature Webs

6) Data-informed goals, targets, strategies, and timelines for 2020-21

Goal:

Increase the number of underrepresented student groups across schools identified as Advanced or GT

| | | |
|--|--|--|
| <p>Target(s)</p> <p>Explore and expand on opportunities for teachers to build capacity in GT/Advanced Learning.</p> | <p>Strategy(ies)</p> <ul style="list-style-type: none"> - Data Analysis - Targeted Goal development - Focused and purposeful visits to schools by ALPs resource staff - Facilitation of school visits to see exemplary instruction and/or the power of PTD in cultivating gifts - Targeted invitations to principals and faculty to attend ALPs professional learning opportunities - Use of CogAT- Spanish version and 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 | <p>Timeline Ongoing throughout 2020-21 school year.</p> |
|--|--|--|

POLICY

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

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

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

EDUCATIONAL EQUITY

A. PURPOSE

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

B. ISSUE

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

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

C. POSITION

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

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

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

D. IMPLEMENTATION

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

Policy History: Adopted on 05/20/20

Note Previous Policy History: None

REGULATION

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

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

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

EDUCATIONAL EQUITY

A. PURPOSE

To identify the procedures and best practices in place to provide for educational equity and eliminate obstacles to accessing educational opportunities for all Anne Arundel County Public Schools (AACPS) students, enrich their educational career, and prepare them for academic and career success.

B. BACKGROUND

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

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

C. DEFINITIONS

1. ***Accountability Measures*** – Maryland accountability framework indicators in place to guarantee oversight of opportunities, resources, and educational rigor that will lead to achievement for each student.
2. ***Cultural Responsiveness*** – pedagogy that recognizes the importance of including culture in all aspects of learning through equitable and inclusive practices that promote high expectations.
3. ***Educational Equity*** – access to the opportunities, resources, and educational rigor

students need throughout their educational career to maximize academic success and social and emotional well-being, and to view each student's individual characteristics as valuable.

4. ***Educational Opportunities*** – access to rigorous well-rounded academic programs and experiences that enrich each student's educational career and prepare them for academic and career success.
5. ***Equity Lens*** – the impact of any program, practice, decision, or action on each student is addressed with strategic focus on marginalized student groups.
6. ***Implicit Bias*** – the attitudes and stereotypes that affect our understanding, actions, and decisions. These biases, which encompass both favorable and unfavorable assessments, may be activated involuntarily and without an individual's awareness or intentional control and can contribute to expanding inequities.

D. PROCEDURES

To achieve educational equity, all AACPS district level offices will individually and collectively work to:

1. Allocate resources to achieve fiscal equity and provide the necessary resources required to close all gaps;
2. Create and maintain environments that are equitable, fair, safe, diverse, and inclusive;
3. Identify and utilize resources to provide equitable access to educational opportunities and services with the use of disaggregated student data to analyze trends, and identify gaps and equitable solutions, among other actions;
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 development to build capacity for cultural responsiveness to address implicit biases and areas of inequity identified by AACPS;
6. Ensure equitable access to effective and representative teachers for all students;
7. Require that an equity lens be used in all staff recruiting, hiring, and promotion retention processes;
8. Require that an equity lens be used in reviews of staff, curriculum, pedagogy, professional development, 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. Address educational equity in the Local Every Student Succeeds Act Consolidated Strategic Plan;
11. Designate the appropriate staff to facilitate, monitor, and implement AACPS equity initiatives within the Local Every Student Succeeds Act Consolidated Strategic Plan.
12. Identify the process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent procedures and practices in each school; and
13. Identify the method of evaluation to measure the effect of equitable practices in AACPS and individual schools.

Regulation History: Developed by Superintendent 03/18/20
Reviewed by the Board of Education 04/01/20
Issued 05/20/20

Note Previous Regulation History: None

| FOCUS AREA | Objective | Action | Funding Source | Evidence |
|------------------------------------|---|--|----------------|--|
| School Quality and Student Success | To increase the social, emotional, and mental wellbeing of AACPS students. | Implementation of Tier I Supports <ul style="list-style-type: none"> - Calming Kit provisions in Grade K in 19/20 (Planned for Pre-K/1st with Title IV in 20/21) - CSEFEL Cohort expansion (19/20) - Second Step purchase completion (19/20) | Title IV | Can we get a referral summary from Ryan? 18/19 comparison to 19/20 My focus was the youngest learners! |
| | | Co-Curricular Expansion | System \$ | Increased in type and access noted Cori has data |
| | | NOTE: Focus of Virtual Learning with increased STAFFING for 20/21 | | |
| | | GCC Implementation Year 2: 20/21 | System \$ | Qualitative data - success |
| Elem Literacy | 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. Indicator # 6 from | INCLUDE – implementation of i-Ready in 20/21 New diagnostic for intervention and acceleration | CARES Grant | New initiative |

| | | | | |
|----------------|--|---------------|-------------|----------------|
| | <p>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> <p>Many of objectives work but this is also to continue grow when deficit is not noted!</p> | | | |
| MS Mathematics | <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> <p>Indicator #6 on the AACPS Strategic</p> | Same As Above | CARES Grant | New Initiative |

| | | | | |
|-----------------------|---|--|---|--|
| | Plan: Increase the percentage of students in grades 3 – 8 who meet or exceed expectations on standardized reading, language arts, and mathematics assessments. | | | |
| 9 th Grade | 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. | <ul style="list-style-type: none"> - GCC - AVID - 9th grade focus; membership connection with Co-Curricular (NCHS) - Mentorship Program for MHS starting in 20/21 - Focused 8th/9th on-demand math tutorials planned for 20/21 - MYP - Virtual Learning Schedule | System \$ System \$ System \$ Title IV CARES grant System \$ Wellness and Connection embedded | Qualitative with course success % IDD Success/Scholarship data Data avail with Cori New initiative New initiative IB Data – role of PP in next steps New 20/21 |

GT:

Recognition – Although AACPS meets the System identification threshold of 10%, not all schools have a 10% representation. The focus of AACPS continued efforts is to embrace preciousness, creativity, and learning divergence with our students, maximize achievement

outcomes, provide specialized curriculum opportunities and target identification growth with under-represented populations.

1) GT Identification (Regulation recognition)

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

- i. Primary Talent Development Cumulative Portfolio,
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- iv. Teacher and Parent Rating Scales.

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

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

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

Identification – Additional information:

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- Within the onset of the 20/21 school year a System-wide diagnostic, iReady, (achievement measure) has been determined for students in elementary and middle school. This eliminates the previous achievement testing pool approach utilized with Performance Series.
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- Identification is a compilation/analysis of the all of the data points. Students performing two standard deviations above the mean are identified as Gifted and Talented (GT) in math, reading, or both.
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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 and IDD tagging provided to the MSDE Office of Accountability. It is important to note that Advanced and GT identifications are made to ensure appropriate alignment of rigor and specialized curricular materials. Further, AACPS has create UDL/DI opportunities through extended learner tasks in the core curriculum. This ensures student potential guides instructional delivery at all times as we look to excite/motivate and match learning to student abilities.

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

As you are aware, we have built in UDL/DI opportunities for students demonstrating mastery to ensure rigor guides the teaching and learning experience for all students within the curriculum.

Additionally, we currently have two identification windows (third will formally occur in 21/22 – with data collected the spring of 7th grade year this school year) that support identification of advanced and GT learners. Once identified specialized curriculum programming occurs in ELA ad Math.

| School Year | GT | Advanced | Pool (Enrollment Gr 2 - Gr 12) | Percentage GT & Advanced |
|-------------|------|----------|--------------------------------|--------------------------|
| SY1617 | 2172 | 6612 | 66366 | 13.24% |
| SY1718 | 2842 | 7553 | 67583 | 15.38% |
| SY1819 | 3492 | 8738 | 68300 | 17.91% |
| SY1920 | 4517 | 6893 | 69708 | 16.37% |

- Source: Performance Matters Baseball Card

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 instructional opportunities for Advanced and GT students are embedded in district mathematics and reading/language arts curricula.

Additionally, specialized curricular materials/ programs with targeted services in mathematics and reading/language arts include:

- Hands-On Equations verbal problems
- Mentoring Mathematical Minds (M3)
- 10 + 1
- Compacted curriculum and deeper ELT
- Crosswalks
- William & Mary Literature Units
- Jacob's Ladder
- Novel Studies
- Concept-Based Literature Webs

6) Target:

Increase the number of underrepresented student groups across schools identified as Advanced or GT

Explore and expand on opportunities for teachers to build capacity in GT/Advanced Learning.

- Strategies:

- Data Analysis
- Targeted Goal development
- Focused and purposeful visits to schools by ALPs resource staff
- Facilitation of school visits to see exemplary instruction and/or the power of PTD in cultivating gifts
- Targeted invitations to principals and faculty to attend ALPs professional learning opportunities

- Use of CogAT- Spanish version and 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
- Timeline: This will be an ongoing initiative throughout the 2020-21 school year.

For the grade 2 and grade 5 2019-20 Gifted and Talented (GT) identification process, stanine scores were obtained or calculated for the following measures: Performance Series (PS) Math and Reading, CogAT (Quantitative, Verbal, and Non-Verbal), REPI (grade 2 only), PARCC 4 Math and Reading (grade 5 only), and Renzulli Teacher Rating Scales (grade 5 only). Placement cut scores for each grade level and subject were determined from countywide score distributions. The following report presents the overall countywide distributions of students identified as GT or Advanced learners for the 2020-21 school year.

Grade 2

Grade 2 students were identified as GT or Advanced for math and/or reading. Table 1 contains the distribution of students by subject area. In math, 13.1% of students were identified as either GT or Advanced. In reading, the percentage of identified students was slightly larger, 13.4%. Overall, 16.7% of students were identified as either GT or Advanced in either math, reading, or both subjects.

Table 1

Grade 2 2019-20 Students' Final Identification by Subject (N = 6542)

| | | Final Reading Identification | | | | | | | |
|---------------------------|----------------|------------------------------|------|------------------|------|----------------|-------|------------|--------|
| | | GT Reading | | Advanced Reading | | Not Identified | | Math Total | |
| Final Math Identification | GT Math | 309 | 4.7% | 90 | 1.4% | 58 | 0.9% | 457 | 7.0% |
| | Advanced Math | 125 | 1.9% | 117 | 1.8% | 158 | 2.4% | 400 | 6.1% |
| | Not Identified | 56 | 0.9% | 177 | 2.7% | 5452 | 83.3% | 5685 | 86.9% |
| | Reading Total | 490 | 7.5% | 384 | 5.9% | 5668 | 86.6% | 6542 | 100.0% |

Table 2 compares student enrollment and the distribution of identified students by student group. Some discrepancies can be noted when comparing the distribution of identified students to the enrollment by student group. Most notably, African American/Black, Hispanic, and FARMS students are identified at lower proportions when compared to the population. White students are identified at a much higher rate (72.8%) than their overall proportion of the population (50.7%). Asian and Multi-Racial students make up a slightly higher percentage of identified student compared to their population proportions.

Table 2

Grade 2 2019-20 Student Enrollment (N = 6542) and Final Identification Distribution (N = 1090)

| Student Group | Enrollment | | Either Math or Reading | |
|---------------------|-------------|---------------|------------------------|---------------|
| | Count | Percent | Count | Percent |
| All Students | 6542 | 100.0% | 1090 | 100.0% |
| Af Am/Black | 1354 | 20.7% | 79 | 7.2% |
| Am Ind/AK Native | 13 | 0.2% | 1 | 0.1% |
| Asian | 240 | 3.7% | 48 | 4.4% |
| Hispanic/Latino | 1147 | 17.5% | 81 | 7.4% |
| Multi-Racial | 456 | 7.0% | 84 | 7.7% |
| Native HI/Pac Isl | 14 | 0.2% | 3 | 0.3% |
| White | 3318 | 50.7% | 794 | 72.8% |
| ELL | 785 | 12.0% | 29 | 2.7% |

| | | | | |
|----------------|------|-------|------|-------|
| Non-ELL | 5757 | 88.0% | 1061 | 97.3% |
| FARMS | 2237 | 34.2% | 93 | 8.5% |
| Non-FARMS | 4305 | 65.8% | 997 | 91.5% |
| Special Ed | 575 | 8.8% | 22 | 2.0% |
| Non-Special Ed | 5967 | 91.2% | 1068 | 98.0% |
| Female | 3227 | 49.3% | 552 | 50.6% |
| Male | 3315 | 50.7% | 538 | 49.4% |

COMAR 13A.07.01 Comprehensive Teacher Induction and Mentoring

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

.01 Scope.

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

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

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

.04 General Requirements.

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

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

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

- (1) Before the school year begins, orientation programs for all teachers new to the local school system;
 - (2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
 - (3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
 - (4) Follow-up discussions of the observations and co-teaching experiences;
 - (5) Ongoing professional development designed to address new teacher needs and concerns; and
 - (6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.
- D. The district shall consider the need for staffing to:
- (1) Plan and coordinate all induction activities;
 - (2) Supervise new teacher mentors;
 - (3) Communicate with principals and other school leaders about induction activities; and
 - (4) Oversee the evaluation of the comprehensive induction program.

E. The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 Participation in the Comprehensive Induction Program.

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

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

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

Comprehensive Teacher Induction Program

A. Provide a description of your Comprehensive Teacher Induction Program, including:

- staffing and oversight;
- orientation programs;
- ongoing professional learning;
- organization and schedules for mentor/mentee meetings;
- opportunities for observation and co-teaching;
- monitoring of new teacher needs, concerns, ongoing supports, formative review, and follow-up;
- action plans; and
- use of relevant and appropriate data.

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 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 goal, Teaching & Learning Cycle, and professional responsibilities. 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 the culture of their school.

In 2020, due to the COVID-19 pandemic, New Teacher Onboarding Kickoff was conducted virtually, featuring a combination of synchronous and pre-recorded sessions. Sessions covered topics, ranging from curricula, equitable practices, and professional expectations.

Right Start Advisors collect data requested by new teachers and then shared with new teachers during reflective conversations.

B. Provide a description of your District Mentoring Program. The use of the term “mentor” includes coaches and consulting teachers.

- training for new mentors;
- supervision of mentors;
- training for school administrators and school staff as described in .04E of the regulation.
- process used to measure the effectiveness of the induction/mentoring and the results of that measurement.

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 of 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 2019-2020 survey. Below is one data point from the survey:

| Survey Prompt | Strongly Agree or Agree | Strongly Disagree or Disagree |
|---|--------------------------------|--------------------------------------|
| Participation in the induction program improved my instructional practice | 431 (88.3%) | 13 (2.7%) |
| Participation in the induction program helped impact student learning | 431 (88.3%) | 12 (2.5%) |
| Participation in the induction program is important in my decision to continue teaching | 370 (75.8%) | 40 (8.2%) |

- C. Provide data regarding the scope of your mentoring program. This data may be provided in the form of a chart or other organizer of your choice. Include:

The number of probationary teachers.

School Year 2019-2020:

| | |
|-------------------------------|-------|
| 1 st Year Teachers | 476 |
| 2 nd Year Teachers | 298 |
| 3 rd Year Teachers | 241 |
| Experienced New Hires | 353 |
| Other non-tenured teachers | 33 |
| Total | 1,401 |

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| |
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The number of mentors who have been assigned.

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| The program consists of 47 full release Right Start Advisors-11 assigned to high schools, 10-assigned to middle schools, and 26 assigned to elementary schools. |
|---|

A breakdown of your mentors’ roles in the district

(1) FULL-TIME MENTORS: Mentoring is their full-time job.

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| <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 COGNITIVE COACHING for A FOUNDATION for RENAISSANCE SCHOOLS 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, and <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> <p>Teaching-Learning Institutes I and II are offered for new teacher professional development. Institute I focused on establishing a quality learning environment. Four sessions were conducted. Institute II focused on promoting responsible</p> |
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behavior. Two sessions were planned, one of which was not conducted due to a system-wide cancellation of professional development requiring substitute teachers.

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 were offered online as well as face-to-face. Seminar topics in 2019-2020 were Formal Observation and Lesson Planning, Positive Communication, Getting Students to Listen, Giving Clear Directions, Keeping Students Engaged, Cooperative Learning, The Mindful Teacher, and Becoming a Teacher Leader.

Three Saturday Symposia were offered: fall, mid-year, and spring.

First year teachers can participate in the Quality Learning Environment Professional Learning Community. 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.

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

The Mursion Project was offered to first year teachers. Participants practiced classroom management techniques in a virtual classroom.

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, and culturally relevant instructional practices.

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.

(2) PART-TIME MENTORS: Mentoring is their part-time job.

NA

(3) RETIREES: Mentoring is done by retirees hired to mentor.

NA

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

NA

Other appropriate data.

NA

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

2019-2020

| | % of Teachers Remaining in AACPS |
|-------------------------------|-------------------------------------|
| 1 st Year Teachers | 85% |
| 2 nd Year Teachers | 91.9% |
| 3 rd Year Teachers | 92.5% |
| Experienced New Hires | 84.7% |
| Other non-tenured teachers | 87.9% |