Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan 2019-2020
# Allegany County Local Every Student Succeeds Act (ESSA)
## Consolidated Strategic Plan 2019-2020

### Table of Content

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 Local ESS Consolidate Strategic Plan Signature Page</td>
<td>3</td>
</tr>
<tr>
<td>Local ESSA Consolidated Strategic Plan Planning Team Members</td>
<td>4</td>
</tr>
<tr>
<td>Data Range for Areas of Focus</td>
<td>5-6</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>7</td>
</tr>
<tr>
<td>- Executive Summary</td>
<td>8-18</td>
</tr>
<tr>
<td>- Finance</td>
<td>19-22</td>
</tr>
<tr>
<td>Areas of Focus: Reporting Requirements</td>
<td>23</td>
</tr>
<tr>
<td>- Area of Focus #1</td>
<td>24-30</td>
</tr>
<tr>
<td>- Area of Focus #2</td>
<td>30-35</td>
</tr>
<tr>
<td>- Area of Focus #3</td>
<td>35-38</td>
</tr>
<tr>
<td>Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools, and SIG IV Schools</td>
<td>39-40</td>
</tr>
<tr>
<td>COMAR Requirements</td>
<td>41</td>
</tr>
<tr>
<td>- Educational Equity COMAR 13A.01.06</td>
<td></td>
</tr>
<tr>
<td>- Gifted and Talented COMAR 13A.04.07</td>
<td>42-46</td>
</tr>
<tr>
<td>- Comprehensive Teacher Induction Program COMAR 13A.07.01</td>
<td>47-50</td>
</tr>
<tr>
<td>List of ESSA Federal and State Grant Applications</td>
<td>51</td>
</tr>
<tr>
<td>- Title I, Part A</td>
<td></td>
</tr>
<tr>
<td>- Title II, Part A</td>
<td></td>
</tr>
<tr>
<td>- Title IV, Part A</td>
<td></td>
</tr>
<tr>
<td>- Fine Arts</td>
<td></td>
</tr>
<tr>
<td>Appendix H</td>
<td></td>
</tr>
<tr>
<td>Clarifying Questions and Answers</td>
<td></td>
</tr>
</tbody>
</table>

**January 2020**

WANTED: Teachers

We are currently seeking qualified and experienced teachers for our district. If you are interested in joining our team, please submit your resume to hr@countyschools.com. We look forward to hearing from you.

**March 2020**

New School Building

Construction updates for the new school building can be found on our website at www.countyschools.com/schoolconstruction. We will continue to provide regular updates as the project progresses.

**April 2020**

Teacher Appreciation Week

To show our appreciation for the hard work of our educators, we will be celebrating Teacher Appreciation Week during the last full week of April. Special activities and recognition events will be planned for that week.

**May 2020**

Graduation ceremonies

Graduation ceremonies will be held on May 24th and 25th at the high school. Details on specific times and locations will be announced shortly.

**June 2020**

Summer Reading Program

Our summer reading program is open to all students. The program offers a variety of books and resources to help students maintain and improve their reading skills during the summer months. Sign-ups will begin soon.

**July 2020**

Back to School Night

Back to School Night will be held on August 12th. Parents and guardians are encouraged to attend to meet their child’s teachers and learn about the new school year.

**August 2020**

School Year Calendar

The preliminary school year calendar is available on our website. This includes important dates such as start and end dates, holiday observances, and special events. Please check the website regularly for updates.

**September 2020**

Parent Teacher Conferences

Parent Teacher Conferences will be held in October. Parents will receive details on how and when to schedule their meetings.

**October 2020**

Fall Festival

The annual fall festival will be held on October 26th. This event features family fun activities, food vendors, and live performances. Mark your calendars.

**November 2020**

Winter Sports Season

The winter sports season begins in November. Information on available sports and practices will be available soon.

**December 2020**

Winter Break

Winter break will be from December 21st to January 4th. School and district offices will be closed during this time.

**January 2021**

New School Year

The new school year begins on January 7th. Teachers and staff will be present to welcome students back to school.

**February 2021**

Mid-Year Assessments

Mid-year assessments will be completed in February to evaluate student progress. Results will be shared with parents and guardians.

**March 2021**

Spring Break

Spring break will be from March 8th to March 12th. School and district offices will be closed during this time.

**April 2021**

Science Fair

The district-wide science fair will be held on April 15th. Students are encouraged to enter projects for this event.

**May 2021**

Summer Reading Challenge

The annual summer reading challenge begins in May. Students will have the opportunity to participate in this fun and educational activity.

**June 2021**

School Year Calendar

The final school year calendar is available on our website. This includes important dates such as the last day of school, graduation dates, and summer break.

**July 2021**

Teacher Appreciation Week

We will once again be celebrating Teacher Appreciation Week during the last full week of July. Special activities and recognition events will be planned for that week.

**August 2021**

Back to School Night

Back to School Night will be held on August 12th. Parents and guardians are encouraged to attend to meet their child’s teachers and learn about the new school year.

**September 2021**

School Year Calendar

The preliminary school year calendar is available on our website. This includes important dates such as start and end dates, holiday observances, and special events. Please check the website regularly for updates.

**October 2021**

Fall Festival

The annual fall festival will be held on October 26th. This event features family fun activities, food vendors, and live performances. Mark your calendars.

**November 2021**

Winter Sports Season

The winter sports season begins in November. Information on available sports and practices will be available soon.

**December 2021**

Winter Break

Winter break will be from December 21st to January 4th. School and district offices will be closed during this time.

**January 2022**

New School Year

The new school year begins on January 7th. Teachers and staff will be present to welcome students back to school.

**February 2022**

Mid-Year Assessments

Mid-year assessments will be completed in February to evaluate student progress. Results will be shared with parents and guardians.

**March 2022**

Spring Break

Spring break will be from March 8th to March 12th. School and district offices will be closed during this time.

**April 2022**

Science Fair

The district-wide science fair will be held on April 15th. Students are encouraged to enter projects for this event.

**May 2022**

Summer Reading Challenge

The annual summer reading challenge begins in May. Students will have the opportunity to participate in this fun and educational activity.

**June 2022**

School Year Calendar

The final school year calendar is available on our website. This includes important dates such as the last day of school, graduation dates, and summer break.

**July 2022**

Teacher Appreciation Week

We will once again be celebrating Teacher Appreciation Week during the last full week of July. Special activities and recognition events will be planned for that week.

**August 2022**

Back to School Night

Back to School Night will be held on August 12th. Parents and guardians are encouraged to attend to meet their child’s teachers and learn about the new school year.

**September 2022**

School Year Calendar

The preliminary school year calendar is available on our website. This includes important dates such as start and end dates, holiday observances, and special events. Please check the website regularly for updates.

**October 2022**

Fall Festival

The annual fall festival will be held on October 26th. This event features family fun activities, food vendors, and live performances. Mark your calendars.

**November 2022**

Winter Sports Season

The winter sports season begins in November. Information on available sports and practices will be available soon.

**December 2022**

Winter Break

Winter break will be from December 21st to January 4th. School and district offices will be closed during this time.

**January 2023**

New School Year

The new school year begins on January 7th. Teachers and staff will be present to welcome students back to school.

**February 2023**

Mid-Year Assessments

Mid-year assessments will be completed in February to evaluate student progress. Results will be shared with parents and guardians.

**March 2023**

Spring Break

Spring break will be from March 8th to March 12th. School and district offices will be closed during this time.

**April 2023**

Science Fair

The district-wide science fair will be held on April 15th. Students are encouraged to enter projects for this event.

**May 2023**

Summer Reading Challenge

The annual summer reading challenge begins in May. Students will have the opportunity to participate in this fun and educational activity.

**June 2023**

School Year Calendar

The final school year calendar is available on our website. This includes important dates such as the last day of school, graduation dates, and summer break.
2019 Local ESSA Consolidated Strategic Plan

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

Due: October 15, 2019

| Local Education Agency Submitting this Report: |
| Allegany County Public Schools |
| Address: |
| 108 Washington Street, Cumberland, MD 21502 |
| Local Point of Contact: |
| Name: Dr. Kim Green Kalbaugh |
| Telephone: 301-759-2053 |
| E-mail: kim.green@acpsmd.org |

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2019 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members of the local school system’s current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in the plan.

Signature Local Superintendent of Schools
Or Chief Executive Officer

Date

Signature of Local Point of Contact

Date
## Local ESSA Consolidated Strategic Plan Planning Team Members

Use this page to identify the members of the school system’s Local ESSA Consolidated Strategic Plan planning team. Please include affiliation or title where applicable.

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Jeffrey Blank</td>
<td>Superintendent of Schools</td>
</tr>
<tr>
<td>Dr. Kim Green Kalbaugh</td>
<td>Chief Academic Officer</td>
</tr>
<tr>
<td>Larry McKenzie, CPA</td>
<td>Chief Finance Officer</td>
</tr>
<tr>
<td>Debbie Metheny</td>
<td>Supervisor of Student Services and Special Education</td>
</tr>
<tr>
<td>Kathy Eirich</td>
<td>Assistant Supervisor of Special Education</td>
</tr>
<tr>
<td>Dr. Wendy Main</td>
<td>Assistant Supervisor of Special Education</td>
</tr>
<tr>
<td>Sarah Welsh</td>
<td>Equity Coordinator</td>
</tr>
<tr>
<td>John Logsdon</td>
<td>Supervisor of Federal Programs and Social Studies</td>
</tr>
<tr>
<td>Laura Michael</td>
<td>Title I School Support Specialist</td>
</tr>
<tr>
<td>Ellen Sause</td>
<td>Title I School Support Specialist</td>
</tr>
<tr>
<td>Jackie Enright</td>
<td>Supervisor of Elementary Education</td>
</tr>
<tr>
<td>Michael McGowan</td>
<td>Supervisor of Elementary Education</td>
</tr>
<tr>
<td>Katie Buskirk</td>
<td>Supervisor of Secondary English and Foreign Languages</td>
</tr>
<tr>
<td>Dr. Stephen Thompson</td>
<td>Supervisor of Secondary Mathematics</td>
</tr>
<tr>
<td>Eric VanSlyke</td>
<td>Supervisor of Secondary Science</td>
</tr>
<tr>
<td>Tracey Leonard</td>
<td>Assistant Supervisor of Physical Education, Health, and Mental Health</td>
</tr>
<tr>
<td>Matt Marlowe</td>
<td>Coordinator of Student Support Services/Safety</td>
</tr>
<tr>
<td>Dr. Stephen Thompson</td>
<td>Supervisor of Secondary Mathematics</td>
</tr>
<tr>
<td>Eric VanSlyke</td>
<td>Supervisor of Secondary Science</td>
</tr>
<tr>
<td>Dr. George Brown</td>
<td>Supervisor of Professional Development, Title II, Guidance, and Social Studies</td>
</tr>
<tr>
<td>Jennifer Ramsey</td>
<td>Assistant Principal - Gifted and Talented</td>
</tr>
<tr>
<td>Lisa Stevenson</td>
<td>Principal – Gifted Talented</td>
</tr>
<tr>
<td>Trina Simpson</td>
<td>Assistant Supervisor of Assessment and Accountability</td>
</tr>
<tr>
<td>Laura Michael</td>
<td>Title I School Support Specialist</td>
</tr>
<tr>
<td>Ellen Sause</td>
<td>Title I School Support Specialist</td>
</tr>
<tr>
<td>Jeff Avey</td>
<td>Fine Arts Coordinator</td>
</tr>
</tbody>
</table>
DATA RANGE FOR AREAS OF FOCUS

The following indicators represent elementary, middle, and high school levels. In your discussion of areas of focus, please reference indicator and grade level. School systems may use this data range as a guide in the process of identifying areas of focus.

**Elementary**  **Middle**  **High School**

**ACADEMIC ACHIEVEMENT READING/ENGLISH LANGUAGE ARTS AND MATH** – percent of students meeting or exceeding the expectation.

- Elementary: 0%  35%  36%  70%  100%
- Middle: 0%  35%  36%  70%  100%

**ACADEMIC GROWTH IN ENGLISH LANGUAGE ARTS (ELA) AND MATH** - percent of students who have grown from the previous year on standardized test in Reading/English Language Arts and Math and students who earn credit for a well-rounded curriculum.

- Elementary: 0%  35%  36%  70%  100%
- Middle: 0%  35%  36%  70%  100%

**PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY** – percent of English learners demonstrating adequate progress on the English language proficiency assessment from the previous year.

- Elementary: 0%  35%  36%  70%  100%
- Middle: 0%  35%  36%  70%  100%
- High School: 0%  35%  36%  70%  100%

**GRADUATION RATE** – percent of students successfully earning a Maryland High School Diploma in four years and five years.

- Four-Year Cohort Graduation Rate:
  - 0-80%
  - 81-90%
  - 91%

- Five-Year Cohort Graduation Rate:
  - 0-85%
  - 86-92%
  - 92%+
**READINESS FOR POSTSECONDARY SUCCESS** – percent of 9th graders earning four credits in core academic courses and World Language.

- 0-80%
- 81-90%
- 91%+

**SCHOOL QUALITY AND STUDENT SUCCESS** – percent of students who are not chronically absent, and who are enrolled in a well-rounded curriculum.

- 0-5%
- 6-14%
- 15%+
Executive Summary
Executive Summary

Instructions:

School systems are encouraged to craft the Executive Summary in a way that is meaningful and purposeful to their stakeholders and school community. To promote excellence in accelerating student performance and eliminating achievement gaps, the Executive Summary should serve as a stand-alone document that identifies areas of focus, the rationale for selecting the areas of focus, root cause(s) for the areas of focus, the implementation of goals, objectives, strategies and/or evidence-based strategies, the evaluation of effectiveness of the strategies/evidence-based interventions, timeline for implementation, and funding source(s).

The Executive Summary shall include a budget narrative section that provides a detailed summary of the fiscal climate in the local school system. The budget narrative section should also describe any changes in demographics and the fiscal climate, along with a discussion of the effect of these changes on the local school system and Local ESSA Consolidated Strategic Plan implementation. The Executive Summary should not exceed five pages.

The following is a suggested outline for the Executive Summary:

I. Introduction

The Allegany County Public Schools (ACPS) Consolidated Strategic Plan is a system plan to accelerate the achievement of all students, including all subgroups and specialized populations to eliminate performance gaps that persist based on students’ race, ethnicity, socio-economic status, disability, and native language. The summary serves as a stand-alone report that summarizes the progress taking place and provides a description of the areas of focus prioritized for accelerating student performance and eliminating achievement gaps.

ACPS, located in rural Western Maryland, continues to see a slow decline in overall enrollment while the percent of students economically disadvantaged continues to increase. The percentage of students with disabilities as well as all races have had minor fluctuations as shown in the chart.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>8702</td>
<td>8,630</td>
<td>8545</td>
<td>-0.13%</td>
<td>-1.11%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>55.66%</td>
<td>55.39%</td>
<td>56.98%</td>
<td>+1.59%</td>
<td>+1.32%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>15.3%</td>
<td>15.3%</td>
<td>15.6%</td>
<td>+0.3%</td>
<td>+0.3%</td>
</tr>
<tr>
<td>White</td>
<td>88.49</td>
<td>87.97%</td>
<td>87.48%</td>
<td>-0.49%</td>
<td>-1.01%</td>
</tr>
<tr>
<td>African American</td>
<td>3.08%</td>
<td>3.29%</td>
<td>3.38%</td>
<td>+0.09%</td>
<td>+0.3%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>5.84%</td>
<td>6.18%</td>
<td>6.43%</td>
<td>+0.25%</td>
<td>+0.59%</td>
</tr>
<tr>
<td>Other races</td>
<td>2.59%</td>
<td>2.56%</td>
<td>2.71%</td>
<td>+0.15%</td>
<td>+0.12%</td>
</tr>
</tbody>
</table>
The instructional department, under the supervisor of the Chief Academic Officer, has a strong vision for increasing academic achievement. The district continues to put forth a determined effort to create coherent learning systems of professional development and coaching with curriculum that is matched to the assessments, as well as extra time for students at the elementary and middle school levels. In addition, district leaders have developed the mantra that whatever is not monitored falls through the cracks, so there has been an on-going priority for continuous monitoring and evaluation of the effectiveness of our objectives, strategies, and interventions. The district continues to emphasize increase academic achievement for all students and continues to examine ways to build a more equitable academic program.

Highlights of the 2018-2019 ACPS assessment results include:

ACPS Highlights
- ACPS proficiency rate is above the state average in 14 of 17 tested areas.
- Students with disabilities showed improvement toward proficiency in most tested areas but will continue to the critical area of focus.
- Students that are economically disadvantaged showed growth in proficiency, decreasing the performance gap between them and their counterpart. This had been an ongoing priority of the district’s Master Plan academic goals to provide our students with more hands-on conceptual lessons to engage our students. ACPS will continue to prioritize teacher skills in becoming more proficient in the research-based methodology of Concrete-Representational-Abstract (CRA) instruction to enhance application and conceptual understanding.

Elementary Highlights:
- ACPS proficiency rate is above the state average at all grade levels for English Language Arts, Math, and Science assessments.
- Grade 5 English Language Arts performed 10.7% above the state average.
- Grade 4 Math performed 9.8% above the state average.
- Grade 3 showed the most significant growth in both ELA and Math. ELA proficient scores rose 4% from the previous year while Math rose 5.9%.
- Ten of 14 elementary schools showed growth in Grade 3 Math.
  - David Wakelyn, founding partner at Union Square Learning, recently authored an article highlighting how Allegany County Public Schools are beating the odds in math achievement at the elementary level despite high poverty rates.

Middle School Highlights:
- ACPS is above the state average at all grade levels for English Language Arts and 6 of 7 tested areas of Math.
- Grade 6 English Language Arts proficiency increased 12.2% which is 7% above the state average while grade 8 English Language Arts increased 9.5%.
- Grade 7 Math performed 10.6% above the state average while Algebra I results are 10.1% above.
- All 4 middle schools showed growth in the Maryland Integrated Science Assessment.

High School Highlights
- ACPS is above the state average in English Language Arts and Algebra.
- English Language Arts proficiency rate increased to 53.2% which is a 7.9% higher than the previous year.
- Government proficiency rate increased by 4%

**Overview of Instructional Priorities**

Instructional supervisors, administrators, and teachers received training in the components of the Gradual Release of Responsibility (GRR) instructional framework integrated with the guidelines and checkpoints of Universal Design for Learning (UDL). Teachers focus on demonstrating, modeling, cues, questioning as they work on transforming their classroom environments into learner focused centers for flexible groups, differentiated instruction, and re-teaching. The district utilizes funds to provide strategic interventions for both ELA and mathematics, including System 44, Read 180, SRA, Orton-Gillingham, Imagine Math, and Math 180. On-going professional learning and coaching support is provided at all Title I schools, as well as at the four middle schools and one high school. Disciplinary Literacy continues to be a focus in the district. Teachers have been trained on Document Based Questioning (DBQ), Question-Answer Relationship (QAR), LINCS as a means of helping students master content area vocabulary, as well as training on utilizing the critical vocabulary of the Common Core (academic and content).

All schools use PBIS to increase effectiveness, equity and excellence. PBIS supports social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. All instructional supervisors, administrators, and teachers have received initial training on Restorative Practices. School counselors received additional training on tiered interventions such as Check In-Check Out and Check and Connect. Additional training will be occurring this year on Restorative Practices and two of our administrative leaders will attend an on-going training to be certified as a trainer. This will increase our ability to train our teachers and sustain this crucial work.

On-going data analysis and root cause analysis training and professional learning continue to take place each year. Administrators have learned how to use the “5 Whys” to identify reasons for gaps in academic achievement. Each administrator had been trained on how to conduct a root cause analysis to determine the deepest underlying cause(s) of the negative symptoms for their achievement gaps. Each administrator is charged with working with his/her school improvement team and teachers to complete a goal planning process to identify goals, strategies, resources, implementation procedures, progress monitoring, and evidence of outcomes to address areas in need of improvement. The district has allocated time for all administrators and staff to review assessment data and conduct the root cause analysis for the school improvement/action plans and goal planning process. Principal SLOs focus on identified academic areas where the school is performing below expectations based on analysis of assessment results and the evaluation of evidence-based statements. Each principal meets with the Chief Academic Officer and Assistant Supervisor of Testing and Accountability to review their action plans. A rubric is utilized to identify areas in need of changes or adjustments if the data results are stagnant or decreased.

**II. Budget Narrative**

a. Fiscal Outlook, changes in demographics

ACPS, located in rural Western Maryland, has seen changes in demographics over recent years. The student enrollment continues to decline, decreasing from 9,022 students in 2011 to
8,539 for the 2018-2019 school year. Enrollment data for this school year will be verified once the official September 30, 2019 enrollment figures are official. The percentage of economically disadvantaged (FARMS) students, determined by the October 2018 data, decreased slightly from 54.77 percent in 2017 to 54.00 percent in 2018. The special education population for the 2018 school year comprises 17.64 percent, or 1,420 students, of the school system’s enrollment which is up from the prior year of 17.30 percent and 1,413 students.

Funding has been allocated to address the challenges as outlined in the Local Every Student Succeeds Act (ESSA) Update. The budget for FY2019 increased by approximately $4.25 million including grant funds. Excluding grant funds, the unrestricted budget increased by $1.87 million. The school system was funded at maintenance of effort from county government at $30,734,338. Although the district experienced declining enrollment, the local government obligation to the school system increased by $310,030 as a result of the disparity in county’s education effort as calculated by the state. State Aid increased by $1.55 million due to per pupil funding amounts being increased and an increase in the declining enrollment grant. Also, the school system has not utilized its fund balance to balance the budget the past three fiscal years.

As a result of the unrestricted funding increase of $1.87 million, the district was able to meet its contractual obligations with all four bargaining units and provide not only incremental step increases for eligible employees, but also a 1.5% COLA for all employees. The Board also was able to document the teacher’s increase met the threshold required to activate the additional funding for teacher salaries that was in the Blueprint for Maryland’s future. The Board was also able to keep the costs to employees for healthcare at a reasonable increase of 5% in fiscal 2020. Previously, the rates employees paid for healthcare had remained unchanged the previous two fiscal years.

The district was also able to fully fund two elementary school afterschool programs that were previously funded by the 21st Century SAFE grant that expired in fiscal 2019.

Additional personnel initiatives in the fiscal 2020 unrestricted budget included the addition of two Behavioral Specialists at the secondary school level to be student resources. There were also additions within the secondary World Language program. One of these additions was for the accommodation of the secondary foreign language program. The district also prioritized the addition of three additional School Resource Officers as well as an Equity Services Coordinator. The cost of the school nurse program also increased as there were state mandated increases for some school nurses.

From a programmatic standpoint, the district is continuing to invest in Active Learning Labs or ALL classrooms by adding eleven additional classrooms within this year’s fiscal 2020 budget cycle. The total cost of these additions will be approximately $175,000. The district is also keeping the $200,000 in technology funds that were removed from previous budgets in an effort to keep up with the technology needs of the district. As a result of the level of usage across the district, the cost of dual enrollments increased about $55,000 from the prior budget.

From a restricted funding perspective, the net increases compared to the prior year budget were $2.38 million. This increase basically was the result of the Blueprint for Maryland’s Future grant which totaled $2.88 million.
The 21st Century SAFE grant was not renewed so that accounted for a $400,000 reduction from the prior year.

As a self-funded healthcare provider, future expenditures could be negatively impacted if the school system were to have a challenging year in healthcare claims as it may impact the funds in the fund balance. In fiscal 2016, the system withdrew additional fund balance to cover the rapidly increasing costs of health insurance. The school system’s health reserve account has decreased from $9.0 million at June 30, 2010 to $6.2 million at June 30, 2019. The reserve is now about $4.3 million above the IBNR minimum. At the end of fiscal 2016, the reserve balance was at the IBNR minimum of $2.1 million.

While there was an increase in state aid funding for fiscal 2019 and fiscal 2020, State funding continues to be impacted by the wealth formula in state aid formulas. This wealth index directly impacts state aid formulas. Allegany County’s real estate assessments remained relatively stable as compared to the rest of Maryland. The school system is closely following the Kirwan Commission recommendations within Maryland’s Blueprint for Education as it will significantly impact the amount and sources of funding the school system receives. Approximately 70.9% of the system’s unrestricted fund comes from state aid. During the 2012 legislative session, the General Assembly approved a teacher pension shift program to local school systems funded by increases in the required minimum or maintenance of effort funds from county government. The teacher pension shift has now been fully absorbed in the maintenance of effort calculation of local governments.

b. Impact of changes on the school system and the Local ESSA Consolidated Strategic Plan goals and objectives

Funding has been allocated to address the challenges as outlined in the ESSA Update. The district budget for FY2020 increased by approximately $4.25 million including grant funding. Excluding grant funds, the unrestricted budget increased by $1.87 million. The school system received a 1% increase funding from county government, to $30,734,338. This increase represents being funded at maintenance of effort which was increased as a result of the county’s failure to meet the average educational effort. State Aid increased by $1.55 million due to per pupil funding amounts being increased as well as the increase relating to the declining enrollment grant.

Based upon the goals and direction of the Board, the school system prioritized not utilizing fund balance to balance the current year’s budget. The Board within its goals this year declined to consider the utilization of fund balance in the budget as future expenditures could be negatively impacted if the school system exhausts the remaining funds in the fund balance. The school system is self-insured for health insurance purposes. The school system’s health reserve account had decreased from $9.0 million at June 30, 2010 to $2.1 million at June 30, 2016. Fiscal 2017 to 2019 were better for the health insurance account which is now $6.2 million at the end of fiscal 2019. The IBNR decreased slightly to approximately $1.9 million dollars. Future budgets could be impacted if the school system would be required to provide additional funds for health care if expenses increase dramatically. In fiscal 2016, the system used a net additional fund balance of $1.8 million to cover the rapidly increasing costs of health insurance.

While there was an increase in state aid funding for fiscal 2020, State funding continues to be impacted by the wealth formula in state aid formulas. This wealth index directly impacts
state aid formulas. The school system is closely following the Kirwan Commission that is underway as it could significantly impact the amount of state funding the school system receives. Approximately 70.9% of the system’s unrestricted funds come from state aid. In the past, the school system has sought additional county funding through the non-recurring cost procedure which would negate future maintenance of effort increases but efforts have not yet proven successful. ACPS will also face collective bargaining with all four bargaining unit contracts being open for negotiation this year.

Since FY 2009, ACPS has experienced a decline in state funding of approximately $2.8 million. Consequently, ACPS has taken measures to reduce staffing in all employee groups through attrition. Approximately 210 positions have been reduced. The school system also actively reviews all budgeted expenditures, as well as open positions, to see if additional reductions are possible.

**Goal Progress – Areas of Focus**

1. **Academic Achievement and Growth**
2. **School Climate and Culture Affecting School Success**
3. **Educator and Staff Capacity**

The first area of focus is increasing academic achievement for students with disabilities. Review of the two assessments required for graduation shows that students with disabilities and economically disadvantaged students perform at a lower rate than other groups on ELA and math state assessments.

1. **Academic Achievement and Growth- Students with Disabilities**

   **Rationale**- Students with disabilities and economically disadvantaged students continue to perform below expectations on PARCC assessments at all levels. While the gap with economically disadvantaged students is closing, the gap between students with and without disabilities continues to widen. In order to address these deficits, curricular accommodations and modifications are implemented from IEP recommendations in order to meet individual student needs. Special Education teachers develop lessons with modifications or accommodations to meet the needs of individual students. These lessons include specially designed instruction as well as UDL strategies. Special education staff work with content area teachers to determine that the appropriate services are provided to students with IEPs.

   **Needs Assessment**- The results of the needs assessment guided by the Maryland Report Card results and local data informed the decision to focus on a strong and sustained commitment to analyzing assessment data regarding student performance gaps. Specialists conducted observations to determine the use of 13 indicators of quality inclusive practice in all schools and classrooms. Specialists analyzed the results of the observations and compared those to a gap analysis in each school. Staff has worked with principals and teachers via district wide staff development to implement those practices that have shown the most positive impact on student achievement and gap reduction.
Root Causes and Intent to Address Identified Areas: Service delivery is not consistent among our educators. Schools are not consistent in utilizing specially designed instruction with pre-teaching and/or re-teaching that is based upon formative assessments and student performance. Assignments and tasks are not consistently differentiated based on student abilities and there is not consistency in purposeful, flexible grouping of students. Analysis will continue this year on the assessment results and we will continue to promote those indicators that have the most positive impact on student achievement and progress. Teachers will be trained on using the SDI fidelity protocol tool to ensure that instruction and services are being implemented with fidelity. They will also learn how to effectively evaluate if the instruction and intervention is appropriately intensive and individualized to accelerate progress, and that the IEP goals are appropriately aligned to grade level standards and written with the five components.

Evaluation of Effectiveness of Interventions - (See chart below)

Examination of Student Groups - The assessment results were analyzed at both the school and district levels. A gap analysis was conducted to compare/contrast results for Students with Disabilities and Students without Disabilities.

Goals, Objectives, and Strategies (See chart below)
Timeline (See chart below)
Measure of Progress on Accountability (See chart below)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Strategies</th>
<th>Timeline</th>
<th>Evaluation of Effectiveness</th>
<th>Measure of Progress on Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>To significantly narrow the achievement gap between Students with Disabilities and students without disabilities by moving more students with disabilities from levels 1 and 2 to level 3 on the MCAP ELA and math during the 2020 administration.</td>
<td>By June 2020, all special education teachers will receive training and coaching on implementing specially designed instruction (SDI) as measured by coaching logs. By June 2020, five schools will be identified for targeted professional development and will develop action plans using the Maryland Coalition for Inclusive Education (MCIE) framework as</td>
<td>Special educators will receive coaching and support for improving co-planning and SDI practices and interventions. Five identified schools will have regular leadership meetings to develop, implement, and evaluate action plans for the consistent implementation of quality SDI. School Improvement</td>
<td>August 2019 and ongoing through June of 2020</td>
<td>Continued gap analysis process including MCAP and benchmark analysis</td>
<td>Decrease in the number of students with disabilities scoring a 1 or 2 on the ELA/math MCAP in 2020.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increase in the number of teachers who utilize the 13 indicators for the quality inclusive practices in 2019-2020.</td>
</tr>
<tr>
<td>Measured by action plan documents and leadership team notes.</td>
<td>Teams, through collaboration with Central Office Personnel will complete and evaluate the MTSS Practice Profile during the fall/winter.</td>
<td>protocol. School Review Improvement Process</td>
<td>Increase in the number of students with disabilities who score approaching proficiency or higher on the diagnostic ELA and math screeners and district level benchmarks in 2019-2020.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal Progress- Second Area of Focus**

The second area of focus is developing and/or sustaining equitable climate that supports student success for all students, including students of color and students with disabilities in all of our schools.

### 2. School Climate and Culture Affecting School Success- Disproportionality and Chronic Absenteeism

**Rationale-** In ACPS, one school has been identified as being disproportionate with students of color experiencing higher rates of suspensions; several other schools are on a monitoring list due to the number of suspensions for students of color and students with disabilities. The district is also concerned about the high rates of chronic absenteeism across the schools. Several schools received the lowest possible school on attendance on the 2018-19 Maryland Report Card.

**Needs Assessment-** The results of the needs assessment (Maryland Report Card, MSDE suspension data, school and district level attendance data and suspension data, anecdotal evidence) guided the decision to focus on areas of disproportionality and chronic absenteeism.

**Root Causes and Intent to Address Identified Areas (Disproportionality) -**The main root cause is within the domain of bias, beliefs, and barriers. Staff have not had sufficient training to recognize blind spots related to race, gender, religion, poverty, sexual orientation, and disabilities. Three areas of focus have been identified to address the root cause: implicit bias training, restorative practices training and coaching, and MTSS training and coaching.
Root Cause and Intent to Address Identified Areas (Chronic Absenteeism) - The root causes identified are barriers or conditions that arise from factors outside of the school (lack of transportation, poverty, trauma, health). The other root causes cause involve negative school experiences (academic or social struggles, perceptions of bullying, suspensions, student/parental attitudes) and misconceptions about the importance of attendance (only unexcused matters, attendance doesn’t matter until high school, sporadic absences are not a big deal).

Evaluation of Effectiveness of Interventions- (See chart below)

Examination of Student Groups- Attendance and Suspension data were analyzed at both the school and district levels. A gap analysis was conducted to compare/contrast results for Students of Color and students with disabilities for suspensions. Chronic absenteeism rates were analyzed at the school level for all subgroup areas.

Goals, Objectives, and Strategies (See chart below)
Time (See chart below)
Measure of Progress on Accountability (See chart below)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Strategies</th>
<th>Timeline</th>
<th>Evaluation of Effectiveness</th>
<th>Measure of Progress on Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>To significantly reduce out-of-school suspensions for non-violent infractions</td>
<td>By the fall of 2019, provide training on Implicit Bias, Ruby Payne Poverty Framework, and Emotional Poverty to principals, APs, supervisors, and selected teacher leaders. By December 2019, provide training on Restorative Practices to selected participants at every school in the district. A team from each school identified as disproportionate or on the monitoring list will also attend. By November of 2019, all schools will have received training on the Maryland Report</td>
<td>Examine data and compete calibration activities with the discipline matrix. Revise ISI procedures for Therapeutic Intervention, de-escalation techniques, and restorative guided conversations. Employ the support of behavior specialists and monitor the use of MTSS tiers for behavior at the schools</td>
<td>On-going</td>
<td>Examination of Suspension and Attendance Data for each school</td>
<td>Data will reflect that In-School interventions were utilized more frequently while out-of-school suspensions decreased from Sept-Dec and Jan-June 19-20 as compared to the same time frames during the 18-19 school year. Data will reflect a decrease in the total number of chronically absent students as compared to the 18-19 school year for each school.</td>
</tr>
</tbody>
</table>

See previous page
Goal Progress – Third Areas of Focus

The third area of focus is ensuring that all students feel a strong sense of belonging in their schools and that all students have the opportunity to reach their highest potential. The fourth domain within Rapid School Improvement addresses the need for a positive school climate that ensures learning conditions meet the needs of all of the students, and faculty and staff understand their roles and relationships for optimal student achievement.

3. Educator and Staff Capacity- Improving learning experiences for every child

Rationale- In ACPS, our students and their families are dealing with issues related to poverty, increased alcohol and opioid use, mental health, and trauma. In ACPS we continue to work toward positive student outcomes through the integration of social and emotional learning (including trauma-informed interventions), cultural responsiveness, a growth mindset, and stronger awareness of mind/body wellness.

Needs Assessment- The results of the needs assessment (district/school climate surveys and other qualitative and anecdotal evidence, county/state reported opioid statistics) guided the decision to focus on the area of building educator and staff capacity to dismantle barriers that negatively impact students’ ability to reach their highest potential.

Root Causes and Intent to Address Identified Areas- The root cause for this areas was identified as implicit bias, mindsets and beliefs, and dominant discourse that diminishes or underestimates the abilities and skills of particular groups of students.

Evaluation of Effectiveness of Interventions- (See chart below)

Examination of Student Groups- Teacher and Student Climate Survey results were analyzed for all schools. Students in grades 6-12 participated in the climate survey.

Goals, Objectives, and Strategies (See chart below)
Timeline (See chart below)
Measure of Progress on Accountability (See chart below)
<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Evaluation of Effectiveness</th>
<th>Measure of Progress on Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build capacity and sustainability for training principals, teachers and staff on PBIS, the growth mindset, mind-body wellness, SEL and trauma informed interventions.</td>
<td>By June of 2020, all principals, and selected teacher leaders will have participated in a growth mindset/mind-body, SEL, and trauma informed training, presentation, and/or review as measured by sign-in sheets. By June of 2020, all principals and selected personnel will have read The Growth Mindset and Coach.</td>
<td>All school-based staff will review the PBIS Practitioner’s Guide for addressing School Climate. Schools will review PBIS plans and implement and monitor Mind-Body and Growth Mindset activities at each school</td>
<td>2019-2020 Evaluation Results from Trainings PBIS Evaluation School Based Climate Survey Results Principal-Self Evaluation-PSEL Survey and Qualitative data will reflect that principals and school-based personnel have a greater awareness of the impact of cultural responsiveness and social and emotional learning upon the growth and achievement of students.</td>
</tr>
</tbody>
</table>
Finance Section
Finance Section

Introduction
The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, and analyzing questions. Together, these documents illustrate the Local School System’s (LSS) alignment of current year budget and prior year expenditures with the Local ESSA Consolidated Strategic Plan goals and objectives. The focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds.)

Components

1. **The Executive Summary (I.A)** includes a budget narrative that describes the fiscal outlook, fiscal changes and changes in demographics, the impact of changes on the school system and the Local ESSA Consolidated Strategic Plan goals and objectives, and the responses to analyzing questions.

2. **Supporting Budget Tables**
   i. Current Year Variance Table: the budgetary plan for FY 2020.
   ii. Prior Year Variance Table: a comparative look at the FY 2019 plan versus actual events.

3. **Analyzing Questions** are based on the Prior Year Variance Tables. Responses to these questions should be embedded within the Budget Narrative.

Instructions

**Supporting Budget Tables**

1. The purpose of the variance tables is to illustrate that LSS Local ESSA Consolidated Strategic Plan goals and objectives are aligned with the annual budget.
2. These tables are not intended to be prepared in accordance with Generally Accepted Accounting Principles (GAAP).
3. Total revenue and expenditures must equal.
4. It is appropriate to include Transfers in the Other Category.
5. For expenditures, identify each as restricted or unrestricted. Federal IDEA and Title I funds must be separately identified and listed by CFDA number and grant name.

For the **Current Year Variance Table**, LSSs will allocate their total budget by revenue and expenditure.

- Revenue is reported by source: Local Appropriation, Other Local Revenue, State Revenue, Federal Revenue, Other Federal Funds, and Other Resources/Transfers. All Federal Title I and IDEA funds must be separately identified and listed by CFDA number and grant name. Other federal funds should be consolidated into the other federal funds line.
Expenditures are reported based on the corresponding section of the Race to the Top reform assurance area. LSSs should include the expenditure item, the fund source, the amount of the expenditure and all associated FTE. For fund source, use unrestricted (State and/or Local funds) or restricted. For restricted funds include the federal CFDA number.

The **Prior Year Variance Table** is intended to provide a comparative analysis between the plan and the actual events in the prior year. LSSs will update the pre-populated tables with actual data (revenue, expenditure, and full time equivalent - FTE).

- The Prior Year Variance table (plan v. actual for **FY 2019**). The prior year revenue is presented as the approved budget at the start of the fiscal year compared with the approved budget at the end of the fiscal year. All Federal Title I and IDEA funds must be separately identified and listed by CFDA number and grant name. Other federal funds should be consolidated into the other federal funds line.

- The expenditure data is presented as planned compared to realize expenditures and shown by the corresponding section of the Race to the Top reform assurance area, mandatory costs and other categories. This table also includes planned and actual FTE at the expenditure level and includes the fund source. For fund source, include unrestricted (State and/or Local funds) or restricted. For restricted funds include the federal CFDA number.

**Analyzing Questions**

Please use the information provided in the **Prior Year Variance Table** to develop answers to the following questions. Responses should be embedded in the Budget Narrative section of the Executive Summary.

**Revenue and Expenditure Analysis**

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

   Revenues were slightly lower than anticipated in the fiscal 2019 Master Plan Update of unrestricted revenues. The district received fewer state funds, $403,590 below plan, for non-public placements as a result of having fewer overall non-public students. However, other local revenue was higher than anticipated primarily as a result of increasing interest rates $337,297 and additional tuition revenue from dual enrollments.

   Title I increased by $284,126 and the district was able to serve 12 elementary schools in its program in fiscal 2019. This was an increase of two locations from the prior fiscal year in which the program included 10 elementary schools.

2. **For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Local ESSA Consolidated Strategic Plan goals.**
**Testing and Accountability** –
Overall expenditures were lower than plan for this particular assurance area. Total planned expenditures were $1,377,277 compared to actual expenditures of $1,372,721. Actual expenditures were 0.3% lower than plan. PARCC results in general continued to increase relative to prior years in most areas. The district typically achieved higher rates of proficiency than the state average for most tested areas. For instance, the district achieved at above the state average in 14 of 17 tested areas. Students with disabilities and economically disadvantaged students still provide challenges to the district. Although strides have been made, both are areas of ongoing focus for the district.

**Data Systems to Support Instruction** –
Aspen maintenance was purchased for $98,419 and was slightly less than the planned expenditures of $102,500. Aspen is the student data system that the district utilizes.

**Great Teachers and Leaders** –
Overall, the cost of this assurance area came in better than plan. The budgeted cost of this assurance area was $61,112,365. Actual costs for the assurance area were $1,819,903 or 2.98% less than plan and totaled $59,292,462. As positions become open within the district, there is an evaluation process to review the position to determine if the position gets authorized for rehire, eliminated, or potentially reconfigured. There were also several positions that became open early in the year that were filled with long-term substitutes for the remainder of the year which yielded further savings.

**Turning Around the Lowest Achieving Schools** –
The costs related to the after school program were lower than planned, partially as a result of not receiving the 21st Century Learning grant. Actual costs were $74,888 compared to planned costs of $648,140. The 21st Century Learning grant was planned for $400,000 and was not available to the district in fiscal 2019. The district plans to apply for the grant when it becomes available again. The district’s overall test scores achieved a higher rate of efficiency than the state average for most disciplines, 14 of 17 tested areas, however the district realizes that much work still needs to be done relative to making all students College and Career Ready. Overall this assurance area was below plan by 88%.

**Definitions of Key Terms**
1. Original Approved Budget – budget as approved at the beginning (July 1) of the fiscal year
2. Final Approved Budget – budget as approved at the end (June 30) of the fiscal year
3. Redistributed Funds – funds that were once used for a different purpose, now being used for a new purpose
4. Retargeted Resources – resources that are being used for a new purpose without a change in funding
Area of Focus
Reporting Requirements
Local ESSA Consolidated Strategic Plan
Reporting Requirements
(Complete a separate plan for each area of focus)

Area of Focus #1A: Academic Achievement and Growth-English Language Arts

1. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

   a. **Description.** Describe Area of Focus #1 and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the area of focus *(up to 1,000 characters).*

      The Focus Area of Academic Achievement and Growth aligns with several components of the ACPS Equity Policy. Included in the policy is the provision that resources will provide equitable access to educational opportunities and services, even when differentiating resource allocation is necessary. In addition, the plan stipulates that professional development be provided to strengthen knowledge and skills for eliminating opportunity gaps that lead to disparity in achievement. In order to support and expect high academic achievement for all students, ACPS strives to provide multiple pathways to success that meet diverse needs and actively encourage ongoing progress. ACPS also strives to provide materials and assessments that reflect the diversity of students and staff. Specifically included in the policy is providing the access and opportunity for students to read successfully on grade level by the end of Grade 2. By creating a plan of action to increase student achievement on MCAP in alignment with the equity components, ACPS aspires to reduce disparities among underperforming subgroups and increase overall achievement.

   b. **Analysis.** To support student achievement, provide an interpretation or justification for data used to identify this need. *(up to 1,000 characters).*

      **KRA Data 2018-2019**
      - 41% of students overall were determined to be ready for kindergarten.
      - 35% of students from low income families were determined to be ready as compared to 59% of students from mid/high income families.
      - 19% of students with disabilities were determined to be ready compared to 45% of students without disabilities
      - 73% of all kindergarteners lived in low-income households

      **MCAP Data 2018-2019**
      **Grades 3-5 ELA**
      - 50% of all students scored a 4-5, with 26.4% scoring a 1-2.
      - 18.9% of students with disabilities scored a 4-5, with 50% scoring a 1-2.
      - 40.4% of FARM students scored a 4-5, with 33.2% scoring a 1-2.
Three year trend data indicates that in Grades 3 and 4, the gap between students with disabilities and without disabilities is widening, with minimal gains in Grade 5. Three year trend data indicates that in Grade 4, the gap between FARMS and non-FARMS students is widening, with minimal gains in Grades 3 and 5.

### Grades 6-8 ELA
- 48% of all students scored a 4-5, with 28.5% scoring a 1-2.
- 6.4% of students with disabilities scored a 4-5, with 74.9% scoring a 1-2.
- 36.4% of FARMS students scored a 4-5, with 37% scoring a 1-2.

Three year trend data indicates that in Grades 6 and 8, the gap between students with disabilities and without disabilities is widening, with minimal gains in Grade 7. Three year trend data indicates that in Grade 8, the gap between FARMS and non-FARMS students is widening, with Grade 6 showing a consistent reduction and Grade 7 showing minimal change.

### Grade 10 ELA
- 41.7% of all students scored a 4-5, with 39.2% scoring a 1-2.
- .8% of students with disabilities scored a 4-5, with 86.3% scoring a 1-2.
- 26.5% of FARMS students scored a 4-5, with 52.5% scoring a 1-2.

Three year trend data indicates that in Grade 10, the gap between students with disabilities and students without disabilities is widening. Three year trend data indicates that in Grade 10, the gap between FARMS and non-FARMS students is also widening.

**Interpretation or Justification:** It is evident that students with disabilities and FARM students require more intentional strategies and supports in order to access curricula and make gains to close the gap between those subgroups and all students.

c. **Identify** the root cause(s) for area of focus #1 and **describe** how you intend to address them *(up to 1,000 characters).*

The root causes for the underperforming subgroups include the following:
- Students with poor vocabulary development leading to literacy achievement gaps
- Fewer opportunities for students from low income families to access text
- Increase in number of students experiencing trauma
- Lack of consistent evidence-based practices and capacity to implement research-based practices and programs across schools
- Lack of consistent implementation of specially designed instruction and capacity to implement based on individual student needs
- Lack of intervention programs that target specific skill deficits
- Limited pathways for students because of a lack of specialized support

**Addressing Root Causes**
ACPS will provide professional learning for teachers and instructional resources to implement Specially Designed Instruction (SDI). This will include SDI coaches and specialists in each school, as well as the use of a SDI Fidelity protocol. The district will work to increase staff capacity for literacy practices by placing literacy coaches and specialists in the schools demonstrating the highest need, as well as increase research-based intervention programs for
reading in elementary through high school. ACPS will partner with Early Childhood Advisory Committee in their work to build social media platforms for disseminating information to families about developmental milestones and fostering early learning in the home. Speech and language pathologists will implement an MTSS model to mitigate poor language and vocabulary skills in elementary schools.

e. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source (s). As you consider funding source, take into consideration federal, State, and other available sources.
### Area of Focus # 1A: Academic Achievement and Growth-English Language Arts

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Identify priority strategies and/or evidence-based interventions</th>
<th>Timeline</th>
<th>Funding Source (s)</th>
<th>Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To decrease the gap in ELA achievement between the FARM subgroup compared to all students group.</td>
<td>1A. By June 2020, practices and resources that promote equitable access to comprehensive literacy instruction will be used by teachers.</td>
<td>1A.1 Provide literacy coaches to work with teachers and school leaders in targeted schools to analyze data, model evidence-based best practices, and build capacity in staff.</td>
<td>End of 2019-2020 school year</td>
<td>X Title I Part A □ Title I Part C □ Title I SIG □ Title II Part A □ Title III EL □ Title III Immigrant □ Title IV Part A □ Title V RLIS □ IDEA □ McKinney Vento □ Local Funding □ State Funding □ Other (list funding source) - <strong>Striving Readers Grant</strong> - <strong>Targeted Supplemental Intervention Grant</strong></td>
<td>*<strong>Using the following strategies, evaluators (e.g. teachers, coaches, schools and district administrators) will ensure that the methods used benefit all students, particularly traditionally underrepresented groups who may not have had access to equal opportunities and quality instruction.</strong> Monitor progress of coaching sessions and professional learning with meeting agenda and evaluation/survey tools. Meet regularly with staff in PLC models. Conduct walk-throughs and observations with a focus on goals set during planning meetings and professional developments. Analyze student data for growth and progress toward individualized goals. Disaggregate data to analyze trends and progress. Apply state curriculum rubrics to realigned course content. Use fidelity protocols to evaluate the quality of instruction in intervention programs. Create, refine, and adjust intervention groups based on student needs. Assess student learning in classrooms collaboratively with other teachers.</td>
</tr>
<tr>
<td>1B. By June 202, increase interventions for struggling readers to ensure academic achievement for all students.</td>
<td>1A.2 Pilot new reading program in Grades K-1 that focuses on explicit and systematic instruction of foundational reading skills.</td>
<td>1A.3 Evaluate and revise secondary ELA curriculum for alignment to standards.</td>
<td>End of 2019-2020 school year</td>
<td>June-August 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1A.4 Provide training in LETRS to help key teachers in each school successfully teach early reading and track student progress and growth toward goals.</td>
<td>1B.1 Implement System 44 in Grades 4-high school</td>
<td></td>
<td>May, June, December 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1B.2 Implement Read 180 in middle and high schools for struggling readers.</td>
<td>1B.3 Consistently utilize secondary screeners to determine skill deficits and</td>
<td>End of 2019-2020 school year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>End of 2019-2020 school year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. To decrease the gap in ELA achievement between the students with disabilities subgroup compared to all students group.

2A. By June 2020, special educators will use structures to implement and monitor specially designed instruction (SDI) with students with disabilities.

2A.1 Provide training on writing specific goals and objectives and matching instructional practice to identified areas of need.

2A.2 Provide coaching supports for special educators to ensure SDI is implemented and student progress toward goals and objectives are monitored and adjusted as needed.

2B. By June 2020, increase intervention practices and programs for struggling readers with identified skill deficits and/or disabilities.

2B.1 Build capacity and improve consistency and fidelity with the use of multi-sensory practices in reading interventions.

2B.2 Provide access to Tier 3 reading interventions in high school program.

End of 2019-2020 school year

Intro-September 2019-Ongoing

End of 2019-2020 school year

December 2019-June 2020

End of 2019-2020 school year

Area of Focus #1B: Academic Achievement and Growth - Mathematics

1. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

   a. **Description.** Describe Area of Focus #2 and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the areas of focus (up to 1,000 character).
The Focus Area of Academic Achievement and Growth aligns with several components of the ACPS Equity Policy. Included in the policy is the provision that resources will provide equitable access to educational opportunities and services, even when differentiating resource allocation is necessary. In addition, the plan stipulates that professional development be provided to strengthen knowledge and skills for eliminating opportunity gaps that lead to disparity in achievement. In order to support and expect high academic achievement for all students, ACPS strives to provide multiple pathways to success that meet diverse needs and actively encourage ongoing progress. ACPS also strives to provide materials and assessments that reflect the diversity of students and staff. By creating a plan of action to increase student achievement on MCAP in alignment with the equity components, ACPS aspires to reduce disparities among underperforming subgroups and increase overall achievement in mathematics.

b. Analysis. To support student achievement, provide an interpretation or justification for data used to identify this need. (up to 1,000 characters).

### MCAP Data 2018-2019

**Grades 3-5 Math**
- 46.4% of all students scored a 4-5, with 28.6% scoring a 1-2
- 21.4% of students with disabilities scored a 4-5, with 54.7% scoring a 1-2
- 36% of FARMS students scored a 4-5, with 36.5% scoring a 1-2

Three year trend data for Grades 3 and 5 shows the gap between students with disabilities and students without disabilities is widening. For the same subgroups, the gap in Grade 4 is closing.

Three year trend data in Grades 4 and 5 shows the gap between FARMS and non-FARMS students is widening, with minimal gains in closing the gap in Grade 3.

### MCAP Data 2018-2019

**Grades 6-8 Math**
- 31.3% of all students scored a 4-5, with 38.7% scoring a 1-2
- 5% of students with disabilities scored a 4-5, with 53% scoring a 1-2
- 20.8% of FARMS students scored a 4-5, with 47.4% scoring a 1-2

Three year trend data for Grades 6 and 7 shows the gap between students with disabilities and students without disabilities is widening. For the same subgroups, the gap in Grade 8 is closing.

Three year trend data for Grades 6 and 8 shows the gap between FARMS and non-FARMS is closing, with the gap in Grade 7 widening.

### MCAP DATA 2018-2019

**Algebra 1**
- 41.9% of all students scored a 4-5, with 30.8% scoring a 1-2
- 1.4% of students with disabilities scored a 4-5, with 85% scoring 1-2
- 30.7% of FARMS students scored a 4-5, with 40.5% scoring 1-2

Three year trend data for Algebra 1 shows the gap between students with disabilities and students without disabilities is widening.
Three year trend data for Algebra 1 shows the gap between FARMS and non-FARMS is closing.

Interpretation or Justification: It is evident that students with disabilities and FARM students require more intentional strategies and supports in order to access curricula and make gains to close the gap between those subgroups and all students.

c. Identify the root cause (s) for area of focus #2 and describe how you intend to address them (up to 1,000 characters).

The root causes for the underperforming subgroups include the following:
- Fewer opportunities for students from low income families to access text
- Lack of consistent evidence-based practices and capacity to implement research-based practices and programs across schools
- Lack of consistent implementation of specially designed instruction and capacity to implement based on individual student needs
- Limited pathways for students because of a lack of specialized support
- Lack of mastery of basic math facts.
- Lack of proficiency with modeling and reasoning skills
- Inability to comprehend textual based problems due to reading deficiencies
- Lack of sufficient staffing to provide needed intervention support (with fidelity) at all grade levels. This includes a complete lack of dedicated Mathematics Intervention Teachers districtwide.

Addressing Root Causes
ACPS will provide professional learning for teachers and instructional resources to implement specially designed instruction (SDI). This will include SDI coaches and specialists in each school, as well as the use of a SDI Fidelity protocol. The district will work to increase staff capacity in math practices through the modeling of concepts by the math specialists. More than 100 district produced tutorial videos are accessible to ACPS teachers, parents, and students to reinforce instructional strategies in mathematics. Intervention programs are in place in Grades 3-5 that follow individual pathways for student learning. Research based Intervention programs are in place at ACPS middle schools, with screeners being used to identify those students who would most benefit from these programs.

Area of Focus #1B: Academic Achievement and Growth - Mathematics

a. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source (s). As you consider funding source, take into consideration federal, State, and other available sources.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Identify priority strategies and/or evidence-based interventions</th>
<th>Timeline</th>
<th>Funding Source(s)</th>
<th>Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To decrease the gap in Math achievement between the FARMS subgroup compared to all students group</td>
<td>1A. Strengthen conceptual understanding through utilization of resources that promote equitable access</td>
<td>1A.1 Modeling of strategies by math specialists</td>
<td>End of 2019-2020 School Year</td>
<td>□ Title I Part A □ Title I Part C □ Title I SIG □ Title II Part A □ Title III EL □ Title III Immigrant □ Title IV Part A □ Title V RLIS □ IDEA □ McKinney Vento</td>
<td>***Using the following strategies, evaluators (e.g. teachers, coaches, schools and district administrators) will ensure that the methods used benefit all students, particularly traditionally underrepresented groups who may not have had access to equal opportunities and quality instruction. Monitor progress of coaching sessions and professional learning with meeting agenda and evaluation/survey tools. Meet regularly with staff in PLC models. Conduct walk-throughs and observations with a focus on goals set during planning meetings and professional developments. Analyze student data for growth and progress toward individualized goals. Disaggregate data to analyze trends and progress. Apply state curriculum rubrics to realigned course content. Use fidelity protocols to evaluate the quality of instruction in intervention programs. Create, refine, and adjust intervention groups based on student needs. Assess student learning in classrooms collaboratively with other teachers Track usage of district created math videos through ACPS IT Monitor monthly usage of School21 by school and teacher Receive bi-annual status reports from HMH on Math intervention programs for middle school: Math 180 and Do The Math Now.</td>
</tr>
<tr>
<td>1B. Increase interventions for struggling math students to ensure academic achievement for all students</td>
<td>1A.2 Increase use of elementary intervention program</td>
<td>End of 2019-2020 School Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1A.3 Promote use of School21 for all 6th- Alg1 students</td>
<td>End of 2019-2020 School Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1B.1 Promote utilization of district created math strategy videos</td>
<td>End of 2019-2020 School Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1B.2 Fully utilize available licenses for middle school math intervention programs</td>
<td>End of 2019-2020 School Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1B.3 Implement HMH Do The Math Now for students who are multiple years behind in mathematics entering Grade 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To decrease the gap in Math achievement between the students with disabilities subgroup compared to all</td>
<td>2A. Improve use of specially designed instruction (SDI) with students with disabilities.</td>
<td>2A.1 Provide training on writing specific goals and objectives and matching instructional practice to identified areas of need</td>
<td>End of 2019-2020 School Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2A.2 Provide coaching supports for special educators to ensure SDI is implemented and student progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of 2019-2020 School Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students subgroup</td>
<td>toward goals and objectives are monitored and adjusted as needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2B Increase intervention practices and programs for struggling students with identified disabilities</td>
<td>2B. 1. Build capacity and improve consistency and fidelity with the use of multi-sensory practices in mathematics instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2B.2 Increase use of elementary intervention program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2B.3 Implement HMH Do The Math Now for students who are multiple years behind in mathematics entering Grade 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of 2019-2020 School Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of 2019-2020 School Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of 2019-2020 School Year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Area of Focus #2: School Climate and Culture Affecting School Success—Disproportionality and Chronic Absenteeism

1. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

   a. **Description.** Describe *Area of Focus #2* and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the area of focus *(up to 1,000 characters).*

   The second area of focus is developing and/or sustaining equitable climate that supports student success for all students, including students of color and students with disabilities in all of our
schools. In ACPS, one school has been identified as being disproportionate with students of color experiencing higher rates of suspensions; several other schools are on a monitoring list due to the number of suspensions for students of color and students with disabilities. The district is also concerned about the high rates of chronic absenteeism across the schools. Several schools received the lowest possible score on attendance on the 2018-19 Maryland Report Card.

b. **Analysis.** To support student achievement, provide an interpretation or justification for data used to identify this need (**up to 1,000 characters**).

**Needs Assessment**- The results of the needs assessment (Maryland Report Card, MSDE suspension data, school and district level attendance data and suspension data, anecdotal evidence) guided the decision to focus on areas of disproportionality and chronic absenteeism. Students of color and students with disabilities subgroups were identified as having a risk ratio greater than two with an in-school as well as a cross-state measure based on an unduplicated count of students who received a suspension or expulsion. The most significant of these disproportionate impacts is in race and ethnicity:

- **2016:** Risk Ratio 4.85 and compared to the state 3.93
- **2017:** Risk Ratio 4.46 and compared to the state 3.97
- **2018:** Risk Ratio 3.93 and compared to the state 4.34

c. **Identify** the root cause(s) for area of focus #2 and describe how you intend to address them (**up to 1,000 characters**).

**Root Causes and Intent to Address Identified Areas (Disproportionality)**- The main root cause is within the domain of bias, beliefs, and barriers. Staff have not had sufficient training to recognize blind spots related to race, gender, religion, poverty, sexual orientation, and disabilities. Three areas of focus have been identified to address the root cause: implicit bias training, restorative practices training and coaching, and MTSS training and coaching.

**Root Cause and Intent to Address Identified Areas (Chronic Absenteeism)** -The root causes identified are barriers or conditions that arise from factors outside of the school (lack of transportation, poverty, trauma, health). The other root causes cause involve negative school experiences (academic or social struggles, perceptions of bullying, suspensions, parental attitudes) and misconceptions about the importance of attendance (only unexcused matters, attendance doesn’t matter until high school, sporadic absences are not a big deal).

**Area of Focus #2: School Climate and Culture Affecting School Success--Disproportionality and Chronic Absenteeism**

d. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source(s). As you consider funding source, take into consideration federal, State, and other available sources.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Identify priority strategies and/or evidence-based interventions</th>
<th>Timeline</th>
<th>Funding Source (s)</th>
<th>Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To significantly reduce out-of-school suspensions for non-violent infractions</td>
<td>1. Provide training on Implicit Bias, Ruby Payne Poverty Framework, and Emotional Poverty during the Advance. 2. Provide training on Restorative Practices in October and December.</td>
<td>1. Examine data and compete calibration activities with the discipline matrix 2. Revise ISI procedures for Therapeutic Intervention, de-escalation techniques, and restorative guided conversations 3. Employ the support of behavior specialists and monitor the use of MTSS tiers for behavior at the schools: in middle schools, SRSS data is collected to identify tier II and III students; at the high schools a systematic identification of students will occur along with weekly data collection on student behaviors. Interventions will be designed and consistently applied in accordance with the inventory. All schools will use PBIS for Tier I; PBIS referral</td>
<td>Ongoing</td>
<td>Title I Part A Title I Part C Title I SIG Title II Part A Title III EL Title III Immigrant Title IV Part A Title V RLIS IDEA McKinney Vento Local Funding State Funding Other (list funding source)</td>
<td>1A. Examination of Suspension and Attendance Data for each school will reflect that In-School interventions were utilized more frequently while out-of-school suspensions decreased from Sept-Dec and Jan-June from the 18-19 school year. 1B. Examination of student engagement climate survey data will reflect a reduced gap of school engagement between subgroups.</td>
</tr>
</tbody>
</table>
Area of Focus #3: Educator and Staff Capacity

1. Based on the analysis of State and local data, identify the area of focus where the local school system did not meet the goals (areas where the local school system is performing below expectations). In the response, provide the rationale for selecting the area of focus, include the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. As school systems respond to area of focus #1, refer to page 15 to guide your response to address specific student groups.

   a. Description. Describe Area of Focus #3 and how it aligns with your LSS educational equity policy. Describe the rationale for selecting the area of focus (up to 1,000 characters).

   In order to ensure that all students feel welcome and valued at school, educators and staff must work to dismantle the barriers that have traditionally interfered with students’ ability to reach their potential. Allegany County Public Schools has adopted an Educational Equity policy that prioritizes ensuring equitable access to effective teachers for all students. This includes providing tailored Professional Learning to build the capacity for cultural responsiveness and working with diverse student populations, as well as strengthening employee’s knowledge and skills for eliminating opportunity gaps that lead to disparities in academic achievement. Through a plan of professional development that includes Growth Mindset, Social Emotional Learning, Implicit Bias, and Trauma Informed Interventions, ACPS strives to build the capacity and sustainability for administrators and principals to meet the needs of all students.

   b. Analysis. To support student achievement, provide an interpretation or justification for data used to identify this need (up to 1,000 characters).
ACPS conducted a student engagement survey of all secondary students during the 2018-19 school year with the following results:

**The staff makes me feel safe at school**
- 52% of students agreed with this statement
- 40% of African American students agreed with this statement
- 54% of White students agreed with this statement

**Teachers feel genuine concern for all students in all of my classes**
- 30% of students agreed with this statement
- 22% of African American students agreed with this statement
- 30% of White students agreed with this statement

**My teachers treat me as an individual and make genuine efforts to get to know me as a person in all of my classes**
- 19% of students agreed with this statement
- 18% of African American students agreed with this statement
- 19% of White students agreed with this statement

Similarly, ACPS conducted a climate survey of all ACPS staff during the 2018-19 school year with the following results:

**Students needs come first in my building**
- 88% of staff strongly agreed or agreed with this statement

**The staff invest in positive relationships with students in my building**
- 95% of staff strongly agreed or agreed with this statement

**Students are treated with respect in my building**
- 92% of staff strongly agreed or agreed with this statement

**Effective learning for all students is the main focus of teachers in my building**
- 91% of staff strongly agreed or agreed with this statement

**Equitable learning for all students is a top priority in my building**
- 90% of staff strongly agreed or agreed with this statement

**Equitable learning for all students is a top priority for ACPS**
- 77% of staff strongly agreed or agreed with this statement

There is a discrepancy between the percentages of staff who report that they invest in positive relationships with students and the percentage of students who feel that teachers demonstrate concern for students and for them as individuals.
ACPS conducted a root cause analysis of disproportionality trends in ACPS using a multiagency disproportionality committee in the spring of 2019. The data used to identify this area of focus was part of the data examined for that work. The root cause analysis was found to be within the domain of Bias, Beliefs and Barriers. Specifically, staff have had no training to recognize blind spots related to race, gender, religion, poverty, sexual orientation and disabilities. ACPS will develop a comprehensive plan of professional development that will include professional learning opportunities for teachers and administrators to develop knowledge in responding to contemporary cultural issues through the lens of implicit bias and trauma informed interventions, and have experience applying the principles of growth mindset.

**Area of Focus #3: Educator and Staff Capacity**

d. Using the chart below, identify goals, objectives, and strategies and/or evidence-based interventions that will be implemented to ensure progress. In your response, include how your educational equity policy impacted the selection and use of evidence-based interventions/strategies to address the need. In addition, include timeline and funding source(s). As you consider funding source, take into consideration federal, State, and other available sources.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Identify priority strategies and/or evidence-based interventions</th>
<th>Timeline</th>
<th>Funding Source (s)</th>
<th>Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens in your evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build capacity and sustainability for training principals, teachers and staff on PBIS, growth mindset, mindfulness practices, SEL and trauma informed interventions</td>
<td>By June of 2020, all principals and selected teacher leaders will have participated in a growth mindset, mindfulness practices, SEL and trauma informed training presentation and/or review as measured by sign in sheets</td>
<td>All school based staff will review PBIS Practitioner's Guide for Addressing School Climate Schools will review PBIS plans and implement and monitor Mindfulness and Growth Mindset activities at each school A copy of the Growth Mindset and Growth Mindset Coach will be available for teachers.</td>
<td>19-20 school year 19-20 school year 19-20 school year</td>
<td>Title I Part A Title I Part C Title I SIG Title II Part A Title III EL Title III Immigrant Title IV Part A Title V RLIS IDEA McKinney Vento Local Funding State Funding Other (list funding source)</td>
<td>Review of evaluations from professional development sessions Review of PBIS evaluations Review of climate survey results to monitor discrepancy between student and staff results as well as a gap between responses based on subgroup Review of Principal Self-Evaluation PSEL results Qualitative data will reflect that principals and school based personnel have a greater awareness of the impact of cultural responsiveness, and social emotional learning up on the growth and achievement of students.</td>
</tr>
</tbody>
</table>
By June 2020, staff in identified secondary schools will have participated in a training or review on implicit bias as measured by sign in sheets.

School staff will receive professional development on how to embed SEL and trauma informed intervention practices into academic instruction.

Assistant Principals from secondary schools will examine discipline practices through the lens of implicit bias during monthly AP meetings.

19-20 school year
Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) Schools, and SIG IV Schools

Please provide responses to address schools with areas of identification

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

   Not Applicable. No schools in Allegany County were identified as CSI.

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

   Not Applicable. No schools in Allegany County were identified as low graduation rate.

2. **Targeted Support and Improvement (TSI) Schools.**
   
a. For school systems with TSI schools, please list schools identified as a Targeted Support and Improvement (TSI) schools and the area of identification *(up to 1,000 characters).*

   Allegany High School: Black or African American, two or more races, and Economically Disadvantaged
   Braddock Middle School: Black or African American
   Center for Career & Technical Education: Special Education
   Mountain Ridge: Economically Disadvantaged and Special Education
   Washington Middle School: Special Education

b. Please summarize the local school system’s action plan to support all TSI schools based on the root cause analysis. Describe the process the local school system is using to support TSI schools *(up to 1,000 characters).*
The LSS is supporting all schools identified with one or more TSI subgroups by assisting with:

- guidance of the LSS action plan template
- report card subgroup data navigation process
- data analysis
- resources
- creation of SMART goals
- goal planning process
- domain identification
- selection of evidence-based practice(s)
- review of the plan
- monitor and evaluate progress of the plan

c. How are you supporting TSI schools by their area of identification? (up to 1,000 characters).

The LSS is supporting all schools in the area of TSI identification by:

- providing resources in needed areas
- assisting in the identification of domain focus
- monitoring the progress of each identified subgroup
- providing training to school leaders to develop effective monitoring systems and strategies to intervene where necessary to support the area of need

3. **SIG IV Schools** *(Baltimore City Public Schools)*
   a. Please list identified schools for support and improvement *(up to 1,000 characters)*

   Not Applicable

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

   Not Applicable
Chapter 06 Educational Equity

Authority: Education Article, §2-205(c) and (h), Annotated Code of Maryland

.01 Purpose

This is the place holder for the inclusion in the future for the Educational Equity regulation.

COMAR 13A.01.06 Educational Equity (draft regulation)

Educational equity- means that every student has access to the opportunities, resources and educational rigor they need throughout their educational career to maximize academic success and social emotional well-being and to view each student’s individual characteristics as valuable. The characteristics of each individual student include but are not limited to ability (cognitive, social emotional and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation, and socio-economics.
COMAR 13A.04.07 Gifted and Talented Education (click the link to access the Gifted and Talented Education regulation)

COMAR 13A.04.07 Gifted and Talented Education

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

<table>
<thead>
<tr>
<th>1) The process for identifying gifted and talented students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted and Talented students are those identified by local school systems according to COMAR 13A.04.07.02 (Identification of Gifted and Talented Students) and receiving services according to COMAR 13A.04.07.03 (Programs and Services). The Acceleration and Enrichment Programs (AEP) are provided to identified students (PK-12) through grade and content acceleration, differentiated instruction, accelerated courses, flexible/ability groupings, curriculum compacting, online course offerings (criteria-based) and extension activities. Various types of identification tools are used to allow a broader screening of students. Input from teachers and parents are a key factor. Classroom performance and work habits determine interest areas that students choose in order to be actively engaged when completing assignments. Conferencing allows a teacher to personally know a student’s interests and promote rigorous coursework in his/her areas of strength. Test scores are examined as potential success indicators, but are not the final determinant to enter an accelerated program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2) The number of gifted and talented students identified in each school*</th>
</tr>
</thead>
<tbody>
<tr>
<td>*The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections provided to the MSDE Office of Accountability.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3) The percentage of gifted and talented students identified in the local school system*</th>
</tr>
</thead>
<tbody>
<tr>
<td>*The number and percentage of GT students in each school and LSS will be calculated from Attendance Data Collections provided to the MSDE Office of Accountability.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>


5) The continuum of programs and services.

Gifted and talented students possess unique potential and needs which can be addressed through regular curriculum modifications and specialized programs. Services may be required outside the regular school program in order to maximize the potential of these students. Thus, a menu of program options is available for gifted, highly able, talented, and potentially talented students whose abilities and/or aptitudes demand experiences that are beyond those normally provided by school programs. Instructional strategies are not appropriate for all students therefore these programs and options are specialized to meet the needs of all learners. This continuum of programs and options help to meet the diverse, developmentally appropriate needs of various gifted learners. The goal is to identify potential, expand the potential, and develop the potential into productive behavior through the areas of giftedness.

Acceleration and enrichment services will be an integral part of the general education school day. Services will be designed to supplement and build on the basic academic skills and knowledge learned in the regular classroom at all grade levels to ensure continuity as each student progresses through the program. Services will not be designed solely to accelerate the usual rate of progress; they will be expected to broaden the scope of activities afforded the gifted and talented student. Educational opportunities may occur in the regular classroom, a resource classroom, or in optional voluntary environments. Extra-curricular activities may be available to enhance and showcase the talents of advanced learners. Students are recognized for having different and varied gifts and talents. Therefore, strategies for differentiating instruction will be utilized by classroom teachers. In addition, the following curricular and instructional options will be available to advanced students. Instructional needs and abilities will be matched with the appropriate option(s).

<table>
<thead>
<tr>
<th>PROGRAM AND SERVICES OVERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades</strong></td>
</tr>
</tbody>
</table>
| Pre-K-2 | - KRA Data  
- Report Cards  
- GLB Checklists | - GLB Targeted Behaviors  
- Curriculum Lessons  
- Differentiated Instruction | - Interest Awareness  
- Understanding Diversity  
- Understanding Self and Talents | - Classroom | - GLB Checklist  
- Student and Parent Conferences | - Classroom Teachers |
| Pre-K-2 | - Teacher Observation  
- Differentiated Instruction | - Understanding Diversity | - Classroom | - Aecdotal Records  
- GLB Checklist | - Classroom Teachers |
| Pre-K-2 | - Self-Selected Interests  
- Type I  
- Type II  
- Type III  
- Interest Units  
- Extensions | - Interest Awareness  
- Understanding Diversity  
- Developing Talents  
- Understanding Self and Talents | - Flexible Grouping  
- Independent Projects  
- Extra-Curricular | - Independent Group Products  
- Teacher Observations | - Classroom Teachers  
- School Faculty  
- Community  
- Family Members |
| Pre-K-2 | - Local and State Assessments  
- Enrichment in Content Areas | - Understanding Self and Talents | - Cluster Grouping  
- Acceleration in Content Areas  
- Course Skipping  
- Multi-Age Grouping | - Teacher Observations  
- Assessment Data | - Classroom Teachers  
- Administration |
<table>
<thead>
<tr>
<th>Grades</th>
<th>Identification</th>
<th>Curriculum &amp; Instruction</th>
<th>Guidance &amp; Counseling</th>
<th>Program Design</th>
<th>Program Evaluation</th>
<th>Program Administration &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td>Report Cards</td>
<td>- Curriculum Lessons</td>
<td>- Interest Awareness</td>
<td>- Classroom</td>
<td>- Report Cards</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Differentiated Instruction</td>
<td>- Understanding Diversity</td>
<td></td>
<td>- Student and Parent Conferences</td>
<td>- Enrichment Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Understanding Self and Talents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-5</td>
<td>Teacher Observation</td>
<td>- Differentiated Instruction</td>
<td>- Understanding Diversity</td>
<td>- Classroom</td>
<td>- Anecdotal Records</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Enrichment Teachers</td>
</tr>
<tr>
<td>3-5</td>
<td>Self-Selected Interests</td>
<td>- Type I</td>
<td>- Interest Awareness</td>
<td>- Flexible Grouping</td>
<td>- Independent and Group Products</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type II</td>
<td>- Understanding Self and Talents</td>
<td>- Extra-Curricular</td>
<td>- Teacher Observations</td>
<td>- Enrichment Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type III</td>
<td>- Acceptance</td>
<td></td>
<td>- Project Specific Rubrics</td>
<td>- Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interest Units</td>
<td>- Career Exploration</td>
<td></td>
<td></td>
<td>- Family Members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Extensions</td>
<td>- Self Esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-5</td>
<td>Local and State Assessments</td>
<td>- Enrichment in Content Areas</td>
<td>- Understanding Diversity</td>
<td>- Cluster Grouping</td>
<td>- Teacher Observations</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Understanding Self and Talents</td>
<td>- Assessment Data</td>
<td></td>
<td>- Enrichment Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Understanding Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades</th>
<th>Identification</th>
<th>Curriculum &amp; Instruction</th>
<th>Guidance &amp; Counseling</th>
<th>Program Design</th>
<th>Program Evaluation</th>
<th>Program Administration &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>Report Cards</td>
<td>- Curriculum Lessons</td>
<td>- Interest Awareness</td>
<td>- Classroom</td>
<td>- Report Cards</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Differentiated Instruction</td>
<td>- Understanding Diversity</td>
<td></td>
<td>- Student and Parent Conferences</td>
<td>- Counselors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Understanding Self and Talents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>Teacher Observation</td>
<td>- Differentiated Instruction</td>
<td>- Understanding Diversity</td>
<td>- Classroom</td>
<td>- Anecdotal Records</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Counselors</td>
</tr>
<tr>
<td>6-8</td>
<td>Self-Selected Interests</td>
<td>- Type I</td>
<td>- Interest Awareness</td>
<td>- Flexible Grouping</td>
<td>- Independent and Group Products</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type II</td>
<td>- Understanding Self and Talents</td>
<td>- Extra-Curricular</td>
<td>- Teacher Observations</td>
<td>- Enrichment Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type III</td>
<td>- Acceptance</td>
<td></td>
<td>- Project Specific Rubrics</td>
<td>- Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interest Units</td>
<td>- Career Exploration</td>
<td></td>
<td></td>
<td>- Family Members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Extensions</td>
<td>- Self Esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Career Guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>Local and State Assessments</td>
<td>- AE Content Periods</td>
<td>- Understanding Diversity</td>
<td>- Homogeneous Grouping</td>
<td>- Teacher Observations</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Understanding Self and Talents</td>
<td>- Assessment Data</td>
<td></td>
<td>- Counselors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Understanding Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades</th>
<th>Identification</th>
<th>Curriculum &amp; Instruction</th>
<th>Guidance &amp; Counseling</th>
<th>Program Design</th>
<th>Program Evaluation</th>
<th>Program Administration &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>Self-Selected Interests</td>
<td>- Type I</td>
<td>- Interest Awareness</td>
<td>- Flexible Grouping</td>
<td>- Independent and Group Products</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type II</td>
<td>- Understanding Self and Talents</td>
<td>- Extra-Curricular</td>
<td>- Teacher Observations</td>
<td>- Enrichment Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type III</td>
<td>- Acceptance</td>
<td></td>
<td>- Project Specific Rubrics</td>
<td>- Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interest Units</td>
<td>- Career Exploration</td>
<td></td>
<td></td>
<td>- Family Members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Extensions</td>
<td>- Self Esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Career Guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>Local and State Assessments</td>
<td>- AE Content Periods</td>
<td>- Understanding Diversity</td>
<td>- Homogeneous Grouping</td>
<td>- Teacher Observations</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Understanding Self and Talents</td>
<td>- Assessment Data</td>
<td></td>
<td>- Counselors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Understanding Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades</th>
<th>Identification</th>
<th>Curriculum &amp; Instruction</th>
<th>Guidance &amp; Counseling</th>
<th>Program Design</th>
<th>Program Evaluation</th>
<th>Program Administration &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>Teacher Observation</td>
<td>- Differentiated Instruction</td>
<td>- Understanding Diversity</td>
<td>- Classroom</td>
<td>- Anecdotal Records</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Counselors</td>
</tr>
<tr>
<td>6-8</td>
<td>Self-Selected Interests</td>
<td>- Type I</td>
<td>- Interest Awareness</td>
<td>- Flexible Grouping</td>
<td>- Independent and Group Products</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type II</td>
<td>- Understanding Self and Talents</td>
<td>- Extra-Curricular</td>
<td>- Teacher Observations</td>
<td>- Enrichment Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type III</td>
<td>- Acceptance</td>
<td></td>
<td>- Project Specific Rubrics</td>
<td>- Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interest Units</td>
<td>- Career Exploration</td>
<td></td>
<td></td>
<td>- Family Members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Extensions</td>
<td>- Self Esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Career Guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>Local and State Assessments</td>
<td>- AE Content Periods</td>
<td>- Understanding Diversity</td>
<td>- Homogeneous Grouping</td>
<td>- Teacher Observations</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Understanding Self and Talents</td>
<td>- Assessment Data</td>
<td></td>
<td>- Counselors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Understanding Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades</th>
<th>Identification</th>
<th>Curriculum &amp; Instruction</th>
<th>Guidance &amp; Counseling</th>
<th>Program Design</th>
<th>Program Evaluation</th>
<th>Program Administration &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>Self-Selected Interests</td>
<td>- Type I</td>
<td>- Interest Awareness</td>
<td>- Flexible Grouping</td>
<td>- Independent and Group Products</td>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type II</td>
<td>- Understanding Self and Talents</td>
<td>- Extra-Curricular</td>
<td>- Teacher Observations</td>
<td>- Enrichment Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type III</td>
<td>- Acceptance</td>
<td></td>
<td>- Project Specific Rubrics</td>
<td>- Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interest Units</td>
<td>- Career Exploration</td>
<td></td>
<td></td>
<td>- Family Members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Extensions</td>
<td>- Self Esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Career Guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Program and Services Overview

<table>
<thead>
<tr>
<th>Grades</th>
<th>Identification</th>
<th>Curriculum &amp; Instruction</th>
<th>Guidance &amp; Counseling</th>
<th>Program Design</th>
<th>Program Evaluation</th>
<th>Program Administration &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>Report Cards</td>
<td>Curriculum Lessons</td>
<td>Interest Awareness</td>
<td>Classroom</td>
<td>Report Cards</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differentiated Instruction</td>
<td>Understanding Diversity</td>
<td></td>
<td>Student and Parent</td>
<td>Counselors</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>- Differentiated</td>
<td>Understanding Self and</td>
<td></td>
<td>Parent Conference</td>
<td>Counselors</td>
</tr>
<tr>
<td></td>
<td>Observation</td>
<td>Instruction</td>
<td>Talents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Self-Selected</td>
<td>Interests</td>
<td>Flexible Groupings in</td>
<td>Homogeneous</td>
<td>Independent and</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td>Interests</td>
<td>Type I</td>
<td>Academic Courses</td>
<td>Grouping</td>
<td>Group Projects</td>
<td>School Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Type II</td>
<td>- Flexible Groupings in</td>
<td></td>
<td>Teacher</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Type III</td>
<td>Content Areas</td>
<td></td>
<td>Observations</td>
<td>Family Members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interest Units</td>
<td>- Understanding Diversity</td>
<td></td>
<td>Project Specific</td>
<td>Members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Extensions</td>
<td>- Understanding Self and</td>
<td></td>
<td>Rubrics</td>
<td>Counselors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Talents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Acceptance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Career Exploration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Self Esteem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Career Guidance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Local and State</td>
<td>Evaluations</td>
<td>Homogeneous Grouping</td>
<td></td>
<td>Teacher Observations</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td>Assessments</td>
<td></td>
<td>- Course</td>
<td></td>
<td>Assessment Data</td>
<td>Counselors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Progression</td>
<td></td>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Acceleration in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Content Areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Multi-aged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grouping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Choice</td>
<td>Scheduling</td>
<td>Leveled Classes</td>
<td></td>
<td>Enrollment</td>
<td>Classroom Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online Courses</td>
<td></td>
<td>Numbers</td>
<td>Counselors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Independent Study</td>
<td></td>
<td>Exam Scores</td>
<td>Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Job Shadowing</td>
<td></td>
<td>Scholarship</td>
<td>College University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mentors</td>
<td></td>
<td>GPA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Internships</td>
<td></td>
<td>Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Early College</td>
<td></td>
<td>Completers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Extra-Curricular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dual Enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Goal: Program Implementation Goals:**

- Provide opportunities for all students to demonstrate advanced learning capabilities or the potential for advanced learning.
- Universal Screeners SAGES 3 will be used by all AEP teachers for screening purposes.
- Professional development of SAGES 3 and understanding identifying characteristics will be provided, using text “Teacher Pleaser or Potentially Gifted” within January’s supervisor PD session.
- Identify strengths of students through observations to guide instructional decisions.
- Recognize students who may be in need of gifted and talented educational services.
- Provide enrichment and differentiation for students who have been traditionally underserved in Gifted and Talented Programs.
- Provide support to classroom teachers in implementing differentiated and performance-based instruction that extends and enriches the curriculum.

**Program Evaluation**

Ongoing evaluation is necessary to determine the strengths and weaknesses of any instructional program. When needed, revisions should be made to improve program options and to better meet the needs of students. As indicated, numerous criteria will be used for accurate and meaningful evaluation of Acceleration and Enrichment programs. Among them are surveys, interviews with students, activity logs, portfolios, product rubrics, management plans, county assessments, standardized tests, and student successes. Information on gifted student education and the Acceleration and Enrichment program options are available to parents and community members.
<table>
<thead>
<tr>
<th><strong>Target:</strong></th>
<th><strong>Strategies:</strong></th>
<th><strong>Timeline:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle school math acceleration program in all middle schools like the program at Braddock Middle.</td>
<td>Meeting with Dr. Kalbaugh, Dr. Stewart and Dr. Thompson to plan expansion to all middle schools with middle school administration. Identify elements such as necessary teaching staff, curriculum, student identification and scheduling.</td>
<td>Winter 2020 - Fall 2020</td>
</tr>
</tbody>
</table>

**Goal:** For all middle schools to offer acceleration coursework in mathematics like current program offered at Braddock Middle.

<table>
<thead>
<tr>
<th><strong>Target:</strong></th>
<th><strong>Strategies:</strong></th>
<th><strong>Timeline:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding for gifted and talented teachers.</td>
<td>Find funding resources for the hiring of gifted and talented teachers.</td>
<td>Winter 2020 - Spring 2020</td>
</tr>
</tbody>
</table>

**Goal:** For Allegany County schools to have gifted and talented teachers.

<table>
<thead>
<tr>
<th><strong>Target:</strong></th>
<th><strong>Strategies:</strong></th>
<th><strong>Timeline:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written policy for county’s AEP identification to be used in meeting with parents/guardians and identifying BOE staff.</td>
<td>Compare with other counties policies but note that programs are individualized accordingly to student due to lack of funding and resources such as magnet schools and gifted and talented teachers.</td>
<td>Winter 2020-Fall 2020</td>
</tr>
</tbody>
</table>

**Goal:** For a written policy to be in place for Allegany County AEP.
.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 New Teacher Induction Program provides one-to-one mentoring for first year,
second year and third year teachers. The program provides a three day initial
orientation, ongoing professional learning that meets the specific needs of the new
teachers, monthly meetings with mentors, bi-weekly reflections submitted to
mentors, and ongoing professional learning support, as requested and/or needed.
New teachers evaluate the program on an annual basis. George D. Brown, Ed. D.,
oversees the induction program. New teachers have opportunities, upon request
and/or identified need, to observe and/or co-teach with either their mentors or another teacher in the ACPS.

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.

Mentors are selected by school-based administrators and supervisors. School-based administrators, supervisors, and mentors are provided clear written expectations related to the role of mentoring by the Supervisor of Professional Learning/New Teacher Induction. As requested, the Supervisor of Professional Learning/New Teacher Induction will meet face-to-face with those needing clarification on the expectations. Mentors are provided additional guidance, as necessary, and are monitored by school-based administrators and the Supervisor of Professional Learning throughout their tenure as a mentor. Evaluation surveys are sent to new teachers and mentors at the end of each year to measure the effectiveness of the program and to make recommended changes, as necessary.

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.

There are currently 85 first, second, and third year probationary teachers.

The number of mentors who have been assigned.

There are currently 30 mentor teachers assigned. First year teachers have one-to-one mentors and are school-based. Three mentors provide mentoring to second and third year probationary teachers.

A breakdown of your mentors’ roles in the district

(1) FULL-TIME MENTORS: Mentoring is their full-time job.
There are three .5 time mentors for 58 second and third year teachers and 27 school-based mentors for first-year teachers.

(2) PART-TIME MENTORS: Mentoring is their part-time job.

All mentors are part-time.

(3) RETIREES: Mentoring is done by retirees hired to mentor.

All mentors are currently employed and zero are retired.

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

27 mentors are also full-time teachers.

Other appropriate data.

Click here to enter text.

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

An annual evaluation survey is administered to probationary teachers and their mentors. Retention of teachers is near 100%.
List of the ESSA Federal and State Grant Applications

The following Federal and State grant applications are included. The needs assessment should inform your Federal and State grant applications.

<table>
<thead>
<tr>
<th>Federal Grant Applications</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A</td>
<td>Improving Basic Programs Operated by Local Education Agencies</td>
</tr>
<tr>
<td>Title I, Part D</td>
<td>Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Preparing, Training, and Recruiting High-Quality Teachers and Principals</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>English Language Acquisition, Language Enhancement, and Academic Achievement</td>
</tr>
<tr>
<td>Title IV, Part A</td>
<td>Student Support and Academic Grants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State Grant Application</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>Fine Arts.1-8</td>
</tr>
</tbody>
</table>
Maryland State Department of Education
Title I, Part A: Improving Basic Programs
2019-2020 Title I, Part A Application and Tools

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

Federal Grant Application Submission Timeline

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

Local School System: Allegany County Public Schools

Title I Coordinator: John W. Logsdon

Telephone: 301-759-2046  Email Address: john.logsdonjr@acpsmd.org
Maryland State Department of Education
Title I, Part A: Improving Basic Programs
2019-2020 Title I, Part A Application and Tools

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

Federal Grant Application Submission Timeline

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

Local School System: Allegany County Public Schools
Title I Coordinator: John W. Logsdon
Telephone: 301-759-2046     Email Address: john.logsdonjr@acpsmd.org
2019-2020 Title I, Part A Application

ATTESTATION

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

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

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

John W. Logsdon  
Title I Coordinator Name  
(Please Print or Type)  
Title I Coordinator Signature  
Allegany County Public Schools  
Local School System  
Date  

Application Submission Date: September 19, 2019
The LSS attests that this application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with the parents of children in schools served under this part.

John W. Logsdon
Title I Coordinator Name (Please Print or Type)

[Signature]
Title I Coordinator Signature

Allegany County Public Schools
Local School System

Application Submission Date: September 19, 2019

Date: September 19, 2019
SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION
SY 2019-2020

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

Local School System: Allegheny County Public Schools

Homeless Education Coordinator/Liaison:
Name Gene Pustolski Telephone 301-876-9216 Cell Phone

Homeless Education Coordinator / Liaison’s Email: gene.pustolski@acpsmd.org

<table>
<thead>
<tr>
<th>NAME OF SHELTER/CONTACT PERSON</th>
<th>ADDRESS/TELEPHONE/EMAIL</th>
<th>POPULATION SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Crisis Resource Center</td>
<td>146 Bedford St. Cumberland, MD 301-759-9246</td>
<td>Domestic Violence</td>
</tr>
<tr>
<td>HRDC Transitional Housing/ Laura’s Anchor</td>
<td>301-777-8286</td>
<td></td>
</tr>
<tr>
<td>Union Rescue Mission/ Hope House</td>
<td>301-724-1585</td>
<td>Homeless</td>
</tr>
<tr>
<td>Cold Weather Shelter</td>
<td>January-March 10PM – 6 AM</td>
<td>Homeless</td>
</tr>
<tr>
<td>DSS Shelter Placement</td>
<td>301-784-7000</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF SHELTER</th>
<th>ADDRESS/TELEPHONE/EMAIL</th>
<th>POPULATION SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Crisis Resource Center</td>
<td>146 Bedford St. Cumberland, MD 301-777-8286</td>
<td>Domestic Violence</td>
</tr>
<tr>
<td>Service</td>
<td>Contact Information</td>
<td>Housing Status</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>HRDC Transitional Housing / Laura’s Anchor</td>
<td>301-777-8286</td>
<td></td>
</tr>
<tr>
<td>Union Rescue Mission / Hope House</td>
<td>Queen City Pavement Cumberland, MD 301-724-1585</td>
<td>Homeless</td>
</tr>
<tr>
<td>Cold Weather Shelter</td>
<td>January-March 10 PM-6AM</td>
<td>Homeless</td>
</tr>
<tr>
<td>DSS Shelter Placement</td>
<td>301-784-7000</td>
<td></td>
</tr>
</tbody>
</table>

Signature - Homeless Education Coordinator/Liaison Date 9/20/19
2019-2020 Title I, Part A Application

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

Explanation of Terms

<table>
<thead>
<tr>
<th>SECTION NAME</th>
<th>The Title I Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>REQUIRED ATTACHMENTS</td>
<td>Documents that are required with submission of the application.</td>
</tr>
<tr>
<td>NOTE TO LSS</td>
<td>If documentation is needed prior to the program review, a note will be indicated in the identified section.</td>
</tr>
<tr>
<td>STAFF RESPONSIBLE</td>
<td>All staff involved with the implementation and oversight of each Title I Component</td>
</tr>
<tr>
<td>ASSURANCE(S)</td>
<td>By receiving funds under the Title I Part A grant, as a grantee, the LSS agrees to comply with the terms and conditions under each component. Each component includes specific requirements that the LSS has responsibility for oversight and implementation.</td>
</tr>
<tr>
<td>CITATIONS</td>
<td>References to the law</td>
</tr>
<tr>
<td>SAMPLE EVIDENCE OF IMPLEMENTATION</td>
<td>Suggested documentation for evidence of implementation for each requirement</td>
</tr>
<tr>
<td>TABLES AND WORKSHEET</td>
<td>See Excel template for Instructions.</td>
</tr>
</tbody>
</table>
The Local School System (LSS) attests it meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program, including, but not limited to:

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

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

John W. Logsdon Allegany County Public Schools

Title I Coordinator Name (Please Print or Type) Title I Coordinator Signature Local School System Date

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

John W. Logsdon

Allegany County Public Schools

Title I Coordinator Name (Please Print or Type)  Title I Coordinator Signature  Local School System  Date

Application Submission Date: ________________________________
## Table of Contents

**Title I, Part A Application**

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Staff Credentials and Certifications</td>
<td>8-12</td>
</tr>
<tr>
<td>B. Schoolwide Programs</td>
<td>13-17</td>
</tr>
<tr>
<td>C. Targeted Assistance Schools</td>
<td>18-22</td>
</tr>
<tr>
<td>D. Parent and Family Engagement</td>
<td>22-26</td>
</tr>
<tr>
<td>E. Participation of Children Enrolled in Private Schools</td>
<td>26-31</td>
</tr>
<tr>
<td>F. Education for Homeless Children and Youth</td>
<td>32-33</td>
</tr>
<tr>
<td>G. Support for Foster Care Students</td>
<td>34</td>
</tr>
<tr>
<td>H. English Learners</td>
<td>35-36</td>
</tr>
<tr>
<td>I. Fiscal Requirements (Excel Document)</td>
<td>37-44</td>
</tr>
<tr>
<td>J. Required Attachments</td>
<td>114-124</td>
</tr>
</tbody>
</table>

**Title I, Part A Guidance Document**

**Part 1: Title I, Part A Application Supporting Information**

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. STAFF CREDENTIALS AND CERTIFICATIONS</td>
<td>46-49</td>
</tr>
<tr>
<td>B. SCHOOLWIDE PROGRAMS</td>
<td>50-57</td>
</tr>
<tr>
<td>C. TARGETED ASSISTANCE SCHOOLS</td>
<td>58-67</td>
</tr>
<tr>
<td>D. PARENT AND FAMILY ENGAGEMENT</td>
<td>68-74</td>
</tr>
<tr>
<td>E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS</td>
<td>75-83</td>
</tr>
<tr>
<td>F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH</td>
<td>84-86</td>
</tr>
<tr>
<td>G. SUPPORT FOR FOSTER CARE STUDENTS</td>
<td>87-89</td>
</tr>
<tr>
<td>H. ENGLISH LEARNERS</td>
<td>90-92</td>
</tr>
</tbody>
</table>
Part 2: Appendices

CHECKLISTS:

A. GLOSSARY  

B. SCHOOLWIDE PROGRAM PLAN COMPONENTS CHECKLIST  

C. TARGETED ASSISTANCE PROGRAM CHECKLIST  

D. DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY/PLAN CHECKLIST  

E. SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN CHECKLIST  

F. EQUITABLE SERVICES TOPICS OF CONSULTATION  

G. TITLE I AND TITLE III QUESTIONS AND ANSWERS  

SAMPLES OF STRATEGIES:

A. FREDERICK COUNTY PUBLIC SCHOOLS: TITLE I FAMILY INVOLVEMENT TEAM TRAINING  

B. CHARLES COUNTY PUBLIC SCHOOLS: HOME VISIT INITIATIVE  

REQUIRED ATTACHMENT- TEMPLATE  
TITLE I, PART A APPLICATION SUBMISSION INSTRUCTIONS
ESSA Law and Non-Regulatory Guidance Links

A. Every Student Succeeds Act
B. ESSA Transition FAQs
C. ESSA Early Learning Guidance
D. ESSA Fiscal Changes & Equitable Services Guidance
E. ESSA Schoolwide Guidance
F. Evidence Guidance
G. Foster Care Guidance
H. Homeless Student Guidance
I. General Education Provisions Act
J. High School Graduation Rate
K. State and Local Report Cards
L. Title I, Part A Final Regulations
M. ESSA Title III Guidance – English Learners
A. STAFF CREDENTIALS AND CERTIFICATIONS

MSDE Staff Credentials and Certification Guidance

Staff Credentials: Glossary of Terms

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

REQUIRED ATTACHMENTS:

1. A written process to ensure the LSS:
   - has all teachers and paraprofessionals in Title I schools meet applicable state certification and licensure requirements.
   - coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
   - identifies (using the previous school year data) and addresses disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
   - has a timeline to notify parents.


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

John W. Logsdon, Supervisor of Federal Programs, Federal Office
Jeffrey S. Blank, Interim Superintendent, Administration
Steven Wilson, Supervisor, Human Resources
<table>
<thead>
<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample of Evidence of Implementation</th>
</tr>
</thead>
</table>
| ☑ Yes     | 1. The LSS ensures that it has a written process that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *(Required Attachment)* | 1111(g)(2)(J) 1112(c)(6) | ☐ List of teachers and their certification status for each Title I school including:  
  - Number and percentage of teachers who have certification and licensure in Title I schools for the 2019-2020 school year.  
  - Copies of 2019-2020 Principal Attestations with dates and signatures for each Title I school. *(Optional)* |
| □ N/A     |                                                                                                                                                                                                          |                   |                                                                                                     |
| ☑ Yes     | 2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. *(Required Attachment)*                               | 1111(g)(2)(J) 1112(c)(6) | ☐ Documentation supporting the implementation of the written process which may include:  
  - SAN from meetings between Human Resources, the Title I Office, and school administration. |
<p>| □ N/A     |                                                                                                                                                                                                          |                   |                                                                                                     |</p>
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

If no, please explain. (explanation template found here)

### 3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements.

- Mark N/A if:
  - there are no paraprofessionals in the schoolwide schools;
  - the LSS has no schoolwide schools;
  - paraprofessionals are not assigned instructional duties

- List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS
- Documentation demonstrating paraprofessional’s assigned duties in Title I schools for the SY 2018-2019 may include:
  - Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

If no, please explain. (explanation template found here)

### 4. The LSS ensures that all paraprofessionals paid with Title I, Part A funds (in Targeted Assistance Schools) meet applicable state certification and licensure requirements.

- List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS
- Documentation demonstrating paraprofessional’s assigned duties in TAS for the SY 2018-2019 may include:
  - Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers

Title I Part A. 14
<table>
<thead>
<tr>
<th>Yes/No</th>
<th>5. The LSS ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. <em>(Required Attachment)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Yes</td>
<td>1111(g)(1)(B) 1112(b)(2) Documentation supporting the implementation of the procedures (from 2018-2019 SY) for identifying and, if applicable, addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced); out-of-field teachers)</td>
</tr>
<tr>
<td>☑ Yes</td>
<td>SAN documenting processes for identifying and addressing disparities are implemented.</td>
</tr>
<tr>
<td>☑ Yes</td>
<td>Documentation from human capital, certification, or other LSS offices showing disparity data, teacher placement, etc.</td>
</tr>
<tr>
<td>☑ Yes</td>
<td>6. The LSS ensures it has a written process that includes timelines/dates used to annually notify parents about: a. that they may request information regarding professional qualifications of their child’s teacher and of paraprofessionals who</td>
</tr>
<tr>
<td>N/A</td>
<td>1112(e)(1)(A)(i)(I-III) Documentation supporting the implementation of the written process.</td>
</tr>
<tr>
<td>N/A</td>
<td>Multiple dated communications at the beginning of the school year which may include: o A copy of the dated cover letter sent to parents, which includes notice of parent’s right to request teacher qualification information o Communication/notification to parents (newsletter, memo, letter,</td>
</tr>
</tbody>
</table>
provide instructional services to their children.

b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland’s certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents.

c. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part.  
(Required Attachment)
B. SCHOOLWIDE PROGRAMS

Schoolwide Program Non-Regulatory Guidance
MSDE Schoolwide Guidance
MSDE Schoolwide Checklist

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

REQUIRED ATTACHMENT:

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

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

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

John W. Logsdon, Supervisor of Federal Programs, Federal Office
Consolidating Funds in a schoolwide program

Is the LSS consolidating funds?  ____ Yes  X No

If Yes, continue below.

(Check one):
☐ Federal funds
☐ Federal, State, local funds

### SCHOOLWIDE PROGRAMS

<table>
<thead>
<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
<td>1. The LSS ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LSS ensures that it consolidates and uses funds</td>
<td></td>
<td>ACPS works to coordinate the use of funds with other offices but does not consolidate funds</td>
</tr>
<tr>
<td>☑ N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

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

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

| Yes | 2. The LSS ensures the implementation of a schoolwide | Sample copies of Schoolwide Plans |
| N/A | | |

Title I Part A. 19
program includes the following four components:

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

*MSDE’s Title I Office strongly encourages LSSs to implement “evidence-based” interventions/strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/activities/program for non-CSI schools should demonstrate a rationale that meet the “Demonstrate a Rationale” requirement. (Level 4)

To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an

<table>
<thead>
<tr>
<th>Reference</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1114(b)(6)</td>
<td>A written process for the annual review of schoolwide plans for the 4 components.</td>
</tr>
<tr>
<td>1114(b)(2)(i-ii)</td>
<td>Documentation demonstrating how findings for the LSS annual review process are addressed at the school level. (samples)</td>
</tr>
<tr>
<td>1114(b)(5)</td>
<td>Comprehensive Needs Assessment may include:</td>
</tr>
<tr>
<td>1114(b)(2)(i-V)</td>
<td>Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.</td>
</tr>
<tr>
<td>1114(b)(2)</td>
<td>As needed, evidence of interviews, focus groups, or surveys.</td>
</tr>
<tr>
<td>1114(b)(2)</td>
<td>Tools or processes to identify the strengths and needs of students, teachers, school and community.</td>
</tr>
<tr>
<td>1114(b)(2)</td>
<td>Examples of how the data is being used by the administration, teachers and parents to guide decisions and instruction.</td>
</tr>
<tr>
<td>1114(b)(2)</td>
<td>Examples of how data is being reviewed in a disaggregated format to look at progress and needs of all student groups.</td>
</tr>
<tr>
<td>1114(b)(2)</td>
<td>Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders.</td>
</tr>
</tbody>
</table>

**Schoolwide Reform Strategies:**

- Examples of how schoolwide reforms increase the quality and quantity of instruction.
evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LSSs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. *(Non-Regulatory Guidance: NRG: Using Evidence to Strengthen Education Investments (September 16, 2016)*

<table>
<thead>
<tr>
<th>Schoolwide Program</th>
<th>Non-Regulatory Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSDE Schoolwide Guidance</td>
<td></td>
</tr>
<tr>
<td>MSDE Schoolwide Checklist</td>
<td></td>
</tr>
<tr>
<td>Early Learning in ESSA</td>
<td>Non-Regulatory Guidance</td>
</tr>
</tbody>
</table>

- Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc.
- Evidence to demonstrate the effectiveness of reforms.
- Applicable adjustments that were made or plan to be made to address students not making progress.

**Parent, Family and Stakeholder Engagement:**
- Evidence of the involvement of teachers, principals, and other school staff in the development of the Schoolwide plan may include:
  - SAN from School Improvement meetings
  - Written communication, including email, letters, newsletters, website
  - Surveys and survey data
- *NOTE: these items may be available in component D – Parent and Family Engagement.*

**If appropriate and applicable, coordination and integration of Federal, State, and Local programs:**
- SAN from meeting involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.)
- If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the Schoolwide plan
| Yes | No | 3. The LSS ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs. | 1114(b)(3) | Evidence of implementation of the LSS Monitoring Plan may include:  
- SAN from program monitoring  
- LSS monitoring schedule  
- Program monitoring reports  
- Email communication |
| ☑ Yes | N/A | 4. The LSS ensures it has a process for making the Schoolwide plan available to the LSS, parents, and the public. | 1114(b)(4) |  
- Schoolwide Plan on school website; handbooks, etc.  
- Samples of plans available for public |
| ☑ Yes | N/A | 5. The LSS ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable. | 1114(b)(7)(A)(iii)(V) |  
- SAN from collaboration meetings regarding transitions  
- Timelines with evidence of implementation  
- Documentation of articulation meetings if applicable. |
C. TARGETED ASSISTANCE SCHOOLS *
*If an LSS does not have any Title I Targeted Assistance Schools, proceed to next section.

MSDE Targeted Assistance School Program Guidance
MSDE Targeted Assistance School Program Checklist

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

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

John W. Logsdon, Supervisor of Federal Programs, Federal Office
### TARGETED ASSISTANCE SCHOOLS

<table>
<thead>
<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
</tr>
</thead>
</table>
| ☐ Yes     | 1a. The LSS has a school that is transitioning from a Title I targeted assistance in 2018–2019 to a schoolwide program in 2019-2020.                                                                                                                                                                                                                                                                                                                                                                         | 1114(a)(1)(B) | □ SAN documents for the following evidence of planning and technical assistance:  
  - Initial planning meeting agenda and list of participants;  
  - Whole-school orientation including agenda and signed roster of participants.  
  - Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents.)  
  - Meeting dates  
  - Plan approval process.  
  - A Letter of Intent to transition from TAS to SW, if applicable.  
  - A letter approving transition from TAS to SW, if applicable.                                                                                                                                                                                                                                                                                                                                                                           |
| ☑ NA      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ☐ Yes     | 1b. The LSS submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty.                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ☑ NA      | List Title I school(s) and School ID number below **OR attach a list on REQUIRED ATTACHMENT template:**                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|           | |   | Title I School(s) | School ID Number |
2. The LSS ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State’s challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria. (Required Attachment #1)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Developing/Implementing:
- Weighted selection criteria
  - Data sources for multiple selection criteria (by school)
- Master ranking (all students ranked showing most needy students served by grade and subject area)
- Targeted Assistance teachers and para schedules with matching student roster
  - Service delivery model
- Description of how services will be delivered to targeted assistance students at each school. (push-in/pull-out)
- Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 **in a small group setting**
- School master schedules
- Exit criteria by school

### LSS School Monitoring:
- Evidence of implementation of the LSS Monitoring Plan may include:
  - SAN from program monitoring
  - Program monitoring reports
  - Email communication
- LSS Schedules with dates for regular review for each Title I Targeted Assistance school.
3. The LSS ensures the implementation of a Targeted Assistance program includes the following seven components:
   Targeted Assistance School Checklist
   A. Use program’s resources to help eligible children meet the state’s challenging academic standards;
   B. Use methods and instructional strategies to strengthen the academic program of the school;
   C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;
   D. Provide Professional Development;
   E. Strategies to increase the involvement of parents of eligible children;
   F. If appropriate and applicable, coordinate with Federal, State, and local programs;
   G. Each Title I Targeted Assistance School will provide the LSS assurances that it will:
      (i) help provide an accelerated, high quality curriculum;
      (ii) minimize the removal of children from the regular classroom during regular school

1115(b)(2)(A-G) Program’s resources to help eligible children meet the state’s challenging academic standards may include:
   ❑ Programs, activities, and academic courses necessary to provide a well-rounded education.

Methods and instructional strategies to strengthen the academic program of the school may include:
   ❑ expanded learning time, before- and after-school, and summer programs and opportunities
   ❑ a schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Coordination with the regular education program may include:
   ❑ SAN from collaboration meetings
      o Timelines with evidence of implementation
   ❑ Documentation of articulation between regular education program and Title I

Professional Development:
| LSS ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.  | Data sources demonstrating the need for identified professional development  
San documents from professional development  
Professional development schedules, plans, and/or calendars  
See Parent and Family Engagement Section  |
|---|---|
| 4. The LSS ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children.  | LSS schedules with dates for regular review for each Title I Targeted Assistance school.  
SAN documentation of data review meetings  
Documentation of program adjustments based on data review and progress monitoring  
Student progress monitoring (evidence of progress/lack of progress)  |

| ☑ N/A | 1115 (b)(2)(G)(iii) |
D. PARENT AND FAMILY ENGAGEMENT

<table>
<thead>
<tr>
<th>MSDE Parent and Family Engagement Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSDE District Parent and Family Engagement Plan Checklist Update Link</td>
</tr>
<tr>
<td>MSDE School-level Parent and Family Engagement Plan and Compact Checklist</td>
</tr>
</tbody>
</table>

**DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:**

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

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

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

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

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

- **John W. Logsdon, Supervisor of Federal Programs, Federal Office**
- **Gene Pustolski, Interim Lead Pupil Personnel Worker, Pupil Personnel Office,**
- **Kathy Eirich, Assistant Supervisor, Special Education Office**

Title I Part A. 28
# PARENT AND FAMILY ENGAGEMENT

<table>
<thead>
<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Yes</td>
<td>1: Parent and Family Engagement Policy/Plan (LSS and School-level) &amp; School –Parent Compact</td>
<td>1116(a)(2) 1116(b) 1116(c) 1116(d)</td>
<td>LSS and School’s Parent and Family Engagement Plans and School-Parent Compact:</td>
</tr>
<tr>
<td>□ N/A</td>
<td>□ Evidence of input from parents/families</td>
<td></td>
<td>≠ Evidence of input from parents/families</td>
</tr>
<tr>
<td></td>
<td>☑ LSS Title I Parent and Family Engagement Policy/Plan (Required Attachment)</td>
<td></td>
<td>○ SANE from parent meetings</td>
</tr>
<tr>
<td></td>
<td>☑ School-Level Title I Parent and Family Engagement policy/plan;</td>
<td></td>
<td>○ Announcements/Fliers</td>
</tr>
<tr>
<td></td>
<td>☑ School-Parent compact that meets statutory requirements.</td>
<td></td>
<td>□ Parents feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>○ Translated documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>○ Receipts for accommodations/interpreters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ LSS and School’s Parent and Family Engagement Plan and School-Parent Compact is distributed and are available for parents and community:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>○ District/school website</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>○ Student handbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>○ School newsletters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>○ Plans and compact sent home via back pack/ orientation packet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Evidence that the LSS provides coordination, technical assistance, and other support to school.</td>
</tr>
</tbody>
</table>

Title I Part A. 29
<p>| ☑ Yes | 2: The LSS must plan and implement outreach (programs and activities) with meaningful consultation with parents of participating children. |
| ☐ N/A | 1116(a)(1) |
| ☑ Yes | Evidence of parent and family input in the decisions regarding the LSS plan and implementation of outreach to TI families: o SANE o Parents Feedback |
| ☐ N/A | Evidence of LSS outreach/activities o Announcements/Fliers o Translated documents o Receipts for accommodations/interpreters |
| ☑ Yes | 3. Parent &amp; Family Engagement Annual Evaluation |
| ☐ N/A | The LSS ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LSS's parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions. <em>(Required Attachment)</em> MSDE Parent and Family Engagement Guidance: Barriers |
| ☑ Yes | 1116(a)(2)(D-E) |
| ☐ N/A | Communication/outreach regarding evaluation/survey of LSS Parent and Family Engagement Plan |
| ☐ N/A | Results of data/feedback |
| ☐ N/A | Revisions to policy/plan are made, as needed, based on evaluation |
| ☐ N/A | SAN with meeting notes, if applicable |
| ☐ N/A | Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys. |</p>
<table>
<thead>
<tr>
<th>☑ Yes</th>
<th>☐ N/A</th>
<th>4. Parent and Family Engagement Reservation (Funds):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>● The LSS and schools ensure that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities.</td>
</tr>
<tr>
<td>☑ Yes</td>
<td>☐ N/A</td>
<td>5. Building Capacity for Involvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The LSS ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement.</td>
</tr>
<tr>
<td>☑ Yes</td>
<td>☐ N/A</td>
<td>6. The LSS ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.</td>
</tr>
<tr>
<td>☑ Yes</td>
<td>☐ N/A</td>
<td>1116(a)(3)(A) 1116(a)(3)(B)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Evidence of parent and family input in the decisions regarding parent and family engagement reservation:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● SANE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Announcements/Fliers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Parents Feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Translated documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Receipts for accommodations/interpreters</td>
</tr>
<tr>
<td>☑ Yes</td>
<td>☐ N/A</td>
<td>1116(e)(1-6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LSS and School Level Documentation may include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ SANE from LSS technical assistance to schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ SANE from building capacity for district and school-level (See Parent and Family Engagement Checklist under Building Capacity requirements)</td>
</tr>
<tr>
<td>☑ Yes</td>
<td>☐ N/A</td>
<td>1116(f)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Translated documents/ announcements/ fliers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Receipts for accommodations/ interpreters (Same documentations are applicable to meet requirements under EL Assurance #2)</td>
</tr>
</tbody>
</table>
| ☑ Yes | 7. The LSS ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. *(Required Attachment)* | 1116(a)(2)(B) 1116(e)(1-14) | ☐ Evidence of LSS monitoring processes of Parent and Family Engagement requirements:  
  ○ SANE from technical assistance and training |
E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

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

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

John W. Logsdon, Supervisor of Federal Programs, Federal Office
Laura Michael, Title I Specialist, Title I Office
Ellen Sause, Title I Specialist, Title I Office
<table>
<thead>
<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Yes</td>
<td>1. Delivery of Services&lt;br&gt;The LSS ensures it (select one of the following):&lt;br&gt;• Provides services directly to the eligible private school students?&lt;br&gt;• Enters into a third party contract to provide services to eligible private school students?&lt;br&gt;• Enters into a formal agreement (MOUs) with other LSS(s) to provide services to private school students? Please identify LSSs involved.&lt;br&gt;<em><strong><strong><strong><strong><strong><strong><strong><strong>&lt;br&gt;</strong></strong></strong></strong></strong></strong></strong></strong></em>&lt;br&gt;_________________&lt;br&gt;• Provide the date(s) services will begin.</td>
<td></td>
<td>❑ Copies of contracts or agreements with individuals under contract with the LSS (hourly employees), if applicable&lt;br&gt;❑ Payroll lists for Title I staff providing Title I services to participating private school children&lt;br&gt;❑ Third party vendor documentation that the LSS has transferred Title I funds to another LSS, if applicable&lt;br&gt;❑ If applicable, formal agreement (MOU)</td>
</tr>
</tbody>
</table>
The LSS ensures it has a written process for inviting private schools to participate in the Title I, Part A program. *(Required Attachment #1a)*

- Approved list of private schools and approved church exempt schools
- Letters to private school officials
  - If applicable, other forms of outreach may include: emails, phone logs, certified mail receipts, etc.
- 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)

The LSS ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LSS ensures that services to private school students start at the beginning of the school year. *(Required Attachment #1a)*

- Evidence Consultation Topics are addressed:
  - SANE documentation including topic specific agendas; emails, notes from phone calls.
- If applicable, the LSS should have a signed letter from the private school designee if the official is representing a consortium of private schools.

List of participating private school children
<table>
<thead>
<tr>
<th>Status</th>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td>The LSS ensures it provides services to private schools’ students in an equitable manner based on the needs of the participating private school.</td>
<td>8501(c)</td>
<td>Multiple selection criteria used to select for services</td>
</tr>
</tbody>
</table>
| Yes | | 5. Teachers and Families Participation  
The LSS ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116. | 1117(a)(1)(B) | Evidence of professional development for teachers, if applicable:  
- Agenda topic-specific SANE  
- List of professional development activities provided or scheduled to be provided to the classroom teachers  
- Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration.  
- Evidence of family engagement activities:  
  - 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. |
| N/A | | | | |
| Yes | N/A | 6. Dispute Resolution | The LSS ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman. | 1117(b)(2-6) | 1117(c)(2) | Yes | N/A |
| Yes | N/A | 7. Supervision and Evaluation | The LSS ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students. *(Required Attachment #1b & c)* | 1117(b)(1) | 1117 (d)(1) | Copy of dispute resolution process | If applicable, copy of communication and/or SANE between LSS, MSDE, and/or private school official working toward resolution | If applicable, evidence of resolving disagreements |

**Evidence LSS Supervises:**

**LSS Program Oversight**
- Schedules of Title I staff
- Timeline/schedules for monitoring visits
- LSS written process and procedures for monitoring private schools
- Monitoring feedback may include letters, emails, reports or notes to Title I staff providing services or private school officials on student progress
- Sample lesson plans and student work
- Consultation between LSS and third party vendor, if applicable

**Qualifications of staff providing services:**
- Teachers providing services meet state certification and licensure requirements
- Paraprofessionals providing instructional support are under direct supervision of teacher that meets state certification and licensure.
(May not apply to LSSs that use a third party provider, unless the LSS has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)

**Fiscal Oversight:**
- Title I property labels, if applicable
- Inventory list, if applicable

**Evidence of Evaluation may include:**
- Progress reports/EOY reports on effectiveness of services
- SANE documenting modification to program, if applicable.
F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

**Education for Homeless Children and Youth Program: Non-Regulatory Guidance**

**MSDE Homeless Guidance**

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

**REQUIRED ATTACHMENTS:**

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

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

**John W. Logsdon, Supervisor of Federal Programs, Federal Office**

**Gene Pustolski, Interim Lead Pupil Personnel Worker, Pupil Services Office**
## EDUCATION FOR HOMELESS CHILDREN AND YOUTH

<table>
<thead>
<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
</tr>
</thead>
</table>
| ☑ Yes     | 1. The LSS ensures that Title I funds provide educationally related support services in a coordinated effort in the LSS, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. *(Required Attachment)* | 1113(c)(3)(A)(i)                                   | ✗ Email or written communication regarding the needs of homeless students and families  
✗ Consultation Meetings with the LSS homeless education coordinator/liaison and Title I Office (SAN)  
   - copy of needs assessment used  
   - copy of homeless enrollment data  
   - copy of support services data |
| □ N/A     |                                                                                                                                                                                                           |                                                   |                                   |
| ☑ Yes     | 2. The LSS ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process. | 1113(c)(3)(A)(c)(i)                               | ✗ Collaboration meetings to determine the reservation (SAN)  
   - 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  
✗ Written/email communication with LSS homeless education coordinator/liaison) of agreed reservation set-aside for allowable activities. |
G. SUPPORT FOR FOSTER CARE STUDENTS

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

MSDE Foster Care Guidance

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

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

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

John W. Logsdon, Supervisor of Federal Programs, Federal Office
Gene Pustolski, Interim Lead Pupil Personnel Worker, Pupil Services Office

<table>
<thead>
<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Yes</td>
<td>1. The LSS ensures it collaborates with the State and local child welfare agency (DSS) to develop and implement clear written procedures and practices to ensure educational stability for children in foster care.</td>
<td>1111(g)(1)(E)</td>
<td>□ Collaboration with the child welfare agency, inclusive of the LSS foster care point of contact and the local education agency. (SAN)</td>
</tr>
<tr>
<td>□ N/A</td>
<td></td>
<td></td>
<td>□ Copy of signed and dated MOU/MOA (transportation, best interest, school of origin)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ Email communication</td>
</tr>
</tbody>
</table>
H. ENGLISH LEARNERS

Non-Regulatory Guidance: English Learners and Title III

MSDE English Learners Guidance

MSDE Title I and Title III Questions and Answers

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

REQUIRED ATTACHMENTS: N/A

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

John W. Logsdon, Supervisor of Federal Programs, Federal Office
Kathy Eirich, Assistant Supervisor of Special Education, Special Education Office

ENGLISH LEARNERS

<table>
<thead>
<tr>
<th>Check one</th>
<th>Assurances</th>
<th>Citations</th>
<th>Sample Evidence of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Yes</td>
<td>1. The LSS ensures that Title I supports a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter.</td>
<td>1112(e)(3)</td>
<td>Dated copy of completed English and/or translated version of parent notification letter with parent signature.</td>
</tr>
<tr>
<td>☐ N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>N/A</td>
<td>2. The LSS ensures that Title I supports collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education.</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>N/A</td>
<td>1116(e)(4) 1116(f)  Documentation that shows intentional practices have been implemented which may include:  ❑ Copy of communication log  ❑ Copy of interpreter receipt  ❑ Translated documents or flyers  ❑ If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet.</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>N/A</td>
<td>3. The LSS has a written process for sharing the number and percentage of English learners achieving English language proficiency.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1111(h)(2)) Documentation supporting the implementation of the written process.  ❑ Sample LSS’s report card</td>
</tr>
</tbody>
</table>
# H. FISCAL REQUIREMENTS

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

**REQUIRED ATTACHMENTS:**

1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the LSS, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.
4. Supplement not Supplant Methodology

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

- **John W. Logsdon, Supervisor of Federal Programs, Federal Office**
- **Larry McKenzie, Chief Business Officer, Finance Office**
- **Nil Grove, Chief Technology Officer, Information Technology Office**
- **Gene Pustolski, Interim Lead Pupil Personnel Worker, Pupil Personnel Office**
## FISCAL REQUIREMENTS

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Citation</th>
<th>Sample Evidence of Implementation</th>
</tr>
</thead>
</table>
| **Requirement 1- Equitable Services**  
Table 7-8  
An LSS must reserve off the top of the LSS’s Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc. | 1117(a)(4)(A)  
**New Guidance Pending** | ☐ Evidence of Equitable Services Expenditures to show Proportional Share  
- Transaction level reports  
- Salary/wages information  
- Materials, instructional supplies  
- Invoices  
- MOUs  
☐ Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies  
- Transaction level reports |
| **Requirement 2- Parent and Family Engagement**  
Table 7-9.1  
LSS must reserve at a minimum, 1% of its allocation (after Equitable Services is deducted from the total allocation) for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for | 1116 (a)(3)(A)  
1116(a)(3)(C) | ☐ Evidence of Parent and Family Engagement Expenditures  
- Procedures for allocation of 90% to schools  
- School/LSS reservations are in the LSS budget and line items can be followed from the budget  
- LSS Transaction Level Reports of Expenditures  
- Invoices, contracts, etc. |
| Requirement 3 - N&D Reservation Table 7-9.1 | 1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii) | □ Evidence of N&D Expenditures
- LSS reservations are in the LSS budget and line items can be followed from the budget
- LSS Transaction Level Reports of Expenditures
- Invoices, contracts, etc.
- Memorandum of Understanding (MOU) |
| Requirement 4 - Homeless Children and Youth Table 7-9.1 | 1113(c)(3)(A)(i) | □ Evidence of Homeless Children and Youth Expenditures |
| Reservation: | | - LSS reservations are in the LSS budget and line items can be followed from the budget
- LSS Transaction Level Reports of Expenditures
- Invoices, contracts, etc. |
| Instructional/Educational Support (If Applicable) – Costs associated with: | | - Tutoring Services, especially in shelters or other locations where homeless students live. |
- Extended learning time (before and after school, Saturday classes, summer school)
- Counseling services to address mental health issues related to homelessness that is impeding learning.
- GED testing for school-age students
- Parental involvement specifically oriented to reaching out to parents of homeless students.
- Fees for AP and IB testing.
- Items of clothing, student fees, required records, medical and dental services, outreach services.

**Homeless Liaison (If applicable):**
- Cost associated with Homeless Education Coordinator/ Liaison position.
- Reservation is in the budget.
- Job description
- Schedules (note who monitors/oversight)

**Transportation (If applicable):**
- Cost associated with Homeless Education Transportation
- Reservation is in the budget
- LSS calculation of excess cost for providing transportation
- Invoices/payment schedule for transportation

<table>
<thead>
<tr>
<th>Requirement 5- Districtwide Title I Instructional Programs Table 7-9 .2</th>
<th>34 CFR Part 200.77</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSS reservations are in the LSS budget and line items can be followed from the budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSS Transaction Level Reports of Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirement 6 - Districtwide Professional Development</td>
<td>Evidence of districtwide professional development Expenditures, if applicable:</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Table 7-9.2: LSSs 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 School System program provides for all schools. | o LSS reservations are in the LSS budget and line items can be followed from the budget  
  o LSS Transaction Level Reports of Expenditures  
  o Invoices, contracts, etc. |
| Requirement 7- Administration | Evidence of Administration Expenditures, if applicable: |
| Table 7-9.3: LSS may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost. | o LSS reservations are in the LSS budget and line items can be followed from the budget  
  o LSS Transaction Level Reports of Expenditures  
  o Invoices, contracts, etc.  
  o Indirect costs at the approved yearly rate.  
  o Travel, Office Supplies, and technology for Title I  
  o Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget |
| Requirement 8 - Support for Title I TSI Schools | LAW Reference Link for School Improvement Resource Hub |
| Table 7-9.4 | ❑ Needs Assessment  
  ❑ Root Cause Analysis (recommended)  
  ❑ Intervention Plan (includes action plan and use of evidence-based strategies) |
| Requirement 9 - Carryover Estimate Table 7-9.4 | 1127 1117(a)(4)(B) | LSS Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures  
- Funds remaining resulting from school’s unspent parent involvement funds are redistributed to Title I schools (if applicable)  
- If applicable, Waiver intent indicated in the Title I Application |
| Requirement 10-Audits | Uniform Grant Guidance (UGG) 200.501(b) | Single audits are conducted annually  
- Copies of single audit reports (2 most recent) and Corrective Action (when applicable)  
- LSS response to findings  
- MSDE follow-up reviews of findings  
- All required corrective actions form the audit findings are fully implemented within the agreed timeline.  
- Independent auditor’s report shows that the LSS has corrected all actions required. |
| Requirement 11- Rank Order | 1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 | Local finance budget reports match amounts reported in the approved Allocation Worksheet.  
- If applicable, Charter Schools are included in the ranking |
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.

<table>
<thead>
<tr>
<th>Requirement 12 - Supplement not Supplant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The LSS ensures that it uses federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds and provides a written methodology to demonstrate compliance.</td>
</tr>
</tbody>
</table>

*Required Attachment*

<table>
<thead>
<tr>
<th>Code of Federal Regulations (CFR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1118(b)</td>
</tr>
<tr>
<td>New Guidance just released</td>
</tr>
</tbody>
</table>

- Allocation Amount and Expenditures.
- Semi-annual certification (district, schoolwide, and targeted assistance).
- Time and effort for split funded staff (district, schoolwide, and targeted assistance) if applicable, to include:
  - Job descriptions
  - Time and effort reporting
  - Personnel Activity Reports (PARs)
  - Written procedures to review Time and Effort
- LSS Internal Controls and Written Procedures
- LSS Transaction Level Reports of Expenditures
- Most current, dated copy of the district’s supplement, not supplant policy and procedures document.
- The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year.
- List of Title I schools and non-title I schools inclusive of the distribution method used by the local school system for the applicable school year.
| Requirement 13 - Comparability | 1118(c)(1)(A)  
1118(c)(1)(C) | LSS provided required documentation with the Comparability report on or before December 1, 2019. |
| --- | --- | --- |
| Requirement 14 - Equipment and Related Property | EDGAR 34 CFR 80.32, UGG §200.314 | ❑ LSS Inventory  
❑ Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment  
❑ Annual physical inventory of Title I equipment  
❑ Lease agreements  
❑ Expenditure Reports  
❑ LSS Transaction Level Reports of Expenditures |

Equipment shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.

EDGAR 34 CFR 80.32, UGG §200.314  
Education Department General Administrative Regulations (EDGAR)

Elements:  
Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including
the date of disposal and sale price of the property. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Adequate maintenance procedures must be developed to keep the property in good condition.

<table>
<thead>
<tr>
<th>Requirement 15- Use of Technology Devices</th>
<th>34 C.F.R. § 80.20 (added in SY 2015-2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</td>
<td>❑ Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. ❑ Documentation that the LSS has implemented their procedures for monitoring and enforcement of their acceptable use policies. ❑ Staff Training (SANE) ❑ Corrective Actions, if applicable</td>
</tr>
</tbody>
</table>
2019-2020 Title I Application
GUIDANCE Document
Title I, Part A
Improving Basic Programs

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

Return to application

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

Section 1112(c) Assurances-- local education agency plan shall provide assurance that the local educational agency will--
(6) Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

1. The LSS ensures that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. Section 1111(g)(2)(J) 1112(c)(6)

2. The LSS ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration. Section 1111(g)(2)(J) 1112(c)(6)

3. The LSS ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements. Section 1112(c)(6) 1112(g)(2)(J)
   ____Mark N/A if there are no paraprofessionals in the schoolwide schools;
   ____the LSS has no schoolwide schools;
   ____paraprofessionals are not assigned instructional duties

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

If no, please explain.  Yes  No  NA
If no, please explain.
Not Applicable means:
There are no paraprofessionals paid with Title I funds in targeted assistance schools; or
The LSS has no targeted assistance schools.

### Implications for Application and Program Review

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

### Points of Clarification

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

- Exceptions of non-instructional staff may include:
  - One-on-one special education paraprofessionals
  - Recess monitor

### Teacher Staffing Report

**Teacher Staffing Report:** See pages 2-3 for list of critical shortage areas
5. The LSS ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. 1111(g)(1)(B) 1112(b)(2).

Section 1112 (e) PARENTS RIGHT- TO- KNOW

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

(i) Whether the teacher -
   (I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
   (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
   (III) is teaching in the field of discipline of the certification of the teacher.

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

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

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

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

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

a. annually that they may request information regarding professional qualifications of their child’s teacher, and of paraprofessionals who provide instructional services to their children. Section 1112(e)1)(A)(i)(I-III)

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

**Implications for Application and Program Review**

- The LSS will provide evidence of written communication that notifies the parents of each student attending Title I schools that they *may* request information regarding the professional qualifications of their child’s classroom teacher and if applicable the qualifications of paraprofessionals providing services to their child. The LSS will need to provide and maintain evidence of any responses to parent requests.

- The ESEA requires schools to give parents "timely" notice at the end of the four weeks. ED has not issued regulations or guidance explaining what "timely" means. To be safe, schools may want to send such notices within two weeks after they determine that teachers who are not certified taught students for four or more consecutive weeks.

B. SCHOOLWIDE PROGRAMS

**Return to application**

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

Section 1114 SCHOOLWIDE PROGRAMS

(a) In General-

(1) Use of funds for Schoolwide Programs

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

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

### Points of Clarification

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

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

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

Title I Part A. 58
(2) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;

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

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

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

COMPONENT 1: A COMPREHENSIVE NEEDS ASSESSMENT

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

(7) includes a description of—

COMPONENT 2 – A SCHOOLWIDE REFORM STRATEGIES

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

(i) provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

<table>
<thead>
<tr>
<th>Points of Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>State definition of well-rounded education: definition in the Maryland Report Card:</td>
</tr>
<tr>
<td>There are three components based on grade span:</td>
</tr>
<tr>
<td><strong>Elementary schools:</strong> The percentage of 5th graders enrolled in science, social studies, fine arts, physical education, and health</td>
</tr>
<tr>
<td><strong>Middle schools:</strong> The percentage of 8th grade students enrolled in fine arts, physical education, health, and computational learning</td>
</tr>
<tr>
<td><strong>High schools:</strong> The percentage of graduating students or students exiting high school with a certificate of program completion who met at least one of the following criteria during high school (grades 9-12):</td>
</tr>
<tr>
<td>- enrolled in an Advanced Placement or International Baccalaureate course,</td>
</tr>
<tr>
<td>- participated in dual enrollment, or</td>
</tr>
<tr>
<td>- enrolled in state-approved career and technical education (CTE) program at the CTE concentrator level or higher</td>
</tr>
<tr>
<td>For students pursuing a certificate of program completion, enrollment in a general education course meets the requirement for access to a well-rounded education</td>
</tr>
<tr>
<td>The access to a well-rounded education measure will account for 10% of the total accountability score for all schools.</td>
</tr>
</tbody>
</table>
Federal Definition Section 8101(52)

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

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;

(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and

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

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

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

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

Points of Clarification

Section 1112(c)(7)
If a LSS chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(9a) of the Head Start Act.

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

Head Start Act

Head Start Act: Section 641A

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

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

(1) IN GENERAL.—A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.
(2) FLEXIBILITY OF FUNDS.—A secondary school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of—
   (A) training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
   (B) tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
   (C) transportation to and from such program.

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

COMPONENT 3A - PARENT, COMMUNITY AND STAKEHOLDER INVOLVEMENT
The plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders paraprofessionals present in the school, (administrators of the programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to secondary school, students, and other individuals determined by the school; 1114(b)(2)

COMPONENT 3B – STRATEGIES TO INCREASE PARENT AND FAMILY ENGAGEMENT
(Maryland requires Title I schools to include parent and family engagement strategies in their schoolwide plan.) Implementing strategies to increase parent and family engagement in accordance with section 1116.

COMPONENT 4: COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL SERVICES, RESOURCES AND PROGRAMS
If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). 1114(b)(5)
Points of Clarification

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

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

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

1. Consolidating Funds (Check one):
   ☐ Federal funds
   ☐ Federal, State, local funds

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

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

2. The LSS ensures the implementation of a schoolwide program includes the following four components:
   o Comprehensive Needs Assessment
   o Schoolwide Reform Strategies
   o Parent, Family and Stakeholder Engagement
   o If applicable Coordination and Integration of Federal, State, and Local services and programs.

3. The LSS ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs. 1114(b)(3)
4. The LSS ensures it has a process for making the Schoolwide plan available to the LSS, parents, and the public. 1114(b)(4)

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

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

C. TARGETED ASSISTANCE SCHOOLS

Return to application

Section 1115 [20 U.S.C. 6315] COMPONENTS OF A TARGETED ASSISTANCE SCHOOL PROGRAM

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

Points of Clarification

- According to Schoolwide Programs Section 1114 (a)(1)(B)
  - Exception: A school that serves an eligible school attendance area in which less than 40 percent of children are from low-income families, or a school for which less than 40 percent of the families enrolled in the school are from such families, may operate a school wide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school under this part in improving academic achievement and other factors.
  - LSSs may request a waiver with the State to operate a school wide program in any school with less than 40 percent poverty if the LSS and school deem a school wide program will best serve the needs of the students.
(b) Targeted Assistance School Program-To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section shall —
   (1) determined which students will be served;
   (2) serve participating students identified as eligible children under subsection (c) including by-
       (A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;

In Maryland, eligible students are the students that are identified to be served as participating students from the eligible population. For the purpose of the document, eligible students will refer only to participating students.

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

There are three components based on grade span:
**Elementary schools:** The percentage of 5th graders enrolled in science, social studies, fine arts, physical education, and health

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

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

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

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

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

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

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

Title I Part A. 67
(i) expanded learning time, before- and after-school, and summer programs and opportunities; and
(ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);

### Points of Clarification

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

### Implication for Program Review

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

(C) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs;
(D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program;

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

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

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

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

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

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

(c) Eligible Children-

(1) Eligible Population-

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

(i) children not older than 21 age who are entitled to a free public education through grade 12, and

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

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

**Points of Clarification**

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

(2) Children included-

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

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

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

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

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

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

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

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

Points of Clarification

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

Implication for Program Review

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

(e) Special Rules-

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

(2) Comprehensive Services- If-

(A) health, nutrition, and other social services are not otherwise available to eligible children in a targeted assistance school and such school, if appropriate, has engaged in a comprehensive needs assessment and established a collaborative partnership with local service providers; and

(B) funds are not reasonably available from other public or private sources under this part may be used as last resort to provide such services including-

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

### Implications for Program Review

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

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

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

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

If applicable,
1a. The LSS has a school that is transitioning from a Title I targeted assistance in 2018– 2019 to a schoolwide program in 2019-2020.
   *(Required Attachment #3)*

1b. The LSS submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty. *(Required Attachment
    #3)*
List Title I school(s) and School ID number below:

<table>
<thead>
<tr>
<th>Title I School(s)</th>
<th>School ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The LSS ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State’s challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria. 1115(c)(1)(B)

2. The LSS ensures the implementation of a Targeted Assistance program includes the following seven components: 1115(b)(2)(A-G)

   A. Use program’s resources to help eligible children meet the state’s challenging academic standards;
   B. Use methods and instructional strategies to strengthen the academic program of the school;
   C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;
   D. Provide Professional Development;
   E. Strategies to increase the involvement of parents of eligible children;
   F. If appropriate and applicable coordinate with Federal, State, and local programs;
   G. Each Title I Targeted Assistance School will provide the LSS assurances that it will:
      (i) help provide an accelerated, high quality curriculum;
      (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and
(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

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

<table>
<thead>
<tr>
<th>Implication for Program Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Representatives from the offices listed must participate in the Annual Title I Program Review.</td>
</tr>
</tbody>
</table>
D. PARENT AND FAMILY ENGAGEMENT

Return to application

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

Section 1116: District Level Parent and Family Engagement Policy

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

a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) WRITTEN POLICY- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations and objectives for meaningful parent and family involvement, and describe how the agency will —

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate.

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
   (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
   (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
   (iii) strategies to support successful school and family interactions;

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

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

<table>
<thead>
<tr>
<th>Points of Clarification: Definition of Evidence based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of Evidence-based Parent and Family Engagement Strategies:</td>
</tr>
<tr>
<td>● <strong>Title I Family Involvement Team Training (FITT):</strong> Frederick County</td>
</tr>
<tr>
<td>● <strong>Home Visits initiative:</strong> Charles County</td>
</tr>
</tbody>
</table>
II. **School Level Parent and Family Engagement Plan Review**

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY-

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

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

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

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

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

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

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

3) RESERVATION-

1. IN GENERAL—Each local educational agency shall reserve at least 1 percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if 1 percent of such agency’s allocation under subpart, 2 for the fiscal year for which the determination is made is $5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than 1 percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

2. PARENT AND FAMILY MEMBER INPUT- Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

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

Points of Clarification

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

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

   (i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers,
principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

(ii) Supporting programs that reach parents and family members at home, in the community, and at school.

(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.

(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.

(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency’s parent and family engagement policy.”

<table>
<thead>
<tr>
<th>Points of Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>(iii) - MSDE uses “evidence-based practices” and not “best practices” (reference iii above).</td>
</tr>
<tr>
<td>(iv) - Subgrants are allowed. LSSs must note that subgrants can increase the level of risk that the LSS assumes.</td>
</tr>
</tbody>
</table>

1: Parent and Family Engagement Policy/Plan (LSS and School-level) and School – Parent Compact 1116(a)(2) 1116(b)(c)(d)
The LSS ensures it has a process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written:
- LSS Title I Parent and Family Engagement Policy/Plan
- School-Level Title I Parent and Family Engagement policy/plan;
- School-Parent Compact

2: Parent & Family Engagement Annual Evaluation 1116(a)(2)(D-E)
The LSS ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LSS’s parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions.

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

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

Implications for Program Review

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

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.

Points of Clarification for Section 1117

References

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

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

(a) GENERAL REQUIREMENT.—

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

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

Points of Clarification
Examples of Title I services that may be provided include:

- Counseling
- One-on-one tutoring
- Educational radio and television
- Dual or concurrent enrollment
- Mentoring
- Mobile educational equipment
- Computer equipment and technology

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

(3) EQUITY.—
(A) IN GENERAL.—Educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating under this part, and shall be provided in a timely manner.
(B) OMBUDSMAN.—To help ensure such equity for such private school children, teachers, and other educational personnel, the State educational agency involved shall designate an ombudsman to monitor and enforce the requirements of this part.
The results of agreements following consultation must be transmitted to the SEA’s equitable services Ombudsman. The Ombudsman should establish a process for receiving documentation of agreements from each LSS.

(4) EXPENDITURES.—

(A) DETERMINATION.—

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

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

Points of Clarification

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

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

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

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

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

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

(A) how the children’s needs will be identified;
(B) what services will be offered;
(C) how, where, and by whom the services will be provided;
(D) how the services will be academically assessed and how the results of that assessment will be used to improve those services;
(E) the size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined;
(F) the method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools;
(G) how and when the agency will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
(H) how, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor;
(I) whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
(J) whether to provide equitable services to eligible private school children—(i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
(K) when, including the approximate time of day, services will be provided; and
(L) whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1)to provide services to eligible private school children participating in programs.
Points of Clarification

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

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

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

(2) DISAGREEMENT.—If a local educational agency disagrees with the views of private school officials with respect to an issue described in paragraph (1), the local educational agency shall provide in writing to such private school officials the reasons why the local educational agency disagrees.

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

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

(5) DOCUMENTATION—Each local educational agency shall maintain in the agency’s records and provide to the State educational agency involved a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials’ belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State educational agency.
(6) COMPLIANCE.—
(A) IN GENERAL—A private school official shall have the right to file a complaint with the State educational agency asserting that the local educational agency did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the private school official, or did not make a decision that treats the private school students equitably as required by this section.
(B) PROCEDURE—If the private school official wishes to file a complaint, the official shall provide the basis of the noncompliance with this section by the local educational agency to the State educational agency, and the local educational agency shall forward the appropriate documentation to the State educational agency.
(C) STATE EDUCATIONAL AGENCIES—A State educational agency shall provide services under this section directly or through contracts with public or private agencies, organizations, or institutions, if the appropriate private school officials have—
   (i) requested that the State educational agency provide such services directly; and
   (ii) demonstrated that the local educational agency involved has not met the requirements of this section in accordance with the procedures for making such a request, as prescribed by the State educational agency.

(c) ALLOCATION FOR EQUITABLE SERVICE TO PRIVATE SCHOOL STUDENTS—
(1) CALCULATION—A local educational agency shall have the final authority, consistent with this section, to calculate the number of children, ages 5 through 17, who are from low income families and attend private schools by—
   (A) using the same measure of low income used to count public school children;
   (B) using the results of a survey that, to the extent possible, protects the identity of families of private school students, and allowing such survey results to be extrapolated if complete actual data are unavailable;
   (C) applying the low-income percentage of each participating public school attendance area, determined pursuant to this section, to the number of private school children who reside in that school attendance area; or
   (D) using an equated measure of low income correlated with the measure of low income used to count public school children.
(2) COMPLAINT PROCESS—Any dispute regarding low-income data for private school students shall be subject to the complaint process authorized in section 8503.

(d) PUBLIC CONTROL OF FUNDS—
(1) IN GENERAL—The control of funds provided under this part, and title to materials, equipment, and property purchased with such funds, shall be in a public agency, and a public agency shall administer such funds, materials, equipment, and property.
(2) PROVISION OF SERVICES—
   (A) PROVIDER.—The provision of services under this section shall be provided—
      (i) by employees of a public agency; or
      (ii) through contract by such public agency with an individual, association, agency, or organization.
   (B) REQUIREMENT.—In the provision of such services, such employee, individual, association, agency, or organization shall be independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency.
   (e) STANDARDS FOR A BYPASS.—If a local educational agency is prohibited by law from providing for the participation in programs on an equitable basis of eligible children enrolled in private elementary schools and secondary schools, or if the Secretary determines that a local educational agency has substantially failed or is unwilling, to provide for such participation, as required by this section, the Secretary shall—
      (1) waive the requirements of this section for such local educational agency;
      (2) arrange for the provision of services to such children through arrangements that shall be subject to the requirements of this section and sections 8503 and 8504; and
      (3) in making the determination under this subsection, consider one or more factors, including the quality, size, scope, and location of the program and the opportunity of eligible children to participate.

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

2. LSS ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LSS ensures that services to private school students start at the beginning of the school year. 1117 (b)(1-5) (Required Attachment #1a)

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

4. Teachers and Families Participation: The LSS ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116. 1117 (a)(1)(B)
5. Dispute Resolution
The LSS ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman. 1117(b)(2-6) 1117(c)(2)

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

7. Delivery of Services
The LSS ensures it (select one of the following):
• Provides services directly to the eligible private school students?
• Enters into a third party contract to provide services to eligible private school students?
• Enters into a formal agreement (MOUs) with other LSS(s) to provide services to private school students?

Please identify LSSs involved.

Provide the date(s) services will begin.

Resources

MSDE Equitable Services State Ombudsman – Resource Page
F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

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

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

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

Points of Clarification

Examples, but not limited to –
- Conducting a LSS needs assessment to look at homeless student enrollment averages or trends in the district;
- Review/discussion of other factors such as, state and federal education grants that can provide the same or similar services;
- A review/discussion of available community resources;
- Review/discussion of what is necessary and reasonable for each student to fulfill the purposes of the Title I and McKinney-Vento programs in the LSS;
- Effectiveness of past activities in accomplishing the goals of both programs for individual students as well as the overall programs;
- Ensuring the LSS liaisons attend Title I conferences/in-service PD days and Title I coordinators attend homeless education conferences and in-service PD days;
- Sharing Title I and Homeless Education handbooks with other program staff;
- Leading district-wide efforts to make organizational accommodations for eligible students in such areas as transportation, remaining in the school of origin, records transfer, class scheduling, and special services that will help them enroll, attend, and succeed in school;
- Ensuring that the needs of highly mobile students are included in the school improvement plans and not addressed as a separate
Title I, Part A funds may be used to provide a wide variety of services to students experiencing homelessness. Title I, Part A funds may be used to provide services to homeless students in Title I schools only the services are not ordinarily provided to other Title I students. (ESEA Section 1113(c)(3)(C)(ii).

### Points of Clarification

Examples, but not limited to -

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

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

Title I, Part A reserved funds may be used to fund all or part of the LSS’s Homeless liaison’s salary. In addition, if an LSS is using Title I to fund an additional staff as necessary, (e.g. case manager) those duties must be specifically related to the strategies, activities and requirements under the McKinney-Vento Education for Homeless Children and Youth Program.
2. The LSS ensures that it uses a method for determining the homeless reservation set-aside, whether by a needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process.

**Implications for Program Review**

- Representatives from the offices listed on #3 must participate in the Annual Title I Program Review.
G. SUPPORT FOR FOSTER CARE STUDENTS

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

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

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

Points of Clarification

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

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

COLLABORATION:

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

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

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

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

Implications for Program Review

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

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

Implications for Program Review

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

H. ENGLISH LEARNERS

Return to application

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

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

   English Learners: Eligibility, Guidance, and Laws
   Parent Notification Letter with Translations
   Dear Colleague Letter: English Learner Students and Limited English Proficient Parents (1/7/15)

<table>
<thead>
<tr>
<th>Points of Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provisions moved from TIII to TI</td>
</tr>
<tr>
<td>○ EL parental notification regarding LIEPS and related information (1112(e)(3))</td>
</tr>
<tr>
<td>○ Parental participation (regular EL parent meetings) (1116(f))</td>
</tr>
<tr>
<td>○ Reporting to the State on the number and percentage of ELs achieving ELP (1111(h)(2))</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implications for Program Review – Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Copy of completed English and translated version of parent notification letter with parent signature on either English or translated version</td>
</tr>
</tbody>
</table>

2. LSS assures that Title I funds support collaboration with the federal, state, and local programs to develop intentional practices to implement an effective means of outreach to parents of ELs regarding their education. (1116(f))
3. LSS assures that it has a process for sharing the number and percentage of English learners achieving English language proficiency. (1111(h)(2))

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

Resources

- MSDE Title III Website
- Title I and Title III Questions and Answers
Ineffective teacher – An educator who is deemed unsuccessful by a State approved local evaluation model.

Out-of-field teacher – Teachers teaching in a subject they are not certified to teach.

Inexperienced teacher – Inexperienced teachers in the first year include teachers with a year of experience or less. Inexperienced teachers 1-3 years include teachers with one to three years of experience.

Low-income student – Maryland uses the Free and Reduced Price Meal (FARMS) data and ranks the schools based on the percentage of those students within each school in MD from low to high. Each school is designated as either an elementary or secondary school. One calculation includes all elementary schools in the state and the other includes all the secondary schools in the state. The quartiles are determined as two distinct calculations. Quartiles are assigned with the 1st quartile being lowest poverty (non-poor) and the 4th quartile being highest poverty (poor). Each quartile contains the elementary schools in that quartile and the secondary schools in that quartile.

Minority student – Maryland defines minority students as those in all racial categories with the exception of white, to include: Hispanic/Latino of any race, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Two or more Races. Quartiles are assigned with the 1st quartile being low minority and the 4th quartile being high minority.

Certified teachers – Teachers holding a certification other than a Conditional Certification or a Provisional Certification. These certifications are Professional Eligibility Certificate (PEC). Standard Professional I Certification (SCPI), Advanced Professional Certificate (APC), or Resident Teacher Certificate (RTC).

All teachers – Includes all teachers in either poor, non-poor, minority, or non-minority schools.

Rates and Disproportionalities – Using the definitions provided and data demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools note receiving funds under Title I, Part A.

SOURCE: Maryland Consolidated State Plan, December 5, 2016. Educator Equity, pp.74-75.
**Schoolwide Program Plan Components Checklist**

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

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

**Return to application**

<table>
<thead>
<tr>
<th>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)]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Things to consider:</strong></td>
</tr>
<tr>
<td>□ What types of qualitative and quantitative data are being collected?</td>
</tr>
<tr>
<td>o Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement.</td>
</tr>
<tr>
<td>o 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.</td>
</tr>
<tr>
<td>□ What are the strengths of students, teachers, school and community? What are their needs?</td>
</tr>
<tr>
<td>□ What are the contributing factors to academic strengths and needs?</td>
</tr>
<tr>
<td>□ How is the data being used by administration, teachers and parents to guide decisions and instruction?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Schoolwide Reform Strategies that address school needs including a description of how strategies will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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);</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>□ Counseling, school-based mental health programs, specialized instructional support services;</td>
</tr>
<tr>
<td>□ Preparation for and awareness of opportunities for postsecondary education and the workforce;</td>
</tr>
<tr>
<td>□ Schoolwide tiered model to prevent and address problem behavior;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3B. Strategies to Increase Parent and Family Engagement (Section 1116)</strong></td>
</tr>
<tr>
<td><strong>Things to consider:</strong></td>
</tr>
<tr>
<td>□ How will parents, families, and community members be involved in developing the schoolwide plan?</td>
</tr>
<tr>
<td>□ How will teachers, principals, and other school staff be involved in developing the schoolwide plan?</td>
</tr>
</tbody>
</table>

| 4. Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in |

Title I Part A. 99
<table>
<thead>
<tr>
<th>Things to consider:</th>
<th>Things to consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How is data being reviewed in a disaggregated format to look at progress and needs of all student groups?</td>
<td>- Professional development and other activities for teachers;</td>
</tr>
<tr>
<td>- How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders?</td>
<td>- Strategies to assist preschool children in transition</td>
</tr>
</tbody>
</table>

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

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

协调和整合与其他联邦、州和地方服务、资源和项目，如支持此法案的项目，暴力预防项目，营养项目，住房项目，Head Start项目，成人教育项目，职业和技术教育项目，以及实施综合支持和改进活动或目标支持和改进活动的学校。1111(d)。1114(b) (5)

**Title I Part A. 100**
Every Student Succeeds Act (ESSA) - TARGETED ASSISTANCE PROGRAM CHECKLIST

Return to application

1115. TARGETED ASSISTANCE SCHOOLS

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

<table>
<thead>
<tr>
<th>Eligible Children</th>
<th>check</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection for eligible students. (Section 1115 (c)(1)(B))</strong></td>
<td></td>
</tr>
<tr>
<td>Eligible children are children identified by the school as failing; or most at risk of failing, to meet academic standards on the basis of multiple educationally related objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through 2 grade shall be selected solely on the basis of criteria, including objective criteria established by the local educational agency and supplemented by the school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seven Components of a TAS Program (1115 (b)(2)(A-G))</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education;</td>
<td></td>
</tr>
<tr>
<td>(B) use methods and instructional strategies to strengthen the academic program of the school through activities, which may include- (i) extended learning time, before- and after-school, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.);</td>
<td></td>
</tr>
<tr>
<td>(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</td>
<td></td>
</tr>
</tbody>
</table>
program under subpart 2 of part B of title II,-or State-run preschool programs to elementary school programs;

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

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

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

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

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

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

(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.
The LEA has a current year parent and family engagement plan/policy. Yes ___ No ___ Section 1116 (a)(2)

<table>
<thead>
<tr>
<th>A. Written Policy (Section 1116 (a)(1)(2))</th>
<th>M</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In consultation with parents of participating children, the LSS conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. LSS's establishes expectations and objectives for meaningful parent and family involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 1116 (a)(1)(2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Parent and family member input:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)
   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.

7. The LEA’s policy/plan includes at least one of the following strategies:
   a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies.
   b. Supporting programs that reach parents and family members at home, in the community, and at school.
   c. Disseminating information on best practices focused on parent and family engagement.
   d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
   e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency’s parent and family engagement policy/plan.

B. *Building Capacity: Section 1116(a)(2)(B)

<table>
<thead>
<tr>
<th>The Plan describes how the LEA will build the schools’ and parents’/families capacity for parental involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>C.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Does the school have a current year school parent and family engagement plan and school parent compact?

<table>
<thead>
<tr>
<th>A. General Requirements: Section 1116 (b) (d)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jointly developed, and distributed to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Parent and Family Engagement Plan _______</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. School-Parent Compact ___________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Policy Involvement: Section 1116 (c)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. School Parent and Family Engagement Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Schoolwide plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Shared Responsibility: Section 1116 (d) - School-Parent Compact

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

2. **School Responsibilities:** Describe how the school will:
   - Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1)
   - Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A)
   - Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B)
   - Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C)
   - Ongoing basis, ensuring regular two-way, meaningful communication between home and school, and in a language the family members can understand. Section 1116 (d)(2)(D)

3. **Parent Responsibilities:** Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, use of extracurricular time.) Section 1116 (d)(1)

4. **Student Responsibilities:** Describe ways students will support their own academic achievement. Section 1116 (d)

D. Building Capacity: Section 1116 (e)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

The Plan describes how the school will build the schools’ and parents/families capacity for parental involvement

1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child’s progress, and how to work with educators to improve the achievement of their children
   - Section 1116 (e)(1)
2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology.  
   Section 1116 (e)(2)

3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child’s educational process.  
   Section 1116 (e)(3)

4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers.  
   Section 1116 (a)(2)(C) and (e)(4)

5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand.  
   Section 1116 (e)(5)

6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request.  
   Section 1116 (e)(14)

E. Accessibility: Section 1116 (f)

To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.  
Section 1116 (f)
Equitable Services Topics of Consultation:

Below are the topics that should be discussed in consultation for each Title program. Please mark if topics have been addressed:

<table>
<thead>
<tr>
<th>Section 1117(b)(1)</th>
<th>Consultation Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>How the children’s needs will be identified.</td>
</tr>
<tr>
<td>B.</td>
<td>What services will be offered.</td>
</tr>
<tr>
<td>C.</td>
<td>How, where, and by whom the services will be provided.</td>
</tr>
<tr>
<td>D.</td>
<td>How the services will be academically assessed and how the results of that assessment will be used to improve those services</td>
</tr>
<tr>
<td>E.</td>
<td>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</td>
</tr>
<tr>
<td>F.</td>
<td>The method or sources of data that are used to determine the number of children from low-income families in participating school attendances areas who attend private schools</td>
</tr>
<tr>
<td>G.</td>
<td>How and when the LSS will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers</td>
</tr>
<tr>
<td>H.</td>
<td>How, if the LSS disagrees with the views of the private school officials on the provision of services through a contract, the LSS will provide in writing to such private school official an analysis of the reason why the LSS has chosen not to use a contractor</td>
</tr>
<tr>
<td>I.</td>
<td>Whether the LSS shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>J.</strong></td>
<td>Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in participating school attendance area who attend private schools or (2) in the LSS's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools</td>
</tr>
<tr>
<td><strong>K.</strong></td>
<td>When, including the approximate time of day, services will be provided</td>
</tr>
<tr>
<td><strong>L.</strong></td>
<td>Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. If a Local School System (LSS) has Title I targeted assistance schools (TAS), what funds should be used to send the parent notification letter to English learners (ELs)? Would the school use Title I funds only to include ELs that come up in the Title I ranking process?</td>
<td>For TAS, Title III funds will continue to pay for expenses associated with the parent notification letter for all ELs.</td>
</tr>
<tr>
<td>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?</td>
<td>As the requirement of sending the parent notification letter to parents/guardians of ELs has been moved from Title III to Title I, the two offices in the LSS must collaborate. ESOL teachers can still be responsible for actually sending the letter, and the copy of the parent notification letter must be kept in the student’s cumulative folder in the school. Title I will pay for expenses associated with sending the parent notification letter to ELs in all Title I Schoolwide schools, and Title III will continue to pay for expenses associated with the parent notification letter for ELs in TAS and non-Title I schools.</td>
</tr>
<tr>
<td>3. How do we ensure that the Lau v. Nichols requirements are being met before Title I or Title III funds can be used?</td>
<td>Per the 1970 Memorandum and Lau v. Nichols, LSSs must take affirmative steps to provide meaningful language instruction educational programs to ELs such as ESOL and ESL. Therefore, LSSs should have procedures in place for identifying and assessing ELs, implement an EL curriculum, and allocate an appropriate number of teachers per EL enrollment. These activities should be conducted using local funds. The MSDE (Title I and Title III offices) will conduct monitoring visits to ensure local funds are being used to meet the Lau v. Nichols as well as Office of Civil Rights (OCR) requirements.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. What is the &quot;English Language Proficiency (ELP) Indicator&quot; for the Title I monitoring visit? What does Title I need?</td>
<td>The ELP Indicator is Maryland’s new accountability measure for ELs. The Title I and Title III offices will be working closely to provide technical assistance on requirements that were moved from Title III to Title I to LSSs as needed. In addition, Title I Coordinators will receive the updated Title I, Part A Application, Guidance document, and the monitoring tool at the Title I coordinators’ meeting in May outlining how this indicator will impact the Title I, Part A monitoring visit.</td>
</tr>
<tr>
<td>5. What are the academic guidelines that we should follow in order to implement supplemental academic supports for ELs?</td>
<td>ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual Language Immersion Programs) through locally funded English language development program services such as ESOL and ESL. If an LSS has a large number of ELs in Title I schools, the LSS may hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs.</td>
</tr>
<tr>
<td>6. We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?</td>
<td>Yes, that’s OK, but because the LSS has been using local funding for interpretation and translation, the LSS cannot use Title I or Title III funds to conduct such activities in the future. Title III funds still can be used to pay for such expenses, but the available funds are limited.</td>
</tr>
<tr>
<td>7. For the ELP indicator, if ELs are in ESOL, they haven’t met the state exit criteria yet, so how am I providing this data to our Title I supervisor?</td>
<td>The school-level ELP results will be shared with LSSs from both the Title I and Title III offices. The information can also be accessed on mdreportcard.org website.</td>
</tr>
<tr>
<td>8. Can ELs receive their services through an ELD program not led by a certified ESOL teacher?</td>
<td><strong>No.</strong> In Maryland we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers. The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion Program that serves as the ELD program for ELs.</td>
</tr>
</tbody>
</table>

---

1 This decision will be determined on a case-by-case basis in consultation with MSDE’s EL/Title III Office.
Frederick County Public Schools (FCPS): Title I Family Involvement Team Training (FITT)

Return to Guidance

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

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

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

Title I Parents have found their voice through this partnership.

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

Return to Guidance

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

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

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

- Make appointments in advance, and schedule the visit to accommodate family schedules. Find out if a brief 20-30 minute visit is feasible. The initial contact can be made by letter (see sample below) or telephone. Follow up with reminders (written note, phone call).

- Be clear about the purpose of your visit (get to know family, share curriculum materials). Assure the family that the purpose is not to pass judgment on the family members or their home.

- If calling by phone, practice how you will explain the purpose of the home visit to the family member when you call so your first communication goes smoothly.

- Learn names of family members. Learn about the family’s culture so you can predict their language uses, social expectations and traditions. Arrange to take an interpreter with you if needed.

- Plan a brief agenda and think about ways to initiate topics without playing “20 questions.”
  - How will you introduce yourself and establish rapport?
  - What do you want to know about the parents (background, interests, hopes and dreams, goals for child)?
  - What do you want to know about the child (interests, significant experiences, upcoming events, strengths, perceived learning needs, interactions with others)?
  - What student artifacts will you take to the home to share (student work, iPad recording of student explaining their thinking with parent permission, artwork, project, etc.)?

- Learn about the area in which your student’s family lives and make plans to address safety issues as you would in visiting any unfamiliar area. Make sure someone else knows where you are going, or pair up with another teacher. If you have a cell phone, take it with you.
REQUIRED ATTACHMENTS
(Complete this section and submit with the Title I, Part A Application)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

Return to application
## A. STAFF CREDENTIALS AND CERTIFICATIONS

Return to application

### REQUIRED ATTACHMENTS:

1. A written process to ensure the LSS:
   a. has all teachers and paraprofessional in Title I schools meet applicable state certification and licensure requirements.
   b. coordinates certification and licensure notification between Human Resources, the Title I Office and school administration.
   c. 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.
   d. has a timeline to notify parents.

#### A.1.a.

**Process for Hiring Certified/Licensed Teachers**

1. Only certified and licensed candidates are interviewed by the ACPS Elementary Interviewing Team. Human Resources initially screens candidates and makes recommendations for candidates to interview. Consequently, all Title I schools are staffed by certified and licensed teachers in core content areas.

2. Certification and licensure information for teachers is shared with supervisors (including Title I) and school administrators as part of the evaluation process.

#### A.1.a.

**Process for Hiring Certified/Licensed Paraprofessionals**

1. The ACPS Interview Team initially gives preference for interviews candidates who are certified/licensed.

2. If a candidate is not certified/licensed at the time of hiring, their contract specifically requires the paraprofessional to take the ParaPro by December and March of the hiring year and the candidate must pass the test by the end of the first year, or paraprofessional is not be rehired.

Title I Part A. 117
3. This has become necessary due to the lack of qualified candidates and the mandates to fill positions especially in Early Childhood and Special Education.

4. Every effort has been made by the LSS to hire certified personnel. The system monitors applicants daily to search for certified personnel. Mentor teachers and other certified personnel serve as mentors for the uncertified instructional assistants.

5. The Supervisor of Human Resources, the Supervisor of Special Education and the Supervisor of Federal Programs regularly monitor the IA substitute list for certified instructional assistant potential applicants.

A.1.b. Coordination of Certification and Licensure Information with ACPS Departments

1. Certification information is maintained by Human Resources and is posted on the CGI website.

2. Administrators including the Supervisor of Federal Programs have access to this website so that certification information for teachers is available.

3. Administrators may contact Human Resources for instructional assistant certification/licensure information.

A.1. c. Procedures for Identifying Disparities in Low-Income/Minority Schools for Students Being Taught by Ineffective, New, Inexperienced or Out-of-Field Teachers

1. Obtain student enrollment information from the June 30th enrollment for each elementary school based on Comparability data.

2. Identify the number of minority students based on the June 30th enrollment data at each elementary school. Contact Information Technology – Jr. Programmer for data.

3. Determine number of teachers at each elementary school based on Comparability data.

4. Low income schools are identified as Title I schools. Non Low income schools are non-Title I schools.

5. Determine if there are any out of field or unqualified teachers in elementary schools.

Ineffective Teachers

6. Using results from the TPE system, identify the number of teachers who received an Ineffective rating at each elementary school. (no names) Contact Information Technology - Web Developer for data.
7. For all Title I schools, divide the number of Ineffective teachers by the total number of teachers to determine the percentage of Ineffective teachers in Title I schools.
8. Repeat for non-Title I schools.
9. Compare the Ineffective rates by subtracting the percentages to determine the disproportionality.
10. Determine the percentage of minority students in Title I schools by dividing the number of minority students in Title I schools by the number of ineffective teachers in Title I schools. Repeat for non-Title I schools.
11. Compare the Ineffective rates by subtracting the percentages to determine the disproportionality.

**New Teachers**

1. Contact the Supervisor of Professional Development to determine the number of first year teachers in each school.
2. Add the number of first year teachers in Title I schools and divide by the total number of teachers in Title I schools to determine the percentage of inexperienced teachers.
3. Repeat for non-Title I schools.
4. Subtract the percentages to determine the disproportionality.
5. Add the number of inexperienced teachers in Title I schools. Determine the percentage of minority students in Title I schools taught by inexperienced teachers by dividing the number of minority students in Title I schools by the number of inexperienced teachers in Title I schools. Repeat for non-Title I schools.
6. Repeat for non-Title I schools.
7. Subtract the percentages to determine the disproportionality.

**Inexperienced Teachers**

1. Contact the Supervisor of Professional Development to determine the number of second and third year teachers in each school.
2. Add the number of second and third year teachers in Title I schools and divide by the total minority students in Title I schools to determine the percentage of inexperienced teachers.
3. Repeat for non-Title I schools.
4. Subtract the percentages to determine the disproportionality.
5. Add the number of inexperienced teachers in Title I schools. Determine the percentage of minority students in Title I schools taught by inexperienced teachers by dividing the number of minority students in Title I schools by the number of inexperienced teachers in Title I schools. Repeat for non-Title I schools.
6. Repeat for non-Title I schools.
7. Subtract the percentages to determine the disproportionality.

**Out of Field or Unqualified Teachers**

1. Contact the Office of Human Resources to determine if there are any Out of Field or Unqualified Teachers teaching in any elementary schools.
2. Follow the procedures for inexperienced teachers to determine these percentages.

Record all information on the tables.

Disparities in Low-Income and Minority Students by Ineffective, New, Inexperienced or Out-of-Field Teachers in Title I and Non-Title I Schools

Data from 2018-2019

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Rate at which students are taught by an ineffective teacher</th>
<th>Disproportionality between rates</th>
<th>Rate at which students are taught by an inexperienced (1,2,3 year) teacher</th>
<th>Disproportionality between rates</th>
<th>Rate at which students are taught by Out of field or Unqualified Teachers</th>
<th>Disproportionality between rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>0%</td>
<td>0</td>
<td>55/370</td>
<td>14.86%</td>
<td>+1.13</td>
<td>1/370</td>
</tr>
<tr>
<td>Title I Schools</td>
<td></td>
<td></td>
<td></td>
<td>+.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non Low Income</td>
<td>0%</td>
<td>0</td>
<td>7/51</td>
<td>13.73%</td>
<td>-1.13</td>
<td>0/51</td>
</tr>
<tr>
<td>Non-Title I Schools</td>
<td></td>
<td></td>
<td></td>
<td>-27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority Students</td>
<td>0%</td>
<td>0</td>
<td>530/55</td>
<td>93%</td>
<td>+2.49</td>
<td>1/370</td>
</tr>
<tr>
<td>Title I Schools</td>
<td></td>
<td></td>
<td></td>
<td>+.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority Students</td>
<td>0%</td>
<td>0</td>
<td>50/7</td>
<td>7.14%</td>
<td>-2.49</td>
<td>0/51</td>
</tr>
<tr>
<td>Non-Title I Schools</td>
<td></td>
<td></td>
<td></td>
<td>-.27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## A.1.d. Timeline for Right to Know Parent/Family Notification

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Person Responsible</th>
<th>Required Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Administrator Technical Assistance Meeting (July/August)</td>
<td>Supervisor of Federal Programs</td>
<td>Distributes MEMO notifying administrators to distribute letter to parents/families that they have a right to request information regarding the certification/licensure status of their child’s teacher or instructional assistant. Letter is distributed. Documentation is maintained in each school’s Title I Compliance Notebook and ACPS documentation.</td>
</tr>
<tr>
<td>August</td>
<td>Principal</td>
<td>Prepares notification letter for parents/families.</td>
</tr>
<tr>
<td>First day of school</td>
<td>Principal</td>
<td>Distributes notification letter to parents/families. Maintains copy of letter for Title I Compliance Notebook.</td>
</tr>
<tr>
<td>September</td>
<td>Supervisor of Federal Programs</td>
<td>Prepares and distributes to schools a Title I Newsletter for parents/families, which informs them of their Right to Know.</td>
</tr>
<tr>
<td>September</td>
<td>Principal</td>
<td>Distributes copies of the Title I Newsletter to parents/families. Maintains copy of newsletter in each school’s Title I Compliance Notebook and ACPS Title I documentation.</td>
</tr>
<tr>
<td>Timeframe</td>
<td>Responsible</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>September - June</td>
<td>HR, Title I Office</td>
<td>Parent notification letters are sent within 20 days from the beginning employment date for a substitute or teacher who is not certified or licensed.</td>
</tr>
<tr>
<td>September - June</td>
<td>Teachers</td>
<td>Student grades, assessment information, attendance and discipline data are posted on ASPEN. Parents are given access to their child’s information annually.</td>
</tr>
<tr>
<td>September</td>
<td>District</td>
<td>State testing results are sent home to parents by the Coordinator of Accountability. The results are also posted on each student's ASPEN profile.</td>
</tr>
<tr>
<td>September</td>
<td>Supervisor of Federal Programs</td>
<td>Contacts Public Information Officer to post the Right to Know information of the ACPS website.</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Principal</td>
<td>Shares Right to Know information in a school communication. \nMaintains copy in Title I Compliance Notebook.</td>
</tr>
<tr>
<td>September (or when available)</td>
<td>Administrative Coordinator of Testing</td>
<td>Test results are shared with parents utilizing the information provided through MSDE.</td>
</tr>
</tbody>
</table>

**STAFF RESPONSIBLE**
John W. Logsdon, Supervisor of Federal Programs, Federal Office  
Jeffrey S. Blank, Interim Superintendent, Administration  
Steven R. Wilson, Supervisor, Human Resources
4. SCHOOLWIDE PROGRAMS

REQUIRED ATTACHMENT:

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

B.1. Process for Developing Schoolwide Plans

1. Schools receive a systemwide template for the School Improvement Plan from the Chief Academic Officer.
2. Title I schools receive a template for the required schoolwide components from the Title I Office. The School Improvement Plan template requires the signatures of parent and community representatives as well as school staff. These persons are invited to attend meetings and to participate in the development of each school’s School Improvement Plan.
3. Data for the Comprehensive Needs Assessment from the Administrative Coordinator of Testing is located in Google Drive and includes the following reports: Evidence Statement Analysis, Individual Scores, Performance Level, Student Roster, PARCC School Summary and Scores. The ELA, Math and Title I Support Specialists assist in analyzing data and matching the needs to strategies. Parent needs are identified utilizing feedback from evaluation surveys from parent events and Title I surveys distributed by the Title I Office.
4. Each Title I school is encouraged to have one or more parent/community member on their team as the plan is developed.
5. The Title I Office reviews and offers assistance in completing the Title I Components. The Schoolwide checklist is utilized.

6. When the plan is completed the Supervisor of Federal Programs forms a committee comprised of the Supervisor of Federal Programs, a Title I principal, Title I assistant principal, and the Title I specialists. The committee reviews the Title I Components for completion and accuracy.

7. The Chief Academic Office, the Administrative Coordinator of Testing and the Title I School Specialist meet with each school’s administrator(s) and school leadership team members to review the plan and make suggestions to the School Improvement Plan.

8. Schools consult with parents throughout the year through Family Engagement Team Meetings. Schools invite parents and community members to participate on School Improvement Teams. The ACPS School Improvement Plan template requires signatures from Community and Parent Representatives.

**Timeline for Development of Schoolwide Plans**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>July / August</td>
<td>State testing data is received and analyzed by schools. Schools also analyze other data sources.</td>
</tr>
<tr>
<td>September</td>
<td>Schools receive the district School Improvement Plan template and the Title I Components template.</td>
</tr>
<tr>
<td>September / October</td>
<td>School teams meet to develop the schoolwide plan.</td>
</tr>
<tr>
<td>November</td>
<td>LSS team (including Title I personnel) meets with school representatives to discuss the schoolwide plan and make recommendations. Title I team meets to review the Title I Components.</td>
</tr>
<tr>
<td>November / December</td>
<td>Schoolwide plans are finalized</td>
</tr>
</tbody>
</table>
Ongoing (Monthly or Quarterly)  School Family Engagement Teams (or other school team structures) meet to plan activities and receive parent input.

**Process for Implementing Schoolwide Plans**

1. The school administrators, ELA and Math Specialists meet with grade level teams to ensure implementation of the strategies and to share data. The Title I Specialists support this process by providing monthly Title I Compliance activity calendars to administrators and meeting with them monthly. The ELA and Math Specialists share data with the Title I Specialists. The Supervisor of Federal Programs meets with the principals at the monthly Elementary Council or Combined Council Meetings. The Supervisor also meets with each principal at the school site on a monthly basis.

2. The Title I Specialists support the expenditure of Title I funds to implement the Schoolwide Plan strategies. They meet with principals to discuss expenditure of funds and assist with the spending approval process.

3. Data from benchmarks, DIBELS, and Imagine Math are analyzed during the year to evaluate the effectiveness of strategies and to make adjustments as needed. Activities in the Parent / Family Engagement section include data from parent surveys that were gathered in the previous year.

4. The Leadership/SIT Team reviews implementation of the plan.

**Process for Monitoring Schoolwide Plans**

1. As mentioned above, a committee comprised of the Supervisor of Federal Programs, a Title I principal, Title I assistant principal, and the Title I specialists monitors that all required components for Title I are included.

2. The school administrators, ELA and Math Specialists meet with grade level teams to ensure implementation of the strategies and to share data. The Title I Specialists support this process by attending School Improvement Team meetings, other action team meetings or grade level team meetings at least three times per year. The ELA and Math Specialists share data with the Title I Specialists.
3. Each school completes an Evaluation of the School Improvement Plan that is sent to the Title I Office. Title I specialists assist in the completion of the evaluation.

4. Central Office staff including the Chief Academic Officer, the Assistant Supervisor of Testing and Accountability, the Supervisor of Federal Programs, and Title I Specialists (for Title I Schools) review School Improvement Plans.

B.2. MOU - See Attached.

B.3. NA

B.4. Allegany County Public Schools follows the Multi Tiered Systems of Support model in the areas of behavior and academics. Three times a year ACPS completes a universal behavior screener on each student. This tool can be used to target possible Tier II behavior students. ACPS is currently implementing Positive Behavior Interventions and Supports in their everyday practices. Each participating school has developed a PBIS team to include administrators, coaches, teachers, staff members and district level representatives. These teams work to develop school-wide behavioral expectations for the school community. The teams meet weekly to review students receiving Tier II interventions to determine if data shows the intervention is appropriate. If teams determine a student is not maintaining or improving behaviors with Tier II interventions Tier III interventions may be more appropriate (individual interventions). Tier III teams would then develop an integrated support plan for the student. This allows students to continue developing and learning social, emotional and behavioral competence, to support their academic engagement. This also allows educators to maintain positive, predictable and safe environments that promote strong interpersonal relationships with students through teaching, modeling and encouragement and decrease office discipline referrals.

B.5. Allegany County Public Schools Process for Supporting Career and Technical Education

1. Middle school students take Technology Education classes in grades 6, 7 and 8.
2. Grade 9 students take Technology Education classes.
3. Grade 8 students visit the Center for Career and Technology Education (CCTE). Students visit classrooms and are given information about the requirements and variety of programs that the CCTE offers.
4. Grade 10 students are offered the opportunity to visit the Center for Career and Technology Education in order to investigate an interest in attending the CCTE. Enrollment information is provided.

5. The Center for Career and Technology Education offers programs of study for students in Grades 11 and 12.

6. Hands on education includes the opportunity to build a house which is offered for sale to the community. Hands on experience is available for a variety of building trades. The auto mechanics class also provides hands on experience in auto repair and maintenance. Welding classes are hands on. Nursing and law enforcement students participate in internships with local agencies. Electronics courses are offered. Students participate in nationwide competitions in all trades.

7. Opportunities for students to experience career awareness is embedded in the curriculum through ELA literature and tests, field trips, guest speakers and economic education at all grade level at the elementary level. The Social Studies curriculum in PK-5 addresses careers, jobs, economics, needs and wants. ELA is integrated with social studies and provides informational texts regarding careers. STEM in Grades PK-5 explores careers.

8. Grade 5 students attend Outdoor School which exposes them to careers in environmental areas.

9. Agriculture Science is being implemented in Grades K-8 through an online curriculum matrix by grade level.

10. Career Day is offered at many elementary schools. Guest speakers, field trips, and other beneficial activities are implemented.

**STAFF RESPONSIBLE**

John W. Logsdon, Supervisor of Federal Programs, Federal Office

Kathy Eirich, Assistant Supervisor of Special Education, Special Education

Steven Wilson, Supervisor of Human Resources, Human Resources

Trina Simpson, Assistant Supervisor of Assessments and Accountability, Accountability and Measurement, Federal Programs

---

5. **TARGETED ASSISTANCE SCHOOLS**

   *Return to application*

**REQUIRED ATTACHMENTS:**

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

**ACPS has no targeted assistance schools for 2019-2020**

**STAFF RESPONSIBLE**
John W. Logsdon, Supervisor of Federal Programs, Federal Office
Laura Michael, Title I Specialist, Title I Office
Ellen Sause, Title I Specialist, Title I Office

**C.1. Process for Developing Targeted Assistance Plans**

1. Schools receive a systemwide template for the School Improvement Plan from the Chief Academic Officer.
2. Title I schools receive a template for the required targeted assistance components from the Title I Office.
3. Data for the Comprehensive Needs Assessment from the Administrative Coordinator of Testing is located in Google Drive and includes the following reports: Evidence Statement Analysis, Individual Scores, Performance Level, Student Roster, PARCC School Summary and Scores. The ELA, Math and Title I Support Specialists assist in analyzing data and matching the needs to strategies.
4. Each Title I school is encouraged to have one or more parent/community member on their team as the plan is developed.
5. The Title I Office reviews and offers assistance in completing the Title I Components.
6. When the plan is completed the Supervisor of Federal Programs forms a committee comprised of the Supervisor of Federal Programs, a Title I principal, Title I assistant principal, and the Title I specialists. The committee reviews the Title I Components for completion and accuracy.

7. The Chief Academic Office, the Administrative Coordinator of Testing and the Title I School Specialist meet with each school’s administrator(s) and school leadership team members to review the plan and make suggestions to the School Improvement Plan.

**Process for Implementing Targeted Assistance Plans**

1. A summer technical assistance meeting is held for all Title I school administrators. At this meeting Title I guidelines, requirements and Title I Components information is reviewed.

2. A Title I Calendar for Administrators is sent from the Title I Office on a monthly basis. The calendar includes activities related to Title I requirements, professional development, and fiscal requirements that need to be addressed.

3. Following the ACPS School Improvement Plan Training Meeting conducted by the Administrative Coordinator for Testing, the Title I specialists meet with the Title I school teams to share information about the 7 Title I Components.

4. School Improvement Plans are shared on Google Drive and Title I staff is able to contribute data or information to the plan.

5. The Supervisor of Federal Programs meets with each Title I school principal on a monthly basis.

6. The school administrators, ELA and Math Specialists, the Supervisor of Federal Programs, and Title I specialists meet with grade level teams to ensure implementation of the strategies and to share data. The Title I Specialists support this process by participating as members of the School Improvement Teams. The ELA and Math Specialists share data with the Title I Specialists.

7. Title I staff also attend leadership team and action team meetings at schools. School team structures vary based on the needs of the school.

8. The Title I Specialists support planning the expenditure of Title I funds to implement the Targeted Assistance Plan strategies.
9. Data from benchmarks, DIBELS, the Scholastic Reading Inventory and Imagine Math are analyzed quarterly to evaluate the effectiveness of strategies and to make adjustments as needed.

**Process for Monitoring Targeted Assistance Plans**

1. A committee comprised of the Supervisor of Federal Programs, a Title I principal, Title I assistant principal, and the Title I specialists monitors that all required components for Title I are included.

2. The school administrators, ELA and Math Specialists meet with grade level teams to ensure implementation of the strategies and to share data following the administration of student evaluation tools. The Title I Specialists support this process by attending School Improvement Team meetings, other action team meetings or grade level team meetings at least three times per year. The ELA and Math Specialists share data with the Title I Specialists.

3. Each school completes an Evaluation of the School Improvement Plan that is sent to the Title I Office. Title I specialists assist in the completion of the evaluation.

4. The Title I teacher collects student evaluation data on an ongoing basis. Grade level teams meet quarterly to review student progress in order to ascertain if students are meeting goals and should be exited from Title I services or if Title I services need to be revised to include new students based on the screening process.

5. Students will be added to Title groups based on screening information and the requirements of meeting the group quota of 8 students. This determination and adjustments are made on a quarterly basis.

**C.2. N/A**

**C.3. N/A**

**C.4. N/A**

**6. PARENT AND FAMILY ENGAGEMENT**
REQUIRED ATTACHMENTS:
The LSS must include a copy of the following documents in their Title I, Part A Application:
1. A written process to ensure that the LSS monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.
2. LSS’s 2019-2020 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Annual evaluation of the content and effectiveness of the LSS’s Parent and Family Engagement Policy/Plan.
4. A list of all Title I school’s individual parent and family engagement allocations.

D.1. Process for LEA Monitoring the Implementation of the Parent Family Engagement Plan Requirements

   1. The Title I Office provides technical assistance to Title I School administrators. Administrators were given a notebook containing the MSDE School Parent Compact Checklist and MSDE School Level Parent and Family Engagement Plan Checklist as well as a Parent/Family Engagement Activity Checklist.

   2. School administrators receive a monthly Title I Calendar of activities with reminders regarding Title I activities including parent/family activities.

   3. The Family Engagement Coordinators meet monthly with Title I staff to review school activities and requirements for the parent program. The coordinators and Title I staff review compacts in September by utilizing the MSDE School Parent Compact Checklist. Feedback is given to school administrators.

   4. The Title I Review team for the Title I Components reviews the Parent/Family Engagement Plans for each Title I school utilizing the MSDE School Level Parent and Family Engagement Plan Checklist. Feedback is given to school administrators.

   5. The Title I Specialists work with school administrators on a quarterly basis to monitor the implementation of parent activities and fiscal spending.

Process for LEA Monitoring the Implementation of the School Parent Plan Requirements

   1. The school’s compact is reviewed at the spring Title I Meeting. Parents provide feedback and suggestions.
2. The compact is available for parent review and comment at the Annual Title I Meeting.

3. The compact is finalized with input from the Family Engagement Team and/or School Improvement Team.

4. The Family Engagement Coordinators and Title I staff review each school’s compact at the September meeting utilizing the Compact Checklist. Suggestions are made and shared with schools.

5. During the fall parent conference day, teachers review the compacts with parents who are asked to sign them. Conference sign ins are collected by Title I staff.

6. Teachers are reminded to utilize the compacts during the school year by administrators and documentation is collected by Title I staff.

7. Compacts with teacher notations are collected at the end of the school year as part of the Title I documentation.

D.2. 2019 – 2020 ALLEGANY COUNTY PUBLIC SCHOOLS TITLE I PARENT/FAMILY ENGAGEMENT PLAN

**General Expectations**

The Allegany County Public School System’s Title I Office will plan and support programs, activities, and procedures for engaging parents/families in all schools that implement a Title I program. The plan outlines the efforts to engage parents/families and build capacity for parents, families and educators alike in forming a strong partnership to promote the educational goals that support high academic expectations for all students. To support this plan, the Title I Office will:

1. Engage parents/families in jointly revising the Title I Parent/Family Engagement Plan which is part of Allegany County’s Title I Application.
   - At least annually, invite parents/families from each Title I school to review, provide feedback, revise and evaluate the district-wide Title I Parent/Family Engagement Plan. Evaluation items include barriers to participation by families, needs of parents/families to assist children in learning, strategies to support successful interaction between schools and families, and the use of evidence-based strategies for more effective parental involvement.
• At least annually, invite parents/families to have input on how funds for parent/family engagement activities are reserved and allotted.

2. Provide coordination and technical assistance to schools in planning and implementing effective parent/family engagement activities to build capacity to improve student achievement and school performance:
   • Hold monthly meetings with the Family Engagement Coordinators and communicate regularly with school administrators to support the implementation of parent/family activities.
   • Visit each school regularly to assure that their school-level parent/family engagement plans are being implemented and provide technical assistance as requested.

3. Coordinate and integrate parent/family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State and local laws and programs.

4. Provide assistance to parents/families in understanding Maryland’s academic content and student academic achievement standards, State and local academic assessments, Title I requirements as well as how to monitor a child’s progress and to work with educators to improve student achievement.
   • Maintain and update ACPS website including information on Title I
   • Include the ESSA Title I requirements in an ACPS Title I newsletter distributed in September.
   • Post copies of the Allegany County Public Schools Title I Parent/Family Engagement Plan at each school and on the district’s web pages for parents/families to view. http://acpsmd.org

5. The Title I Office, in coordination with the Family Engagement Coordinators, will provide materials and training to help parents/families work with their children to improve achievement:
   • At least annually, administer the Title I Parent/Family Interest Survey to help identify and design workshops that encourage and support parental/family engagement.
   • The ACPS website provides tips for parents/families on how to support student learning at home.
   • Annually, provide information regarding regional conferences on parent/family engagement.
• During the year, offer parent/family outreach activities at varied times (day and evening) focused on reading, math, science, social studies, and/or technology.

• Conduct or assist schools with sessions to inform parents/families on MCAP and provide materials on how to support learning at home.

6. Educate instructional staff, with parental/family assistance, of the contributions of parents/families and on how to reach out and communicate with parents/families as equal partners:

• Analyze data from the Title I Parent/Family Interest Survey to identify suggestions for professional development topics for faculty and staff on how to communicate with and work with parents/families as equal partners.

• Each school’s Title I Parent/Family Committee comprised of parents, families and educators will discuss ideas that support communication and partnerships between parents/families and teachers.

• Family Engagement Coordinators will share with school faculty information related to parent/family engagement.

• Involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.

7. At least annually, coordinate and integrate with the Judy Center, Allegany County Library System, and/or Allegany Health Department on parental/family engagement programs and activities to the extent feasible and appropriate.

• Judy Center provides information to parents/families on literacy, child development, nutrition, and community services.

• Head Start provides information and activities for parents/families as well as joint registration for prekindergarten children.

• Allegany County Health Department provides information to parents/families regarding community services.

8. Written communication will be provided to parents/families, to the extent possible, in a language and format they can understand and are translated appropriately.

9. Pay reasonable and necessary expenses associated with parental/family engagement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and training sessions.
10. Maximize parental engagement and participation in their children’s education by arranging school meetings at a variety of times or conducting telephone conferences between teachers or other educators who work directly with participating children and parents who are unable to attend those conferences at school.

11. Utilize each school’s Title I Parent/Family Committee to provide advice on all matters related to parental/family engagement in Title I, Part A programs.

12. Title I schools conduct a mid year parent/family engagement survey to evaluate the content and effectiveness of the school’s Parent/Family Engagement Plan. Family Engagement Coordinators make an effort to personally contact parents/families who are English Learners (EL) or who have limited literacy to assist with the survey. Survey results are shared with faculties in order to guide revisions to the school’s parent/family engagement plan.

D.3. ELEMENTARY’S Title I Parent Committee

ACPS Parent/Family Engagement Plan, 1% Parent/Family Engagement Reservation and Highest Poverty Schools’ Per Pupil for Parent/Family Engagement Survey

Tuesday, May 22, 2019

Please check one statement for each section.

ACPS Parent/Family Engagement Plan

1) ______ I accept the ACPS Parent/Family Engagement Plan as amended.
2) ______ I do not accept the ACPS Parent/Family Engagement Plan as amended.

If you choose #2, what changes do you recommend to the ACPS Parent/Family Engagement Plan?

1% Parent/Family Engagement Reservation

3) ______ 100% of the Parent/Family Engagement reservation should be distributed to the Title I schools.
4)  ____ 10% of the Parent/Family Engagement reservation should be used by the Title I Office of the Board of Education for parent/family engagement opportunities.

If you choose #4, please list any countywide parent/family engagement opportunities in which you would like to participate.

--------------------------------------------------------------------------------------------------------------------

Highest Poverty Schools’ Parent/Family Funding

5)  ____ Schools with the highest poverty should have a higher per pupil amount for Parent/Family Engagement.
6)  ____ All Title I schools should receive the same per pupil for Parent/Family Engagement.

Allegany County Public Schools
2018-2019
Summary of Title I Parent Meeting Survey Results

<table>
<thead>
<tr>
<th>School # of Surveys</th>
<th>BE</th>
<th>CA</th>
<th>FL</th>
<th>GC</th>
<th>JD</th>
<th>MT</th>
<th>NE</th>
<th>SP</th>
<th>WS</th>
<th>WT</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACPS Parent/Family Engagement Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I accept the ACPS Parent/Family Engagement Plan as written.</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>8</td>
<td>56</td>
</tr>
<tr>
<td>I do not accept the ACPS Parent/Family Engagement Plan as written.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COMMENTS/RECOMMENDATIONS:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Comments/Recommendations were made.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1% Parent/Family Engagement Reservation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of the Parent/Family Engagement reservation should be distributed to the Title I schools.</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>55</td>
</tr>
<tr>
<td>10% of the Parent/Family Engagement reservation should be used by the Title I Office of the Board of Education for parent involvement opportunities.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
### Highest Poverty Schools’ Parent/Family Funding

<table>
<thead>
<tr>
<th>Description</th>
<th>Votes (1-6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools with the highest poverty should have a higher per pupil amount for Parent/Family Engagement.</td>
<td>0 0 0 2 2 0 0 6 1 6 17</td>
</tr>
<tr>
<td>All Title I schools should receive the same per pupil for Parent/Family Engagement.</td>
<td>4 3 7 5 0 3 4 1 10 2 39</td>
</tr>
</tbody>
</table>

### COMMENTS/RECOMMENDATIONS:
No Comments/Recommendations were made.

---

### Strategies to Involve More Parents

1. Include these discussions in the Annual Title I Meeting held at each school.
2. Invite parents to attend a meeting that includes a meal or treats.
3. Invite grandparents.
4. Current practices include: Principal, Assistant Principal and/or Family Engagement Coordinator make personal phone calls, texts, notes or emails to invite parents; reminders (calls, texts, notes or emails) are sent to those who positively respond; one school invites every parent in the school to attend the meeting where these topics are discussed; informational packets with input forms are sent home to those parents who commit to attending the meeting but who do not come; at the end of May, all parents in all Title I schools are notified that the ACPS Parent Family Engagement Plan is posted on the ACPS website for comment during the month of June or they may obtain a hard copy by contacting the school office (This year, no comments were made.).

---

**D.4.** FY 20 Parent and Family Engagement
### Individual School Allocations

<table>
<thead>
<tr>
<th>School</th>
<th>FARMS Enrollment as of September 30, 2018</th>
<th>Multiplication (x $13.38)</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beall Elementary</td>
<td>253</td>
<td>253 x $13.38 = $3,385.14</td>
<td>$3,385.14</td>
</tr>
<tr>
<td>Cash Valley Elementary</td>
<td>169</td>
<td>169 x $13.38 = $2,261.22</td>
<td>$2,261.22</td>
</tr>
<tr>
<td>Flintstone Elementary</td>
<td>125</td>
<td>125 x $13.38 = $1,672.50</td>
<td>$1,672.50</td>
</tr>
<tr>
<td>George's Creek Elementary</td>
<td>249</td>
<td>249 x $13.38 = $3,331.62</td>
<td>$3,331.62</td>
</tr>
<tr>
<td>John Humbird Elementary</td>
<td>268</td>
<td>268 x $13.38 = $3,585.84</td>
<td>$3,585.84</td>
</tr>
<tr>
<td>Mt. Savage Elementary</td>
<td>107</td>
<td>107 x $13.38 = $1,431.66</td>
<td>$1,431.66</td>
</tr>
<tr>
<td>Northeast Elementary</td>
<td>181</td>
<td>181 x $13.38 = $2,421.78</td>
<td>$2,421.78</td>
</tr>
<tr>
<td>South Penn Elementary</td>
<td>537</td>
<td>537 x $13.38 = $7,185.06</td>
<td>$7,185.06</td>
</tr>
<tr>
<td>West Side Elementary</td>
<td>255</td>
<td>255 x $13.38 = $3,411.90</td>
<td>$3,411.90</td>
</tr>
<tr>
<td>Westernport Elementary</td>
<td>238</td>
<td>238 x $13.38 = $3,184.44</td>
<td>$3,184.44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,382</strong></td>
<td><strong>2,382 x $13.57 = $32,323.74</strong></td>
<td><strong>$32,323.74</strong></td>
</tr>
</tbody>
</table>
7. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Return to application
REQUIRED ATTACHMENTS:
The LSS must include the following documents in their Title I, Part A Application:

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

E.1.a. Process for Inviting Private School Officials and Ongoing Consultation to Provide Equitable Services

1. Check MSDE’s website for Approved Non Public Schools.

2. Mail a written invitation to each administrator at these schools to attend a Federal Programs Meeting and a Title I Consultation Meeting in March/April. Invitation contains a request to fax a response regarding attendance at the meeting to the Federal Office.

3. Track responses and phone schools that do not respond by the given date.

4. Phone each administrator with a reminder to attend the meeting within 1 week prior to the meeting date.

5. At the Title I Consultation meeting, determine a date for an August meeting.

6. At the August meeting, determine a date for the January meeting.

7. At the January meeting, announce the date for the March/April meeting.

8. Arrange meetings with individual administrators as needed.

9. Utilize the MSDE Consultation Topics checklist to assure all topics are addressed.
E.1.b. Procedures for Ordering and Storing Materials and Equipment for Nonpublic Schools

1. The non public Title I teacher or nonpublic administrators may request the purchase of materials or equipment for the Title I program in their respective schools.
2. The Supervisor of Federal Programs reviews the request.
3. If approved, the Title I Office orders the materials.
4. Items are received by the Federal Office and receipts, purchase orders, or invoices are approved for payment. The items are delivered to the nonpublic school by the Title I specialist.
5. Items are added to the nonpublic school inventory after they are marked/stamped “Property of ACPS Title I.”
6. The nonpublic teacher inventories the materials and equipment annually. Items that are worn out are disposed of according to ACPS policy.
7. Materials ordered for the nonpublic school are stored in the Title I room in cabinets or rooms that may be locked.
8. Items purchased with Title I funds are used only by the nonpublic teacher with students who qualify for Title I services.

E.1. c. Process for Evaluating the Title I Program in Non Public Schools

1. The Supervisor of Federal Programs completes an evaluation of the non public teacher annually.
2. Non public reports are monitored on a monthly basis.
3. The non public teacher meets with the Title I Specialist(s) monthly.
4. The non public teacher and the Title I Specialist(s) meet in December and May to complete student evaluations and plan the instructional focus for upcoming instruction.
5. In April/May, parents of Title I students in the non public schools are asked to complete an evaluation. The responses are tallied and recorded on the Summary of Data chart. The target is for 70% of the parent responses to be favorable.
6. In April/May, classroom teachers of Title I students in the non public schools are asked to complete an evaluation. The responses are tallied and recorded on the Summary of Data chart. The target is for 70% of the teacher responses to be favorable.
7. The Summary of Data chart also notes the monthly progress of students. The target is that 70% of students will show Progress or Little Progress in Reading/Math.
8. The Summary of Data chart also notes the progress of students by the non public teacher in a narrative form. The target is that 70% of students will show growth in Reading/Math.
9. The Summary of Data chart also notes the pre and post test growth of individual students. The target is that there will be a 5 point growth by 70% of students in Reading/Math.
10. A percentage of the goals that were met is determined. A successful program evaluation will show that 70 percent of the evaluation goals were met.

11. Evaluation data is shared at the August Consultation meeting and included in the updated non public administrators’ notebooks. The Evaluation Section contains copies of student evaluation results as well as parent and teacher survey results and the Evaluation Summary.

**School Site Visits are completed on a rotating basis.**

<table>
<thead>
<tr>
<th>School</th>
<th>Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Calvary Christian Academy</td>
</tr>
<tr>
<td>October</td>
<td>Lighthouse Christian Academy</td>
</tr>
<tr>
<td>November</td>
<td>Bishop Walsh</td>
</tr>
<tr>
<td>December</td>
<td>Calvary Christian Academy</td>
</tr>
<tr>
<td>January</td>
<td>Lighthouse Christian Academy</td>
</tr>
<tr>
<td>February</td>
<td>Bishop Walsh</td>
</tr>
<tr>
<td>March</td>
<td>Calvary Christian Academy</td>
</tr>
<tr>
<td>April</td>
<td>Lighthouse Christian Academy</td>
</tr>
<tr>
<td>May</td>
<td>Bishop Walsh</td>
</tr>
</tbody>
</table>

**2019-2020 Budget Summary***

<table>
<thead>
<tr>
<th>School</th>
<th>Instructional Salary</th>
<th>Instructional Materials</th>
<th>Parent Engagement</th>
<th>Parent Material</th>
<th>Title I Funding Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hourly</td>
<td>Fixed</td>
<td>Hourly</td>
<td>Fixed</td>
<td>*ACPS employs one NP teacher who receives the hourly stipends to provide instruction to NP students and meets with families. Summer</td>
</tr>
</tbody>
</table>

*ACPS employs one NP teacher who receives the hourly stipends to provide instruction to NP students and meets with families. Summer
tutoring may be offered by another ACPS teacher.

| School                        | Hours | Rate  | Total  | Hrs | Rate  | Total  | Tutoring
|-------------------------------|-------|-------|--------|-----|-------|--------|-----------
| Bishop Walsh                  | 317   | $24.67| $7,820.39 | 3   | $24.67| $74.01 | $17.71
| Calvary Christian Academy    | 225   | $24.67| $5,550.75 | 2   | $24.67| $49.34 | $16.45
| Jefferson School at Finan     | 134   | $24.67| $3,305.78 | 1   | $24.67| $24.67 | $15.22
| Lighthouse Christian Academy | 270   | $24.67| $6,660.90 | 2.5 | $24.67| $61.86 | $16.99
| Total                         | 2337  |       | $23,337.82|     |       | $1,876.36| $66.27

STAFF RESPONSIBLE
John W. Logsdon, Supervisor of Federal Programs, Federal Office
Laura Michael, Title I Specialist, Title I Office
Ellen Sause, Title I Specialist, Title I Office
### 8. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

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

1. A written process that includes how the Title I office will coordinate with the Homeless Education liaison to address the needs of homeless students in accordance with the McKinney-Vento Homeless Education Act.
2. If applicable, job description of homeless liaison position. NA
3. If applicable,
   a. a description of how the LSS calculated the excess costs of providing transportation to homeless students;
   b. The calculations that the LSS used to arrive at the figure on this section.

4. Per COMAR 13A.05.09.03-., provide a current list of all currently active shelters in the county serving children and families. This can be provided by the Homeless Liaison for the LSS.

**F.1. Process for Collaboration between Title I and Homeless Coordinator**

1. The Supervisor of Federal Programs and the Homeless Coordinator shall meet in August to share information regarding the education of homeless students. A follow up meeting in January occurs.
2. The Homeless Coordinator will meet with the Department of Social Services to develop an MOU with ACPS.
3. The office of the Chief Academic Officer will provide a copy of the MOU to the Federal Office.
4. The Homeless Coordinator will contact the Supervisor of Federal Programs as needed to update and request funds for the education of homeless students as needs develop.
5. ACPS has an agreement with Queen City Taxi to provide cab services. The system notifies the cab company regarding the pick up and drop off locations, a form that the service was provided is signed by the family, and ACPS is billed for the service. Student Services is in charge of the services.
6. The amount of $1,000 has been adequate to cover the needs of homeless students for many years so this amount will continue to be used.
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Meeting with Title I and Homeless Coordinator to identify current needs and adjust budget allocation from Title I. Title I Application forms are signed and needed information for plan will be obtained.</td>
</tr>
<tr>
<td>January</td>
<td>Meeting with Title I and Homeless Coordinator to identify changes in needs and new spending needs.</td>
</tr>
<tr>
<td>At any time as necessary</td>
<td>As new students with needs are identified, Title I will meet with the Homeless Coordinator.</td>
</tr>
</tbody>
</table>

**F.2. NA**

**F.3.b. Title I Funding for Homeless Education**

1. Title I will allocate $1,000 for homeless education. Historically, this amount has been adequate to cover any needs that arise. In FY 18 and FY 19, $1,000 was reserved in each budget and none of the funding was expended. Consequently, ACPS has reserved $1,000 again based on this data and the recommendation of the Homeless Coordinator.
2. If the amount is not adequate, adjustments will be made as needed.
3. Transportation for homeless students is arranged by the Transportation Office. Students are transported on existing bus routes so extra costs are generally not incurred. The Supervisor of Transportation is committed to keeping students in their school of origin as evidenced by the fact that no funds have been spent for many years. A bus route will be developed for any student that needs transportation to the original home school if the determination is made that this is in the best interest of the child.
4. Potential needs include tutoring, summer school, clothing, basic hygiene, school supplies and books, transportation, graduation gowns, credit recovery, summer school or other needs as they arise be covered.
F.4.

SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION
SY 2019-2020

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

Local School System: Allegany County Public Schools
Homeless Education Coordinator/Liaison: Name Gene Pustolski  Telephone 301-876-9216  Cell Phone

Homeless Education Coordinator / Liaison’s Email: gene.pustolski@acpsmd.org

<table>
<thead>
<tr>
<th>NAME OF SHELTER</th>
<th>ADDRESS/TELEPHONE/EMAIL</th>
<th>POPULATION SERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Crisis Resource Center</td>
<td>146 Bedford St Cumberland, MD 301-777-828</td>
<td>Domestic Violence</td>
</tr>
<tr>
<td>HRDC Transitional Housing / Laura’s Anchor</td>
<td>301-777-8286</td>
<td></td>
</tr>
<tr>
<td>Union Rescue Mission / Hope House</td>
<td>Queen City Pavement Cumberland, MD 301-724-1585</td>
<td>Homeless</td>
</tr>
<tr>
<td>Cold Weather Shelter</td>
<td>January-March 10 PM-6AM</td>
<td>Homeless</td>
</tr>
<tr>
<td>DSS Shelter Placement</td>
<td>301-784-7000</td>
<td></td>
</tr>
</tbody>
</table>

Signature - Homeless Education Coordinator/Liaison
Date
9. SUPPORT FOR FOSTER CARE STUDENTS

REQUIRED ATTACHMENTS:
The LSS must include a copy of the following documents in their Title I, Part A Application:
A written agreement facilitated by the local child welfare agency and the LSS Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) including transportation, school of origin and best interest decisions. (1111(g)(1)(E))

ACPS serves foster care students.
Timeline for Development of MOU for Foster Care Students

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>Initial Meeting of ACPS, Allegany County Health Department, Allegany County Social Services to develop a new MOU to replace the one that expired in June 2019. Attention to maintaining stability for Foster Care students will be addressed.</td>
</tr>
<tr>
<td>January</td>
<td>Review MOU for approval.</td>
</tr>
<tr>
<td>June</td>
<td>MOU will be signed and arrangements for its continuation will be established.</td>
</tr>
</tbody>
</table>
10. ENGLISH LEARNERS

REQUIRED ATTACHMENTS: NA

STAFF RESPONSIBLE
John W. Logsdon, Supervisor of Federal Programs, Federal Office
Kathy Eirich, Assistant Supervisor, Special Education Office

11. FISCAL

REQUIRED ATTACHMENTS:
The LSS must include a copy of the following documents in their Title I, Part A Application:
1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the LSS, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.
4. A written process that includes how the LSS:
   - uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
   - provides the methodology used along with a supporting narrative that demonstrates and explains how the methodology is used to allocate State and local funds to each school receiving assistance under this part.
ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.

I.1. NA

I.2. NA

I.3. NA

I.4.a. Written Process

Process for Supplement/Not Supplement

1. In February, the Elementary Supervisors and the Supervisor of Federal Programs collect enrollment and staffing data with projections from the elementary principals.

2. In May, actual enrollment and staffing is examined in conjunction with meetings with principals and retirement information from Human Resources.

3. The hiring process begins in March/April. Interviews are conducted for known available positions. Assignments for the following year are offered in May and hiring continues throughout the summer.

4. Recommendations are given to Human Resources and approved by the Superintendent and the Board of Education.

5. Elementary Supervisors regularly check the enrollment and staffing to assure that procedures are being followed.

I.4.b. Supplement /Not Supplant Methodology

Allegany County Public Schools Statement of Methodology for Supplement Not Supplant (Allocating State and Local Funds to Schools)
**Rationale:** Allegany County Public Schools’ Methodology for Supplement Not Supplant describes how the LEA allocates state and local funds to ensure that Title I schools receive the same amount of state and local funding they would receive regardless of their Title I status. Title I funds are used to supplement, not supplant, state and local funds.

**Type of Methodology:** Allegany County Public Schools uses a combined approach methodology. Staffing is based on student enrollment; salary amounts are not considered. Some categories of funding are made on a per pupil basis. Some funding is based on an equal amounts distributed to each school.

**Formula:** Allegany County Public Schools uses the following guidelines for the distribution of state and local funds to schools:

<table>
<thead>
<tr>
<th>Category</th>
<th>Student Enrollment</th>
<th>Per Pupil Amount</th>
<th>Per School Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Class Size</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Materials</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Equipment/Repairs</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Office Supplies</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Consumable Supplies</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Operations Allotment</td>
<td></td>
<td></td>
<td>Based on operational needs of school</td>
</tr>
</tbody>
</table>
According to **Class Size, FILE:IB-R**, the Board of Education will seek to adhere to the following class size recommendations when fiscally possible. These amounts may change from year to year depending on available local funds.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Size Recommendation</th>
<th>Cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>20*</td>
<td>20</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>18**</td>
<td>28</td>
</tr>
<tr>
<td>Grades 1-3</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Middle School</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>High School</td>
<td>25</td>
<td>28</td>
</tr>
</tbody>
</table>

*Pre-kindergarten staffing includes one teacher and one instructional assistant as a minimum.

**Kindergarten staffing is calculated based on a 12:1 student to adult ratio.**
### Staffing

Schools are staffed using the following guidelines:

<table>
<thead>
<tr>
<th>POSITION</th>
<th>RATIONALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1 principal per school</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Based on student enrollment:</td>
</tr>
<tr>
<td></td>
<td>Elementary – 0 or 1 AP</td>
</tr>
<tr>
<td></td>
<td>Middle and High – 2 AP if enrollment is above 300</td>
</tr>
<tr>
<td>Secretary</td>
<td>Elementary – 1</td>
</tr>
<tr>
<td></td>
<td>Middle and High - 2</td>
</tr>
<tr>
<td>Nurse</td>
<td>Number is based on medical needs of students</td>
</tr>
<tr>
<td></td>
<td>Each school has at least 1</td>
</tr>
<tr>
<td>Media Specialist</td>
<td>Elementary – 1 per school</td>
</tr>
<tr>
<td></td>
<td>Middle/High School – 1 technician per school, hourly employee</td>
</tr>
<tr>
<td>Special Education Facilitators</td>
<td>Time assigned based on caseload</td>
</tr>
<tr>
<td>School Psychologists</td>
<td>Time assigned based on caseload</td>
</tr>
<tr>
<td>School Social Workers</td>
<td>Time assigned based on caseload</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>Pre Kindergarten – 1 teacher/20 students</td>
</tr>
<tr>
<td></td>
<td>[10:1 student to adult ratio]</td>
</tr>
</tbody>
</table>

Title I Part A. 152
<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK Instructional Assistants</td>
<td>1 per PreK session (hourly employee)</td>
</tr>
<tr>
<td>Kindergarten Instructional Assistants</td>
<td>1 per 28 Kindergarten students</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>Based on IEP requirements</td>
</tr>
<tr>
<td>Special Education Instructional Assistants</td>
<td>Based on IEP requirements</td>
</tr>
<tr>
<td>Resource Teachers</td>
<td>Elementary - Based on number of classroom teachers</td>
</tr>
<tr>
<td></td>
<td>Middle/High School – Based on student enrollment</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Elementary – 1 per school</td>
</tr>
<tr>
<td></td>
<td>Middle/High – 2 per school unless student enrollment &lt; 300</td>
</tr>
<tr>
<td>EL Tutor</td>
<td>Based on EL qualifying student enrollment</td>
</tr>
<tr>
<td>Title I Teacher/IA</td>
<td>Based on FARMS percentage and funding generated</td>
</tr>
<tr>
<td>Band/Instrumental Music</td>
<td>Based on student participation rate</td>
</tr>
</tbody>
</table>
Local Funding

<table>
<thead>
<tr>
<th>Funding Account</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Materials</td>
<td>Each school is given an equal amount</td>
</tr>
<tr>
<td>Equipment</td>
<td>Each school is given an equal amount</td>
</tr>
<tr>
<td>Consumables</td>
<td>Based on a per pupil amount</td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>Based on a per pupil amount</td>
</tr>
</tbody>
</table>

The Local School System follows the above methodology in allocating resources to all schools – Title I or non Title I.

STAFF RESPONSIBLE
John Logsdon, Supervisor of Federal Programs, Federal Office
Larry McKenzie, Chief Financial Officer, Finance Office
Nil Grove, Chief Technology Officer, Information Technology Office
Gene Pustolski, Interim Lead Pupil Personnel Worker, Pupil Personnel Office

2019-2020 Title I, Part A Application Submission Instructions:

Please submit via email a completed application to Sharon Williamson at Sharon.Williamson@maryland.gov and copy MSDE POC by September 30, 2019.

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

* If you are experiencing any technical difficulties in completing or submitting your application, please contact your MSDE POC.
**Electronic signatures are acceptable if the signatures are in blue ink and visible as original signatures.
MEMORANDUM OF AGREEMENT BETWEEN
ALLEGANY COUNTY PUBLIC SCHOOLS
ALLEGANY COUNTY HUMAN RESOURCES DEVELOPMENT
COMMISSION, INC.
ALLEGANY COUNTY DEPARTMENT OF SOCIAL SERVICES
ALLEGANY COUNTY DEPARTMENT OF JUVENILE SERVICES
ALLEGANY COUNTY FAMILY CRISIS RESOURCE CENTER

FOR DEVELOPING SUCCESSFUL LINKAGES BETWEEN THESE AGENCIES
TO SUPPORT CHILDREN AND FAMILIES EXPERIENCING
HOMELESSNESS

I. Parties to the Memorandum of Agreement (MOA)

A. Allegany County Public Schools, hereafter referred to as “ACPS”; and
B. Allegany County Human Resources Development Commission, Inc. administering agency for Head Start/Early Head Start, hereafter referred to as “Head Start” and a transitional housing shelter for homeless woman and children, hereafter referred to as “Laura’s Anchor”
C. Allegany County Department of Social Services, hereafter referred to as “ACDSS”
D. Allegany County Department of Juvenile Services, hereafter referred to as “ACDJS”
E. Allegany County Family Crisis Resource Center, hereafter referred to as “ACFCRC”

II. Purpose of MOA

A. To work together effectively to improve outcomes and provide opportunities for all children from birth through the age graduation to experience academic, social, and emotional success, despite their experience of homelessness
B. To promote collaboration among the parties working with families/children who are experiencing homelessness
C. To create local agreements between ACPS and the other parties which provide services to children from birth through five years of age and their families

III. Authority/Program Description

A. The Allegany County Public School system is an agency of the County of Allegany, Maryland governed by the Education Article of the Annotated Code of Maryland (COMAR)/ which also includes the Allegany County Infants and Toddlers Program, the Judith P. Hoyer Partnership Programs, Title 1, Allegany County Public Schools Transportation, Allegany County
Public Schools Food Service and the Allegany County Public Schools Student Services Department.

B. Allegany County Head Start is a program of the HRDC of Allegany County, and is governed by the federal Department of Health and Human Resources, Administration for Children and Families, Office of Head Start

C. Allegany County Department of Social Services is the local office of the Maryland Department of Human Resources (DHR).

D. Allegany County Department of Juvenile Services is the local office of the Maryland Department of Juvenile Services (DJS).

E. Laura’s Anchor is a transitional housing shelter for homeless woman and children and is administered by the Allegany County Human Resources Development Commission, a private non-profit Community Action Agency of that is governed by the US Department of Housing and Urban Development.

F. Allegany County Family Crisis Resource Center is a private non-profit organization that provides comprehensive services to victims of domestic violence and sex crimes and governed by a nonprofit board of directors.

IV. Guiding Principles

A. Maintain meaningful partnerships to ensure acceleration of school readiness and eliminate "achievement gaps"

B. Develop successful linkages within the context of the No Child Left Behind Act of 2001, the Head Start Act (42 U.S.C. 9801, et seq.), and Bridge to Excellence as codifies in Title 5, Subtitle 2 of the Education Article of the Annotated Code of Maryland (COMAR)

C. Plan and implement strategies that support children’s success in school, and that improve the health, education and well-being of children and their families that are experiencing homelessness

D. Encourage the development of local agreements that incorporate the guiding principles and strategies included in this MOA

E. Respect the uniqueness of Allegany County’s needs and resources when creating local agreements

F. Promote the involvement of other members of the early care and education community

G. Incorporate by reference all provisions of the Memorandum of Agreement between the Maryland State Department of Education, the Maryland Infants and Toddlers program and Head Start

V. Joint planning Actions

A. Establish ongoing planning process for mutual issues

B. Solicit information from all stakeholders for suggested ways of building knowledge and understanding of each other’s programs

C. Evaluate measurable results of this MOA and children’s progress according to existing data

D. Coordinate delivery of service to homeless students to maximize services and avoid duplication
E. Incorporate strategies that address the needs of children with disabilities, homeless children, and non-English speaking children
F. Document and disseminate collaboration successes and best practices

VI. **Articulation Agreement**

A. Continue to improve upon enrollment and transition procedures and practices
B. Establish joint professional development opportunities between parties of this MOA
C. Whenever possible, coordinate calendars of events and professional development to reinforce collaboration

VII. **Family Involvement** All parties to this agreement will encourage on-going communication between parents and teaching staff with continued and enhanced family support to students and families who are homeless, but are not limited to:

A. Planning and holding joint meetings and activities for families/parents whose children attend any programs of the parties of this MOA
B. Provide outreach to parents to improve parent involvement and awareness of services and protection available to homeless children and families
C. Developing articulation meetings between families, parents, counselors and school personnel to discuss transition and share information on the different programs and services available to homeless children and families

VIII. **Joint Staff Development** All parties to this agreement agree to whenever possible to:

A. Include each other’s staff in applicable training opportunities
B. Jointly plan training based on mutually agreed upon needs
C. Identify and disseminate successful staff development and instructional and practices
D. Identify and disseminate opportunities for shared resources

IX. **Collaboration**

A. The parties of this MOA agree to collaborate, coordinate and align services whenever possible
B. The parties of this MOA will plan and conduct meetings and events to promote collaboration around the provision of comprehensive services and improvement of the quality of instruction for children who are homeless.
C. The parties of this MOA agree to continue and enhance partnerships through joint annual meetings.

X. **Implementation** All parties to this MOA support mechanisms for on-going
communication, including, but not limited to, creating a steering committee to address the issues of concern in this MOA and/or expanding an existing committee to address the concerns of this MOA.

XI. Termination for Default: If any party fails to fulfill its obligations under this Agreement or otherwise violates any provision of this MOA, the Agreement may be terminated by written notice to the defaulting party. The notice shall specify the acts or omissions relied upon as cause for termination.

XII. Termination for convenience: Performance under this MOA may be terminated in accordance with this clause in whole, or from time to time in part, whenever any party shall determine that such termination is in the best interest. It is understood that this Agreement may be terminated for the convenience of the parties or for performance deemed to be unsatisfactory.

XIII. Modification: This MOA may be modified as ACPS, HRDC, ACDS, ACDJS, and ACFCRC, mutually agree in writing. Except for the specific provision of the Agreement which is thereby modified, the Agreement shall remain in full force and effect after such modification and shall be subject to the same laws, obligations, conditions, provisions, rules and regulations, as it was prior to the modification.

XIV. Signatures

For Allegany County Public Schools

[Signature]
Supervisor of Student Services

[Signature]
Supervisor of Federal Programs

[Signature]
Director of Transportation

[Signature]
Director of Student Services and Local Homeless Education Liaison

Date

Date

Date

Date

Title I Part A .159
Title I Part A.160

All Blanch 11-30-13
Supervisor of Early Childhood Education Date

Debra A. Matheny 11-30-13
Assistant Supervisor Special Education (Infant - Grade 3) Date

Judith P Hoyer Partnership Programs 11-30-13
Jude

Superintendent, Allegany County Public Schools Date

For Allegany County Human Resources Development Commission, Inc.

Ami R. A. Jones 11/30/2013
HRDC Executive Director Date

For Department of Juvenile Services

Joni 11-30-13
Case Management Program Supervisor for Allegany County DJS Date

For Department of Social Services

11-30-13
Allegany County DSS Director Date

For Family Crisis Resource Center

S. 11/30/2013
FCRC Director Date
A Memorandum of Understanding Between the Allegany County Board of Education, Allegany County Human Resources Development Commission Head Start, and Allegany County Infants and Toddlers Program, and Allegany County Family Child Care Professionals

I. Parties to the Memorandum of Understanding (MOU)

A. Allegany County Board of Education hereafter referred to as “BOE”
B. Allegany County Human Resources Development Commission Head Start hereafter referred to as “HRDC Head Start”
C. Allegany County Infants and Toddlers Program
D. Allegany County Family Child Care Professionals

Hereinafter, the BOE includes all Departments of the agency. HRDC Head Start includes Allegany County Human Resources Development Commission Early Head Start program, and Office of Child Care.

II. Purpose of MOU

A. To develop successful linkages between Heat Start, Public Schools including Child Find, the Infant and Toddlers Program, and Allegany County Family Child Care Professionals.
B. To work together effectively to increase school readiness by meeting the needs of and providing opportunities for children birth through five so that all children may experience school success.
C. To create shared and consistent goals for all preschool children and their families.
D. To promote collaboration among the parties.

III Authority/Program Description

A. The BOE is authorized under Maryland Education Law, Section 3-103, 3-104, Section 4-108 and I.D.E.A. Part B Section 619. These sections establish a county board of education for each county school system, give them general power as a corporate body, and change them to maintain a reasonably uniform system of public schools that are designed to provide quality education and equal educational opportunity for all children.
B. Head Start is a nation-wide Federal grant program funded by the U.S. Department of Health and Human Services. It is a comprehensive child development program for families with young children in the areas of education, social services, health, disabilities, and family involvement. Head Start preschool programs are for children from 3 to 5 years of age and their families.

Head Start is mandated in the Head Start Act: Public Law 110-134 "improving Head Start for School Readiness Act of 2007" to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start, Migrant and Seasonal, and American Indian/Alaska Native Head Start program must have a written agreement with the local school system (LSS) or local education agency (LEA) to coordinate and collaborate to best meet the needs of children and their families.

C. Allegany County Infants and Toddlers Program is implemented in accordance with Part C of I.D.E.A. The program is an interagency effort among the Board of Education of Allegany County, The Allegany County Department of Social Services and
the Allegany County Health Department. The goal is to provide early intervention services to children birth to three who are experiencing developmental delays or who have a diagnosed condition with a high probability of delay.

D. Allegany County Family Child Care Professionals Association works in accordance with guidelines set forth by COMAR 13a. 08.01.02-1 regulated by MSDE.

IV. Action Plan

A. Guiding Principles
1. Create and maintain a meaningful partnership to ensure acceleration of school readiness and eliminate the "achievement gap."
2. Develop successful linkages within the context of the No Child Left Behind Act of 2001, the Head Start Act (42 U.S.C. 9832), the Bridge to Excellence as codified in Title 5, Subtitle 2 of the Education Article of the Annotated Code of Maryland, and the Subcabinet's Achieving School Readiness.
3. Plan and implement strategies based on practice and research that have proven To support children's school success.
4. Respect the uniqueness of each agency's needs and resources.
5. Promote the involvement of all other members of the early care and education community.
6. Continue implementation of research based prekindergarten curriculum by Head Start. Identified curricula is: Creative Curriculum, The Investigator's Club and GOLD Assessment System.

B. Joint Planning Actions (Memorandum of Action)
1. Support the development of regional and/or school-specific agreements that model this MOA.
2. Solicit information from all stakeholders for suggested ways of building knowledge and understanding of each other's programs.
3. Assure that the jurisdiction-specific agreements are included in Annual Updates to the School System's Master Plan.
5. Promote the effective and efficient use of facilities and space utilization to meet prekindergarten requirements of the Bridge to Excellence in Public School Act.
6. Develop an action plan that will: 1) detail the steps necessary to implement this MOA, and 2) establish a forum to address mutual issues as they arise.
7. Evaluate measurable results of this MOA and children's progress according to existing data and the Kindergarten Readiness Assessment (KRA).
8. Institute a reciprocal process whereby HRDC Head Start, BOE, Infants and Toddlers, and Office of Child Care representatives would participate on early Childhood planning committees.
9. Coordinate recruitment to maximize services for eligible children.
10. Develop strategies that address the needs of children with disabilities, homeless children, non-English speaking children, or other special populations.

12. Coordinate and disseminate HRDC Head Start, BOE, and Child Care Administration and Family Support Services calendars to include family and professional development activities.

C. **Articulation Agreement**

1. Develop effective transition procedures and practices.
2. Create a curriculum articulation process, including joint professional development, between HRDC Head Start, BOE, and Child Care (i.e., KRA, MCCRS, Head Start Child Outcomes Framework).
3. Use curriculum and assessment systems that align with MCCRS.
4. Coordinate calendars of events and professional development to reinforce collaboration.
5. Develop effective procedures and practices for sharing information for children in the wrap around program (i.e., screenings, assessment, family information).

D. **Family Involvement** All parties to this agreement will encourage local agreements that address on-going communication between parents and teaching staff and continued and enhanced family support as children move from Head Start and/or licensed family care to public schools through strategies that include, but are not limited to:

1. Holding joint meetings and activities for all families whose children attend public pre-kindergarten and/or HRDC Head Start programs, or are in a licensed family Care setting.
2. Encouraging participation in the parent-teacher organizations in every school with Head Start.
3. Developing articulation meetings between families, parents, counselors and school point persons including transition mechanisms.
4. Holding regular, interactive parent-teacher meetings that address the needs of each student who is dually enrolled or receiving services from the public schools, including children with disabilities and non-English speaking children.

E. **Joint Staff Development** All parties to this agreement encourage HRDC Head Start programs and the BOE to:

1. Include each other's staff in applicable training opportunities, including, but not limited to, the Maryland Model for School Readiness and other professional development opportunities.
2. Offer appropriate credit/credentialing for joint professional development.
3. Establish and maintain a working relationship with colleges to review and align Early childhood coursework between MSDE, community colleges, four-year colleges, and the Allegany County Child Care Professionals Association (ACCCPA).
4. Produce a joint needs assessment plan for professional development.
5. Jointly plan training based on needs assessments.
6. Identify and disseminate successful staff development practices.
7. Identify and disseminate opportunities for shared resources including pursuit of grant funding.

V. Implementation: All parties to this agreement will encourage local agreements that identify a mechanism for on-going HRDC Head Start, ACCCPA, BOE, and Infants and Toddlers Program communication, including, but not limited to, creating or using an exiting steering committee with HRDC Head Start, BOE, ACCCPA, and Infants and Toddlers Program representation.

VI. Termination for Default: If either party fails to full-fill its obligations under this Agreement or otherwise violates any provisions of the Agreement, the Agreement may be terminated by written notice to the defaulting party. The notice shall specify the acts or omissions relied upon as cause for termination.

VII. Termination for Convenience: Performance under this Agreement may be terminated in accordance with this clause in whole, or from time to time in part, whenever either party shall determine that such termination is in the best interest. It is understood that this Agreement may be terminated for the convenience of the parties or for performance deemed to be unsatisfactory.

VIII. Modification: This Agreement may be modified as BOE and HRDC Head Start mutually agree in writing. Except for the specific provision of the Agreement which is thereby modified, the Agreement shall remain in full force and effect after such modification and shall be subject to the same laws, obligations, conditions, provisions, rules and regulations, as it was prior to the modification.

IX. Term of Contract: The term of the Agreement shall be one (1) year from the date this Agreement is executed. This Agreement may be renewed as BOE and HRDC Head Start mutually agree in writing.

X. Signatures:

Interim Superintendent of School

[Signature]

Date

9/23/19

HRDC Executive Director

[Signature]

Date

9/10/19

Infants and Toddlers Program Coordinator

[Signature]

Date

9/23/19

Child Care Administration

Title I Part A.164
INTERAGENCY AGREEMENT
between
The Allegheny County Health Department
The Allegheny County Department of Social Services
and
The Board of Education of Allegheny County

By this Interagency Agreement, the Allegheny County Health Department, the Allegheny County Department of Social Services, and the Board of Education of Allegheny County commit their support for comprehensive planning and implementation of early intervention services for infants and toddlers, and their families including preschool children in the Birth to Five System of Services. These agencies, hereinafter known as the three local agencies, will ensure that the following functions shall be carried out at public expense, and at no cost to parents as required under COMAR 13A.13.01 and 34 CFR 303.500-560:

1. To administer and coordinate activities related to implementation of procedural safeguards in Regulation .11, and other components of the State’s early intervention system in Regulations .03-.10.

2. To send a representative to the Local Interagency Coordinating Council who will participate on the Administrative Committee, thereby assuming cooperative responsibility for the operation of the program.

3. To participate in evaluation and assessment in Regulation .06. For the purposes of this agreement, the Allegheny County Infants & Toddlers Program (ACITP) will provide an interagency diagnostic team consisting of a special educator, community health nurse, and/or social worker and may include other professionals relevant to the referral, e.g. pediatrician, vision teacher, speech pathologist, psychologist, O.T., and P.T.

4. To participate in the development, review, and evaluation of an Individualized Family Service Plan (IFSP) as described in Regulation .08 for each child and the child’s family using a standardized form.

5. The financial responsibility for early intervention services is listed by agency on the following pages. Services are carried out at public expense, and no cost to parents.

6. If a service is recommended and included on the child’s IFSP which is not available from existing public agencies, the Administrative Committee will locate alternative services and/or funding sources in the community.

7. To provide direct service intervention and ensure that service providers will participate in the local early intervention system in accordance with Part C of the Act, this chapter, and local policies and procedures.

8. To provide time for staff training.

9. Not to discontinue child/family services without the knowledge and involvement of the Administrative Committee.
10. To provide support to the designated local lead agency.

11. To work cooperatively with private providers and with other public agencies to ensure continuity of care.

12. To support and participate in the identification and coordination of all available resources within the state, including federal, state, local and private resources.

13. To provide services at least equal to the funds budgeted in their most recent fiscal year at both state and local levels. Adjustments can be made for decreases in the population eligible to receive early intervention services.

14. To be responsible for the determination of available early intervention resources, identify gaps in service, identify local agency services, facilitate and support in establishing local agreements that include services available in the state and develop and implement the administrative procedures for management, record keeping, confidentiality procedures, and other areas to jointly provide the most effective services possible, as required by state and federal bylaws. (See APPENDIX I A.)

15. To provide a public awareness program.

16. To consider annually any recommendations for changes in this agreement as suggested by the Administrative Committee and the LICC.

17. To insure that interagency disputes will be resolved in accordance with the guidelines set forth in APPENDIX I and II.

18. To support the Allegheny County Board of Education as the designated local lead agency as confirmed by the local government authority.

19. To support the Local Interagency Plan as submitted annually to the Maryland Infants and Toddlers Program.

20. To support the implementation for a local single point of entry in cooperation with the Child Find system currently in place and as required in Regulation .05.

21. To support appropriate interagency planning and the continuance of service delivery beyond age thirty-six (36) months by implementing an individualized transition plan for each child at twenty-four (24) months of age and scheduling a Transition Planning meeting to be convened not later than 90 days before the child’s third birthday.

   Further, to ensure that families are invited to participate in an eligibility meeting convened by Part B in order to determine eligibility for preschool special education services at age three. In addition, to inform families of differences between the early intervention services provided through an (Extended) IFSP and the preschool special education services provided through an Individualized Education Program (IEP).

22. Ensure that services are provided to eligible children and their families in a timely manner, pending the resolution of disputes among service providers.

Title I Part A.166

Revised 2018
23. To partner with the Judith P. Hoyer Early Childcare and Education Center to provide comprehensive services to children and their families, including preschool children in the Birth to Five System of Services.

24. The Local Lead Agency assures that the local early intervention system will have the capacity to provide continuous services in accordance with an IFSP to eligible infants and toddlers and their families.

25. The Allegany County Infants and Toddlers Program is providing the following services to eligible children and families with funds requested annually via the Consolidated Local Implementation Grant.

   a. speech/language pathologist services,
   b. Family Support Network Coordinator,
   c. Preschool Partners Coordinator,
   d. special instruction services,
   e. materials and equipment necessary to implement IFSP outcomes for infants and toddlers.

26. The Allegany County Public School System is designated as the agency which bills for Medical Assistance (MA) reimbursement for health related services and service coordination. All providers of health related services, and including service coordinators, from the Allegany County Health Department, the Allegany County Department of Social Services, and the Allegany County Public School System are required to submit, on a monthly basis, standardized billing forms with documentation to the MA Technician. A state Interagency Medicaid Monitoring Team conducts an annual onsite visit and the local lead agency has created a written local self-monitoring process for which an annual report is submitted to both DHMH and MSDE.

27. The Allegany County Public School System/Special Education Department will provide legal representation for the local Infants & Toddlers Program if the program is involved in IDEA dispute resolution procedures.

BOARD OF EDUCATION OF ALLEGANY COUNTY agrees to provide:

Revised 2018

Title I Part A.167
1. **Early Intervention Services** to eligible infants and toddlers, including preschool children in the Birth to Five System of Services.
   
   a. Special Instruction Services  
      May include evaluation and ongoing services provided by special education teachers, who will be assigned to the Early Intervention Program.
   
   b. Speech Therapy Services  
      Services may include evaluation and ongoing services by speech pathologists who will be designated to support the Early Intervention Program.
   
   c. Audiology Services  
      Audiology Services are provided by a licensed audiologist.
   
   d. Physical Therapy Services  
      Services may include evaluation, consultation, and direct service. These services will not include services which are primarily medical in nature. These services will be provided by qualified staff who will be designated to support the Early Intervention Program.
   
   e. Occupational Therapy Services  
      Services may include evaluation, consultation, and direct service. These services will not include services which are primarily medical in nature. These services will be provided by qualified staff who will be designated to support the Early Intervention Program.
   
   f. Psychological Services  
      Services may include referral and evaluation for diagnostic purposes. These services will be provided by a certified school psychologist.
   
   g. Assistive Technology Services  
      Services may include evaluation, consultation and training to families and service providers. These services will be provided by qualified staff who will be designated to support the Early Intervention Program.
   
   h. Transportation Services  
      Services may include bus transport and/or transportation reimbursement for travel to and from home, to special education preschool classes located in natural environment settings, regional programs and/or private and public preschools.

2. **Service Coordination**  
   Services will be provided by staff as determined by the interagency team.

3. **Early Identification and Assessment Services**  
   Participation by appropriate personnel on the interagency diagnostic team to complete child evaluation and family needs assessments.

4. **School Health Services**  
   Services will be provided by community health nurses assigned to each school.
ALLEGANY COUNTY DEPARTMENT OF SOCIAL SERVICES (ACDSS) agrees to provide:

1. **Services**
   - Provision of Social Work Services via a caseworker assigned ½ time to the Allegany County Infants & Toddlers Program.
   - Out of Home Care – Dependent on eligibility for mandated services.
   - Child Protective Services – Dependent on eligibility for mandated services.
   - In home services up to six months or greater as deemed appropriate.

2. **Services are delivered through:**
   - Family assessment
   - Home Visits
   - Family therapy and individual counseling for specific identified problems. Services are delivered by ACDSS staff and other community resources.
   - Parenting skills training
   - In-home associate services

3. **Service Coordination**

   Service Coordination is provided by case workers and licensed social workers through the above listed methods as well as attendance at meetings and staffings, referrals, and follow-up activities.

4. **Early Identification and Assessment Services**

   Allegany County Department of Social Services will participate in home visits by an interagency diagnostic team to do child and family assessments for the Allegany County Infants and Toddlers Program.
ALLEGANY COUNTY HEALTH DEPARTMENT (ACHD) agrees to provide:

1. **Home Visits** *

   Home visits are provided by community health nurses for parenting, nursing, and health guidance.

2. **Service Coordination** *

   Service Coordination is provided by community health nurses.

3. **Early Identification and Assessment Services** *

   Participation by appropriate personnel on an interagency diagnostic team to complete child and family needs assessments.

4. **Nursing Services** *

   Services will be provided by community health nurses for health assessments, monitoring, referrals, and recommendations as appropriate.

5. **Nutrition Services**

   Services will be provided via a registered nutritionist for counseling as appropriate.

6. **School Health Services**

   Services will be provided by community health nurses assigned to each school.

*These services are supported by Medical Assistance dollars billed through the Allegany County Public School System (LLA).*
APPENDIX I

LOCAL ADMINISTRATION
Local Interagency Agreement

A. Local Interagency Agreement:

The Allegany County Board of Education, the Allegany County Health Department and the Allegany County Department of Social Services have entered into an interagency agreement which includes:

(1) Assignment of financial responsibility for early intervention services;

(2) Procedures for achieving timely resolution of intra- and inter-agency disputes about payments for a given service, or disputes about other matters related to the local early intervention system, including a procedure for notifying the Maryland State Department of Education/Maryland Infants and Toddlers Program when local Resolution is not possible; and

(3) Additional components necessary to ensure effective cooperation and coordination among all services providers involved in the local early intervention system.
APPENDIX II (A)

PROCEDURES FOR RESOLUTION OF INTERAGENCY DISPUTES
For Maryland’s Statewide Early Intervention System

I. Background

Part C of the Individuals with Disabilities Education Act (IDEA) requires the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for infants and toddlers with disabilities and their families[§303.1]. The intent of this interagency statute is to coordinate all early intervention services available to families through public and private resources.

The statute and regulations provide flexibility in the ways that states can establish and administer the early intervention system of services. There are references in 34 Code of Federal Regulations, Part 303, that require the development of procedures to resolve intra- and interagency disputes about payments for a given service, or disputes about other matters related to the early intervention system. These read, in part:

(c) Procedures for resolving disputes:
   (1) Each agreement must include procedures for achieving at timely resolution of intra-and interagency disputes about payments for a given service, or disputes about other matters related to the State’s early intervention program. Those procedures must include a mechanism for making a final determination that is binding upon the agencies involved.
   (2) The agreement with each agency must:
   (i) Permit the agency to resolve its own internal disputes (based on the agency’s procedures that are included in the agreement), so long as the agency acts in a timely manner; and
   (ii) Include the process that the lead agency will follow in achieving resolution of intra-agency disputes, if a given agency is unable to resolve its own internal disputes in a timely manner. [§303.523(c)]

In compliance with Part C of IDEA, 34 CFR Part 303, and COMAR 13A.13.01, Maryland has established procedures for the resolution of interagency disputes for the State’s early intervention system.

II. Procedures for Resolving Interagency Disputes

A. Local Disputes

1. An intra- or interagency dispute exists when local agencies are unable to resolve disputes about payments for a given service (including the assignment of financial responsibility at the local level) or disputes about other matters related to the State’s early intervention system.
(a) Disputes within an agency or disputes involving more than one agency shall be resolved in a manner described in the local interagency agreement. This agreement must stipulate the timelines and procedures that will be followed to resolve the issue at the local level.

(b) Disputes that are not resolved according to the timelines and procedures incorporated within the local interagency agreement shall be referred to the Maryland State Department of Education/Maryland Infants and Toddlers Program.

(c) The local lead agency shall be responsible for completing the required form and including explanatory attachments as necessary.

2. Assignment of Financial Responsibility

(a) During the pendency of an intra- or interagency dispute, the Maryland State Department of Education/Maryland Infants and Toddlers Program shall assign financial responsibility for the service(s) in dispute to an agency or agencies using one of the following procedures:

(i) The Maryland State Department of Education/Maryland Infants and Toddlers Program assigns financial responsibility to the local lead agency; or

(ii) The Maryland State Department of Education/Maryland Infants and Toddlers Program assigns financial responsibility to the agency or agencies that currently provide the service in dispute; or

(iii) The Maryland State Department of Education/Maryland Infants and Toddlers Program determines that the service that an eligible child needs, but is not otherwise entitled to under any other Federal, State, local, or private source, shall be paid for by Part C funds, in accord with the payor of last resort provision of 34 CFR §303.527.

(b) The assignment of financial responsibility shall be binding during the pendency of a dispute.

(c) If, in resolving the dispute, the Maryland State Department of Education/ Maryland Infants and Toddlers Program determines that the assignment of financial responsibility was inappropriately made, the Maryland State Department of Education/Maryland Infants and Toddlers Program shall reassign the responsibility to the appropriate agency and make arrangements for reimbursement of any expenditures incurred by the agency originally assigned responsibility.

(d) Reimbursement must take place within 60 days after the final decision, pending any further action.
3. Resolution of Interagency Disputes

The Maryland State Department of Education/Maryland Infants and Toddlers Program have established the following procedures to resolve interagency disputes:

(a) The Secretaries of the Department of Health, the Department of Human Resources, and Office of Children, Youth, and Families shall each appoint one representative to the Maryland Infants and Toddlers Program Interagency Dispute Resolution Committee. The Committee shall be chaired by the Assistant State Superintendent, Division of Special Education, Maryland State Department of Education.

(b) Under the authority of the State Superintendent of Schools of the Maryland State Department of Education, the Dispute Resolution Committee shall review dispute resolution requests, request additional information as necessary, and make recommendations regarding resolution to the State Superintendent of Schools within 25 calendar days from receipt of the dispute by the Maryland State Department of Education/Maryland Infants and Toddlers Program.

(i) Upon receipt of a dispute, the Maryland Infants and Toddlers Program shall contact members of the Dispute Resolution Committee and schedule a meeting to review and discuss the disputes. The meeting shall take place within 10 calendar days from the date of receipt of the request.

(ii) Copies of the material submitted in support of the dispute will be sent immediately to all members of the Dispute Resolution Committee.

(iii) The Maryland Infants and Toddlers Program shall inform the representatives of the local agencies which are parties to the dispute of the date and time of the meeting to review the dispute.

(iv) Following the review of the dispute, the consensus of the Dispute Resolution Committee shall be sent directly to the State Superintendent of Schools by the Program Manager of the Maryland Infants and Toddlers Program. If the Dispute Resolution Committee is unable to reach a consensus, a status report shall be submitted to the State Superintendent of Schools within the same time frame.

(c) Within 30 calendar days of receipt of the request, the State Superintendent of Schools for the Maryland State Department of Education shall issue a decision which resolves the dispute.

(d) The Maryland Infants and Toddlers Program shall send written notification of the decision to the local lead agency that submitted the request.
B. State-level Disputes

1. Intra-agency disputes about matters related to the State's early intervention system shall be resolved in a timely manner according to the agency's internal procedures. If a given agency is unable to resolve an internal dispute, the dispute will be referred to the State Superintendent of Schools of the Maryland State Department of Education, or designee. The Dispute Resolution Committee will review the dispute and make a recommendation to the State Superintendent of Schools for a binding resolution to the dispute.

2. Disputes involving more than one State agency about matters related to the State's early intervention system shall be referred to the State Superintendent of Schools of the Maryland State Department of Education. The Dispute Resolution Committee will review the dispute and make a recommendation to the State Superintendent of Schools for a binding resolution to the dispute.

C. Requests for Assistance from the State Interagency Coordinating Council

1. Consistent with COMAR 13A.13.01.12(F)(4)(a), the Maryland State Department of Education may refer disputes to the State Interagency Coordinating Council for assistance in achieving the decision reached by the State Superintendent of Schools for matters related to the reassignment of financial responsibility or reimbursement. The written request must describe in detail the reason assistance is necessary to ensure compliance.

2. The State Interagency Coordinating Council shall respond in writing to the Program Manager of the Maryland Infants and Toddlers Program and to the State Superintendent of Schools of the Maryland State Department of Education within 15 calendar days of the request for assistance. The procedures used by the Interagency Coordinating Council shall be described in an attachment to the By-Laws of the State Interagency Coordinating Council.

D. Consistent with COMAR 13A.13.01.12 (F) (4) (b), the State Superintendent of Schools may refer the matter to the Governor, as necessary.
This agreement will be effective when signed by the Health Officer for the Allegany County Health Department, the Director of the Allegany County Department of Social Services, and the Superintendent of the Schools for the Board of Education of Allegany County. This agreement shall be reviewed annually and approved through June 30 of the current grant period.

ALLEGANY COUNTY HEALTH DEPARTMENT

[Signature]
Jenelle Mayer, M.P.H., Health Officer

5/21/18
Date

ALLEGANY COUNTY DEPARTMENT OF SOCIAL SERVICES

[Signature]
Courtney Thomas-Winterberg, Director

5/25/18
Date

BOARD OF EDUCATION OF ALLEGANY COUNTY

[Signature]
Dr. David A. Cox, Superintendent

4/23/18
Date

Title I Part A.176
RECIPIENT ASSURANCES

By receiving funds under this grant, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).

2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee’s facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys’ fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee’s employees, agents or subgrantees.

3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.

4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.

5. Entities expending federal funds of $750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et seq.

6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantees in the conduct of activities performed under this grant. However, MSDE’s failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.

7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.

8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of $1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.

10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.

11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Superintendent of Schools/Head of Grantee Agency

Date: 11/6/19

Title I Part A.177
# MARYLAND STATE DEPARTMENT OF EDUCATION
## GRANT BUDGET C-1-25

**ORIGINAL GRANT BUDGET**: $3,259,353.00  
**AMENDED BUDGET #:** 1  
**REQUEST DATE**: 11/15/19

### GRANT NAME  
**Title I, Part A**  
**RECIPIENT NAME**: Allegany County Public Schools

### REVENUE SOURCE  
**Title I, Part A**  
**RECIPIENT AGENCY NAME**: Allegany County Public Schools

### FUND SOURCE CODE  
**F**  
**GRANT PERIOD**: 1-Jul-19 to 30-Sep-21

<table>
<thead>
<tr>
<th>CATEGORY/PROGRAM</th>
<th>01- SALARIES &amp; WAGES</th>
<th>02- CONTRACT SERVICES</th>
<th>03- SUPPLIES &amp; MATERIALS</th>
<th>04 - OTHER CHARGES</th>
<th>05 - EQUIPMENT</th>
<th>08 - TRANSFERS</th>
<th>BUDGET BY CAT./PROG.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>201 Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 21 General Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32,625.24</td>
<td>32,625.24</td>
</tr>
<tr>
<td>Prog. 22 Business Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 23 Centralized Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>202 Mid-Level Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>233,604.49</td>
<td></td>
</tr>
<tr>
<td>Prog. 15 Office of the Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 16 Inst. Admin. &amp; Supv.</td>
<td>168,863.50</td>
<td>10,430.00</td>
<td>1,688.61</td>
<td>33,142.38</td>
<td>19,500.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>203-205 Instruction Categories</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 01 Regular Prog.</td>
<td>14,576.10</td>
<td>5,807.05</td>
<td>15,273.56</td>
<td>1,695.50</td>
<td></td>
<td></td>
<td>37,352.21</td>
</tr>
<tr>
<td>Prog. 02 Special Prog.</td>
<td>1,751,099.29</td>
<td>134,825.54</td>
<td>62,373.85</td>
<td>4,725.00</td>
<td></td>
<td></td>
<td>1,953,023.68</td>
</tr>
<tr>
<td>Prog. 03 Career &amp; Tech Prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 04 Gifted &amp; Talented Prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 07 Non Public Transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28,931.00</td>
<td>28,931.00</td>
</tr>
<tr>
<td>Prog. 08 School Library Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 09 Instruction Staff Dev.</td>
<td>43,777.24</td>
<td>25,672.00</td>
<td>21,746.72</td>
<td>6,798.00</td>
<td></td>
<td></td>
<td>97,993.96</td>
</tr>
<tr>
<td>Prog. 10 Guidance Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 11 Psychological Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 12 Adult Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>206 Special Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 04 Public Sch Instr. Prog.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 09 Instruction Staff Dev.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 15 Office of the Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 16 Inst. Admin &amp; Superv.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>207 Student Personnel Serv.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>208 Student Health Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>209 Student Transportation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>210 Plant Operation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 30 Warehousing &amp; Distr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 31 Operating Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>211 Plant Maintenance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 34 Land &amp; Improvements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 35 Buildings &amp; Additions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 36 Remodeling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures By Object</strong></td>
<td>1,978,316.13</td>
<td>41,609.05</td>
<td>173,514.43</td>
<td>935,032.15</td>
<td>24,225.00</td>
<td>61,556.24</td>
<td>3,214,553.00</td>
</tr>
</tbody>
</table>

---

**Finance Official Approval**

Larry McKenzie, CPA  
Name  
Signature  
Date: 11/16/19  
Telephone #: 301-759-2024

**Supt./Agency Head Approval**

Jeffrey S. Blank  
Name  
Signature  
Date: 11/16/19  
Telephone #: 301-759-2037

**MSDE Grant Manager Approval**

Paula M. Harris  
Name  
Signature  
Date: 11/16/19  
Telephone #: 410-767-0321

Title I Part A.178
Title II, Part A

Systems of Support for Excellent Teaching and Leading
Local School System: _____________________ Fiscal Year __________
Title II-A Coordinator: ___________________
Telephone: ______________ E-mail: ____________________

TITLE II, PART: A SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

Title II, Part A  Application

- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
- Identified Needs
- Identified Priorities

1.0: Targeted Supports and Consultation (Required)
2.0: Administrative Costs (Allowable)
3.0: Ensuring Equitable Access (Required)
4.0: Systems of Professional Growth (Allowable)
5.0: Alignment to Challenging State Academic Standards (Required)
6.0: Private School Services (Required)

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

(1) increase student achievement consistent with the challenging State academic standards;

(2) improve the quality and effectiveness of teachers, principals, and other school leaders;

(3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and

(4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

To be eligible to receive a subgrant, a local school system shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State
educational agency may reasonably require. Each local education agency shall include a description of the follow:

(A) Activities to be carried out by the local school system and how these activities will be aligned with challenging State academic standards.

(B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teacher and opportunities to develop meaningful teacher leadership.

(C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities.

(D) Use of data and ongoing consultation to continually update and improve activities

(E) Provide equitable services and timely consultation to private school children and teachers

Consultation: In developing the application a local school system will:

(A) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title IIA.

(B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LSS activities to meet the purpose of the title

(C) Coordinate activities with related strategies, programs, and activities being conducted in the community.

(D) Required consultation cannot interfere with the timely submission of the application
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).

1. Five “Targeted Support and Improvement Schools” (TSI) will have Title II-A funds available to lead to improvement in the following areas:
   1. Allegany High School: Black or African-American, Economically Disadvantaged, Two or More Races
   2. Braddock Middle School: Black or African American
   3. Center for Career and Technical Education: Special Education
   4. Mountain Ridge High School: Economically Disadvantaged, Special Education
   5. Washington Middle School: Special Education

2. Three Teacher-Mentor Specialists will be funded via Title IIA to provide data analysis and coaching in ELA and Mathematics to ELA and Mathematics teachers in their respective schools. Additionally, the Teacher-Mentor Specialists will mentor non-tenured second and third year teachers in the Allegany County Public Schools throughout the school year.

3. Teacher-Mentors will be granted a stipend funded via Title IIA. The Teacher-Mentors will be assigned to a non-tenured first year teacher in their respective schools to provide guidance, feedback on bi-weekly reflections, and support throughout the school year.

4. Two teacher leaders from each school will participate in the annual Teacher Leadership Academy - Superintendent’s Advance (TLA - SA). The information gleaned from the TLA - SA will be shared with other educators at respective schools.

5. Teacher Leaders and administrators will attend one of two sessions on the "Framework for Poverty" or "Emotional Poverty" presented by a representative from aha! Process, Inc. (Ruby Payne).

6. Each school in the ACPS will have an opportunity to contract with a presenter/organization to present/work with each school based on respective needs related to equity, disproportionality, or implicit bias.

7. Administrators and teachers will be provided books and other professional learning resources/materials, as needed.

Please provide a description of how the local school system meaningfully consults with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the title.
The LEA consistently consults with the community to determine the needs of the Allegany County Public Schools via online surveys for administrators, teachers, paraprofessionals, parents, community partners, and constituents to determine system needs. Additionally, “Teacher-Roundtable” also provides guidance as to the needs of teachers.

One goal of the Superintendent and the Allegany County Board of Education is: “Increase student achievement and learner engagement with a special emphasis on implementation of Maryland College and Career Ready Standards.”

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.

The LEA will use data from evaluation surveys, student achievement data and school report cards to continually update and improve activities supported by Title IIA.
To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

**Administrative Costs:** Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

### 2.0 ADMINISTRATIVE COST - Allowable

<table>
<thead>
<tr>
<th>Item</th>
<th>Line Item</th>
<th>Description</th>
<th>Public School Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total for Section 2.0
To ensure that every student has access to excellent educators, SEAs and LSSs must work together to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students’ greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). To realize this outcome, SEAs and LSSs are strongly encouraged to use Title II, Part A funds to improve equitable access to effective teachers. (ESEA sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)).
### 3.0 ENSURING EQUITABLE ACCESS – Required

Based on the review of equitable access data, which equity gaps are current priorities for your LSS? Cite specific data points.

Overall, the average number of students who scored proficient on the MCAP ELA exam is less than 49.62%. As students advance in grade level, a smaller percentage of students earn a score that is considered proficient in all but one category.

50% of all students in grades 3-5 earned a proficient score. 48% of all students in grades 6-8 earned a proficient score. 53.2% of all students in grade 10 earned a proficient score.

The percentage among students receiving Free or Reduced Meals and earning a proficient score is 40.4% for students in grades 3-5, 36.4% for students in grades 6-8, and 36.3% for students in grade 10.

The percentage among students who receive Special Education services and earning a proficient score is 18.9% for students in grades 3-5, 6.4% in grades 6-8, and 1.4% for students in grade 10.

The percentage among students who are African-American and earning a proficient score is 32.3% for students in grades 3-5, 20.49% for students in grades 6-8, and 26.3% for students in grade 10.

The percentage among students who identify as two races or more and earning a proficient score is 43.7% in grades 3-5, 34.4% for students in grades 6-8, and 35.7% for students in grade 10.

The percentage among females to males in grades 3-5 is 56.5% (females) to 44.4% (males), in grades 6-8 is 58.4% (females) to 38.7% (males), and grade 10 is 66.5% and 41.8%.

All equity gaps are a priority for the Allegany County Public Schools.

Source: MSDE Report Card
**Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals - REQUIRED**

*If the school system is not using Title IIA funds for one or more of these purposes in this section, please record N/A in the appropriate boxes.*

<table>
<thead>
<tr>
<th>Item #</th>
<th>US Ed Allowable Activities</th>
<th>Brief Description of Specific Services including:</th>
<th>Cite:</th>
<th>Public School Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Timeline</td>
<td>• the level of evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Audience</td>
<td>• study or studies that support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Implementation Evaluation</td>
<td>this activity/series</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• the rationale for your rating</td>
<td></td>
</tr>
</tbody>
</table>

### 1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals

**1.1** Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).

The LSS may develop initiatives that provide:

- Expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)
- Differential and incentive pay for teachers, principals, or other school leaders in high-need

N/A
academic subject areas and specialty areas, which may include performance-based pay systems

*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)].

| 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) | N/A |
| 1.2 | Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders; | N/A |
| 1.3 | Reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers | N/A |
### 2. Strategies and Activities to Improve the Quality of the Teaching Force

| 2.1 | Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement. | N/A |
| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; | Description: Each first-year teacher will receive a copy of Brock and Hundley’s *Growth Mindset Coach* (2016) book and Fisher and Frey’s *Better Learning Through Structured Teaching* (2014). Administrators and two teacher leaders from each school will attend presentations on Ruby Payne’s Poverty Framework and Emotional Poverty at the 2020 Superintendent’s Advance in early August 2020. Administrators and teacher leaders will guide book studies on Ruby Payne’s *Framework for Poverty* and *Emotional Poverty* with their respective faculty and staff members. “Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Learning communities convene regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic $3,804.00 $10,000.00 for contracted services with aha! Process (Ruby Payne) |
- **Timeline**: 2019-2020 and 2020-2021 School Year
  
  Administrators and teacher leaders will guide book studies on Ruby Payne’s *Framework for Poverty and Emotional Poverty* with their respective faculty and staff members at their discretion throughout the school year.

- **Evaluation**: Based on participation and completion of activities and a survey of attitudes to each specific book topic.

Past practice in the ACPS has revealed that educators benefit from professional learning communities and that such experiences transfer practices to the classroom.

This is a Level 4 activity.

<table>
<thead>
<tr>
<th>2.1.2</th>
<th>use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the ‘Family Educational Rights and Privacy Act of 1974’) (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3</td>
<td>effectively engage parents, families, and community partners, and coordinate services between school and community;</td>
</tr>
<tr>
<td>2.1.4</td>
<td>effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);</td>
</tr>
</tbody>
</table>

Description: To provide opportunities for a minimum of two educators in the ACPS to attend the Common Ground Conference from April 30th – May 1st in Ocean City, MD.

“Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals. Learning communities convene...”

$1,169.00
Those attending will “Join approximately 1,200 education colleagues from across the state and surrounding areas for the sixth annual Common Ground, Maryland's top professional development event of the year. Thought-provoking speakers, hundreds of inspiring sessions, and demonstrations of the latest products and services will provide you the 21st century know-how you need.”

- Timeline: April 30, 2020 – May 1, 2020
- Implementation: Those in attendance will share what was gleaned related to integrating technology in curricula from the conference with teachers, school-based administrators, and central office administrators at the 2020 Superintendent’s Advance held in early August 2020.
- Evaluation: Based on participation, an evaluation survey, and an assessment of implementation during the first semester of the 2020 – 2021 academic year.

Past practice in the ACPS has revealed that educators benefit from professional learning communities and that such experiences transfer practices to the classroom.

This is a Level 4 activity.

<table>
<thead>
<tr>
<th>2.1.5</th>
<th>provide opportunities for experiential learning through observation</th>
</tr>
</thead>
</table>

| 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 regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.” |

- Learning Forward Standards for Professional Learning (2019)
<p>| 2.1.7 | 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 | 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 | N/A |
| 2.2.1 | the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; |  |
| 2.2.2 | the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning |  |
| 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 |</p>
<table>
<thead>
<tr>
<th>Content, career and technical education, and work-based learning (if appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:</td>
</tr>
<tr>
<td>To provide $960.00 to each of 23 schools ($960.00 x 23 = $22,080.00) in the ACPS opportunities to contract with a presenter/organization to present/work with each school based on each school’s respective needs related to equity, disproportionality, or implicit bias. Activity 2.2.3, 2.2.4, 2.2.5</td>
</tr>
<tr>
<td>Once the Notice of Grant Agreement is received from MSDE, schools will be given opportunities to create and submit a budget narrative for specific professional learning requests. Requests from Targeted Support and Improvement Schools must be aligned with the marked specific needs of each school.</td>
</tr>
<tr>
<td>Schools requesting funds for specific professional learning activities will need to apply between January 1, 2020, and January 1, 2021. Once each application is reviewed and accepted, funding will immediately be available to each school. All requested funding must be used by June 30, 2021.</td>
</tr>
<tr>
<td>Implementation: Each school will implement what was learned from the professional learning activity that focuses on equity, disproportionality, or implicit bias.</td>
</tr>
<tr>
<td>Evaluation: Each school will measure the effectiveness of the implementation by</td>
</tr>
<tr>
<td>“Effective professional learning requires human, fiscal, material, technology, and time resources to achieve student learning goals. How resources are allocated for professional learning can overcome inequities and achieve results for educators and students. The availability and allocation of resources for professional learning affect its quality and results. Understanding the resources associated with professional learning and actively and accurately tracking them facilitates better decisions about and increased quality and results of professional learning.”</td>
</tr>
<tr>
<td>-Learning Forward (2019)</td>
</tr>
<tr>
<td>Each school will come up with its manner of evaluating the professional learning. At a minimum, it will be via an evaluation survey.</td>
</tr>
<tr>
<td>Due to the evaluation being based on survey evaluation data from ACPS educators (Level 1) and the fact learning communities are supported by the Learning Forward Standards</td>
</tr>
</tbody>
</table>

| $22,080.00 |
determining its impact on equity, disproportionality, or implicit bias. of Professional Learning (Level 5), the level of evidence is a 3 \( (1 + 5 = 6/2 = 3) \).

## 3. Strategies and Activities to Retain and Provide Support to Effective Educators

<table>
<thead>
<tr>
<th>3.1</th>
<th>Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LSS may develop initiatives that:</td>
<td>Description: To provide an orientation and year-long induction and mentoring program for first year teachers; close monitoring and mentoring second year teachers; and close monitoring and mentoring third year teachers. Additionally, three educators are Teacher-Mentor Specialists at their respective middle schools in ELA or Mathematics.</td>
</tr>
<tr>
<td>3.1.1</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>• Timeline: August 2019 through June 2021</td>
</tr>
<tr>
<td></td>
<td>• Implementation: 1.) First year teachers will attend a three day orientation; will be assigned a school-based mentor; will write weekly reflections and submit the reflections to their assigned mentor; meet face-to-face with mentors once a month or as needed; attend four meetings throughout the school year; and complete additional activities related to the Gradual Release of Responsibility instructional framework and Universal Design for Learning. Upon completion of all activities, first year teachers will earn three MSDE credits for participating in the ACPS New Teacher Academy. 2.) Second year teachers will meet with their assigned mentor once each nine week period or as needed. 3.) Third year teachers will meet with their assigned mentor once a semester or as needed. 4.) Research suggests that comprehensive induction can “reduce the rate of teacher attrition, accelerate the professional growth of new teachers, provide a positive return on investment, and improve student learning” (Glazerman et al., 2010). Specifically, bundling together the components of comprehensive induction shows stronger evidence of positive impact on student learning than any one component alone (Goldrick et al., 2013; Ingersoll &amp; Smith, 2004; Ingersoll &amp; Strong, 2011; Smith &amp; Ingersoll, 2004).</td>
</tr>
<tr>
<td></td>
<td>Source: <a href="https://learningforward.org/docs/default-source/commoncore/the-role-of-comprehensive-induction.pdf">https://learningforward.org/docs/default-source/commoncore/the-role-of-comprehensive-induction.pdf</a></td>
</tr>
<tr>
<td></td>
<td>While no empirical studies have been conducted for the New Teacher Induction Program in the ACPS,</td>
</tr>
<tr>
<td></td>
<td>$339,752.00</td>
</tr>
</tbody>
</table>
### 3.1.1

<table>
<thead>
<tr>
<th>Description: Two teacher leaders from each school and administrators from each school will attend one of the two sessions during the 2020 Superintendent’s Advance/Teacher Leadership Academy. Upon receiving the training, teacher leaders and school-based administrators will share the information learned with their respective faculty members. Teacher Leaders and administrators will attend one of two sessions on the &quot;Framework for Poverty&quot; or &quot;Emotional Poverty&quot; presented by a representative from aha! Process, Inc. (Ruby Payne).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation: Surveys will be administered to evaluate the learning.</td>
</tr>
</tbody>
</table>

| Information covered during the 2020 – 2021 school year will focus on equity with an emphasis on practices that enhance student learning/achievement by educators knowing the impact economic poverty and emotional poverty have on students, and, as a consequence, meeting the needs of all students. The research of Dr. Ruby Payne and associates will be used. Summary evaluation data from sessions on the Poverty Framework and Emotional Poverty in August and September of 2019 provides a strong rationale for giving additional teacher leaders this same $14,705.00 (salaries and fixed charges). |

<table>
<thead>
<tr>
<th>Three Teacher-Mentor Specialists analyze school-based data at their respective middle schools. Based on assessment data and student needs, the Teacher-Mentor Specialists provide instructional guidance and coaching to ELA and Mathematics teachers. Regardless whether a teacher is non-tenured or tenured, he/she is given opportunities, as necessary, to observe colleagues in the effort to improve instruction. Evaluation: Participants will be given opportunities to evaluate the program on multiple occasions to determine levels of satisfaction, needs, and strengths and limitations to the program. Also, district-wide observation data collected through TPE will be used to evaluate the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>new teachers are given the opportunity to evaluate the program via survey evaluations a minimum of two times throughout the year. As a result of the evaluations throughout the year, adjustments are made to meet the professional learning needs of the new teachers. Also, there is a rationale that the New Teacher Induction Program in the ACPS is likely to improve relevant outcomes based on the high-quality research findings previously cited. This is a Level 4 Activity.</td>
</tr>
</tbody>
</table>

| 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 |

<table>
<thead>
<tr>
<th>$14,705.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>3.1.2</td>
</tr>
<tr>
<td>3.1.3</td>
</tr>
<tr>
<td>3.1.4</td>
</tr>
<tr>
<td>3.1.5</td>
</tr>
<tr>
<td>3.1.6</td>
</tr>
<tr>
<td>3.1.7</td>
</tr>
</tbody>
</table>
Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:

<table>
<thead>
<tr>
<th>4. Use of Funds to Improve Equitable Access to Effective Educators To All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

*Below is a list to “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome:

- Evidence for ESSA (Hopkins)
- Report on School Leadership Interventions under ESSA (RAND)
- Social and Emotional Learning Interventions under ESSA (RAND)
- What Works Clearinghouse (IES)
- Evidence-Based Intervention Network (University of Missouri)
- National Center on Intensive Intervention (AIR)
- Substance Abuse and Mental Health Services Registry (SAMHSA)
- Results First Clearinghouse Database (Pew)
- Best Evidence Encyclopedia (Center for Data-Driven Reform)
- Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools (Hopkins)
- Impact of Family Involvement on the Education of Children (MDRC)
<table>
<thead>
<tr>
<th>5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - <strong>Required</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards. [Section 2102 (b)(2)(A)]</td>
</tr>
<tr>
<td>Funds are not being used for Section 4.0.</td>
</tr>
</tbody>
</table>
### Title II, Part A Systems of Support for Excellent Teaching and Leading

<table>
<thead>
<tr>
<th>Local School System:</th>
<th>Fiscal Year:</th>
</tr>
</thead>
</table>

#### 6.0 Equitable Services to Students in Private Schools - Required

**Equitable Services:** Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

**Participating Private Schools and Services:** Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil that will benefit from Title II-A services. (Include below or as an attachment)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number of Students</th>
<th>Cost Per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany Boys’ Camp (41)</td>
<td></td>
<td>$1,989.00</td>
</tr>
<tr>
<td>Beginnings Montessori School (18 students)</td>
<td>$873.00</td>
<td></td>
</tr>
<tr>
<td>Bishop Walsh School (299 students)</td>
<td>$14,506.00</td>
<td></td>
</tr>
<tr>
<td>Calvary Christian Academy (169 students)</td>
<td>$8,199.00</td>
<td></td>
</tr>
<tr>
<td>Jefferson School (53 students)</td>
<td>$2,571.00</td>
<td></td>
</tr>
<tr>
<td>Lighthouse Christian Academy (78 students)</td>
<td>$3,784.00</td>
<td></td>
</tr>
</tbody>
</table>

The ACPS was allotted $423,432.00 in Title II-A funds.

Based on the September 30, 2018, enrollments of the non-public schools and the ACPS there were 8,728 students attending non-public (658) and public schools (8,070) in Allegany County, Maryland last school year.

\[
\frac{423,432.00}{8,728} = \$48.5142071494 
\]

- Allegany Boys’ Camp (41) = $1,989.00
- Beginnings Montessori School (18 students) = $873.00
- Bishop Walsh School (299 students) = $14,506.00
- Calvary Christian Academy (169 students) = $8,199.00
- Jefferson School (53 students) = $2,571.00
- Lighthouse Christian Academy (78 students) = $3,784.00

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)

Representatives from non-public schools attend an annual meeting at the ACPS that is held in April or May. At that time, guidelines for all Title programs are reviewed. Additionally, nonpublic schools are given updates on their remaining Title IIA funds every six months or upon request. For each professional learning request, a representative from each non-public school submits the request to the ACPS for approval.

Total Amount for Transfers: **$31,922.00**
# MARYLAND STATE DEPARTMENT OF EDUCATION

**GRANT BUDGET C-1-25**

<table>
<thead>
<tr>
<th>ORIGINAL GRANT BUDGET</th>
<th>AMENDED BUDGET #</th>
<th>REQUEST DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IIA</td>
<td></td>
<td>07/01/19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRANT NAME</th>
<th>RECIPIENT NAME</th>
<th>RECIPIENT GRANT #</th>
<th>RECIPIENT AGENCY NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Allegany County Public Schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRANT PERIOD</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7/1/2019</td>
<td>6/30/2021</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORY/PROGRAM</th>
<th>BUDGET OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01- SALARIES &amp; WAGES</td>
</tr>
<tr>
<td>201 Administration</td>
<td></td>
</tr>
<tr>
<td>Prog. 21  General Support</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 22  Business Support</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 23  Centralized Support</td>
<td>0.00</td>
</tr>
<tr>
<td>202 Mid-Level Administration</td>
<td></td>
</tr>
<tr>
<td>Prog. 15  Office of the Principal</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 16  Inst. Admin. &amp; Supv.</td>
<td>0.00</td>
</tr>
<tr>
<td>203-205 Instruction Categories</td>
<td></td>
</tr>
<tr>
<td>Prog. 01  Regular Prog.</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 02  Special Prog.</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 03  Career &amp; Tech Prog.</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 04  Gifted &amp; Talented Prog.</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 07  Non Public Transfers</td>
<td>31,922.00</td>
</tr>
<tr>
<td>Prog. 08  School Library Media</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 09  Instruction Staff Dev.</td>
<td>278,886.00</td>
</tr>
<tr>
<td>Prog. 10  Guidance Services</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 11  Psychological Services</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 12  Adult Education</td>
<td>0.00</td>
</tr>
<tr>
<td>206 Special Education</td>
<td></td>
</tr>
<tr>
<td>Prog. 04  Public Sch Instr. Prog.</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 09  Instruction Staff Dev.</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 15  Office of the Principal</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 16  Inst. Admin &amp; Superv.</td>
<td>0.00</td>
</tr>
<tr>
<td>207 Student Personnel Serv.</td>
<td></td>
</tr>
<tr>
<td>208 Student Health Services</td>
<td>0.00</td>
</tr>
<tr>
<td>209 Student Transportation</td>
<td>0.00</td>
</tr>
<tr>
<td>210 Plant Operation</td>
<td></td>
</tr>
<tr>
<td>Prog. 30  Warehousing &amp; Distr.</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 31  Operating Services</td>
<td>0.00</td>
</tr>
<tr>
<td>211 Plant Maintenance</td>
<td></td>
</tr>
<tr>
<td>212 Fixed Charges</td>
<td>75,571</td>
</tr>
<tr>
<td>214 Community Services</td>
<td>0.00</td>
</tr>
<tr>
<td>215 Capital Outlay</td>
<td></td>
</tr>
<tr>
<td>Prog. 34  Land &amp; Improvements</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 35  Buildings &amp; Additions</td>
<td>0.00</td>
</tr>
<tr>
<td>Prog. 36  Remodeling</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total Expenditures By Object</strong></td>
<td>278,886.00</td>
</tr>
</tbody>
</table>

Finance Official Approval
Name: Lawrence S. McKear
Signature: [Signature]
Date: 11/12/19
Telephone #: 301-759-2034

Supt./Agency Head Approval
Name: Jeffrey S. Blan
Signature: [Signature]
Date: 11/12/19
Telephone #: 301-759-2054

MSDE Grant Manager Approval
Name:
Signature:
Date:
Telephone #:
Appendix F
Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grants
Title IV, Part A Application

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment

1.0: Consultation (Required)
2.0: Administrative Costs (Allowable)
3.0: Needs Assessment (Required)
4.0: Activities to Support Well-Rounded Educational Opportunities (Required)
5.0: Activities to Support Safe and Healthy Students (Required)
6.0: Activities to Support the Effective Use of Technology (Required)
7.0: Equitable Services (Required)
8.0: Assurances (Required)
9.0: Internet Safety (Required)
10.0: Budget Narrative

The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:

1) provide all students with access to a well-rounded education;
2) improve school conditions for student learning; and
3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.
The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year’s Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

1) How the required stakeholders were involved;
2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
3) A comprehensive needs assessment (For any LEA receiving at least $30,000);
4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity;
5) How funds will be used for activities in the three content areas;
6) Program objectives and intended outcomes;
7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
8) Proposed use of funds for the direct administrative costs of carrying out the LEA’s program responsibilities; and
9) Completed set of assurances.

Consultation: In developing the application an LEA will:

1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
4) Ensure that required consultation cannot interfere with the timely submission of the application.
Appendix F
Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: **ACPS**

Fiscal Year: 2020

### 1.0 CONSULTATION - Required

Please provide a description of how the LEA, or consortium of such agencies, *meaningfully consulted* with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).

- 4/10/19 – Federal and State Programs for Non-Public Schools Meeting – met with non-publics regarding participation in Title IV, Part A funding for FY20. Discussed options for funding use and answered questions.
- 8/01/19 - Information was shared from the Title IV, Part A webinar with Instructional Content Supervisors, Title I, and Federal Office staff at the Superintendent’s Advance.
- 8/23/19- Secondary teachers were consulted and asked for additional ideas to support students with academic enrichment and specialized services.
- 9/13/19- The ESSA Consolidated Strategic Plan committee, including Jeff Blank, Interim Superintendent of Schools; Dr. Kim Kalbaugh, Chief Academic Officer; Larry McKenzie, CPA Director of Finance; Debbie Metheny, Director of Student Services and Special Education; John Logsdon, Supervisor of Federal Programs and Elementary Social Studies; Nil Grove, Director of Information Technology; Jacqueline Enright, Supervisor of Elementary Education; Michael McGowan, Supervisor of Elementary Education; Tracey Leonard, Coordinator of Physical Education, Health, and Mental Health; Matt Marlowe, Interim Coordinator of Student Support Services/Safety; Dr. Stephen Thompson, Assistant Supervisor of Secondary Mathematics; Eric VanSlyke, Supervisor of Secondary Science; Kathy Eirich, Assistant Supervisor of Special Education; Dr. Wendy Main, Assistant Supervisor of Special Education; Dr. George Brown, Supervisor of Professional Development, Title II, Guidance, and Social Studies; Candy Canan, High School Principal/CTE Supervisor; Melissa Kaye, STEM Coordinator/P-TECH Coordinator, Trina Simpson, Assistant Supervisor of Assessment and Accountability; Beth Ternent, School Counselor; Laura Michael, Title I School Support Specialist; Ellen Sause, Title I School Support Specialist, met to discuss county initiatives and the use of Title IV, Part A funds.
- 9/20/19-A meeting was held inviting all non-public schools to discuss allocations and deadlines.
- 9/24/19- A follow-up discussion with Instructional Leaders and all School Principals occurred lead by the Chief Academic Officer.
- Phone calls were made and a phone log kept for all communications with the non-publics.
- Email correspondence between the participating non-publics is on record.

Please provide a description of how the LEA, or consortium of such agencies, will use ongoing consultation to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

- Weekly meetings are held with the superintendent and the senior staff.
- Monthly meetings take place with Instructional Supervisors, Elementary and Secondary Principals, and Assistant Principals.
- A Combined Council meeting is held quarterly with all building-level administrators and instructional supervisors.
- The Parent Action Committee and Teacher Roundtable Committee meet monthly. A Curriculum Committee meeting is held every other month.
- Other LEA meetings include a School Health Council, the Student Roundtable, and a Classified Employee Roundtable.

Please provide a description of how the LEA or consortium of such agencies will coordinate the implementation of local activities with other programs, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

Updated 07-19-19
Appendix F
Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

- The Supervisor of Student Services and the Coordinator of Safety and Security provide us with immediate access to resources and information available in our community to support our students, staff, and parents. The utilization of School resource officers in our schools and the partnership we have with local agencies like the Allegany County Health Department (ACHD) School Nurse initiative allow us to have community connections at all times.
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)*

<table>
<thead>
<tr>
<th>Item</th>
<th>Line Item</th>
<th>Description</th>
<th>Public School Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Grant Manager</td>
<td>Eric VanSlyke</td>
<td>$454</td>
</tr>
<tr>
<td>2.2</td>
<td>Administrative Assistant</td>
<td>Kimberly Hotchkiss</td>
<td>$454</td>
</tr>
<tr>
<td>2.3</td>
<td>Grants Accountant</td>
<td>Kristen Mabee</td>
<td>$454</td>
</tr>
<tr>
<td>2.4</td>
<td>Technology Infusion Specialists</td>
<td>Jason Huber &amp; Melissa Kaye</td>
<td>$908</td>
</tr>
<tr>
<td></td>
<td>Total for Section 2.0</td>
<td></td>
<td>$2,270</td>
</tr>
</tbody>
</table>
Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Access to, and opportunities for, a well-rounded education for all students</th>
<th>School conditions for student learning to create a healthy and safe school environment</th>
<th>Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Dr. Kim Kalbaugh - CAO AP Teachers Content Supervisors Curriculum Committee School Counselors ACASC students</td>
<td>Debra Metheny Dr. Wendy Main Guidance Counselors K-12 PPWs Police Department - SROs Matt Marlowe Tracey Leonard</td>
<td>ACPS IT Department Tech Infusion Specialists AP Teachers Content Supervisors PTECH Consortium CTE Supervisor Candy Canan</td>
</tr>
</tbody>
</table>

This collaborative group also works closely with meeting the instructional needs of students during monthly instructional meetings.

| 3.2  | Assessment Data AP Enrollment / AP scores/ Dual Enrollment and Academic class grades | Community Involvement Survey Discipline Data Attendance | AP Scores AP enrollment Dual enrollment Technology use analytics |

This collaborative group also works closely with meeting the instructional needs of students during monthly instructional meetings.
## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<table>
<thead>
<tr>
<th>Section</th>
<th>Question</th>
<th>ACPS</th>
<th>Title IV funding outlined below would give all students the tools needed to be successful in overcoming adversity and coping with difficult topics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>Do our current systems fully capture the needs of our hardest to serve students, including those who might experience adversity that might not come up in a survey or other data tools?</td>
<td>No, we do not fully capture the needs of students with social and/or emotional issues, behavioral issues, or trauma affected students. By making a countywide effort, this population of students can be more effectively reached.</td>
<td>No, we are only able to target the students who self-identify as having social or behavioral issues, or have experienced trauma. The school wide (and countywide) effort will provide the opportunity to support all students.</td>
</tr>
<tr>
<td>3.4</td>
<td>Are there inequities inherent in the system that are driving some of the local needs?</td>
<td>The district has a high percentage of economically disadvantaged students. Therefore, these students are at a disadvantage considering the costs of AP exam fees and study materials to prepare for the test(s).</td>
<td>Students participate in the Youth Risk Behavior survey which has identified a need for a school wide character development and decision-making program. In previous years, a few schools used school-based funds to purchase Project Wisdom. Other schools cannot afford the program. By purchasing the program for the schools that cannot afford it, we will be able to make the program equally accessible to each school.</td>
</tr>
<tr>
<td>3.5</td>
<td>How should the identified needs be prioritized when several significant needs are identified?</td>
<td>ACPS will take a systematic approach by first using feedback from stakeholders to identify the most critical needs based on their fields of expertise and rank order the areas with the greatest need. Following this, ACPS will identify programs that reach and impact the largest student population.</td>
<td>FARMS students are at a disadvantage when paying for the AP exam fees and purchasing study materials to prepare for the test. Some teachers need high quality professional learning with utilizing Google tools to bring their classrooms into the 21st century and to make learning relevant to their students.</td>
</tr>
</tbody>
</table>

### Local Educational Agency: ACPS  
### Fiscal Year: 2020

To ensure that every student has access to a well-rounded education, LEAs, or consortium of such agencies, must work to develop activities that foster connections amongst students’ studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.
One goal of Title IV, Part A is to ensure that each LEA, or consortium of such agencies, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE program grant of at least $30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a),4106(e)(2)(C) and 4107(a)). (20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

| 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)] |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------|
| 4.1 (1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1) | Coordinated with all non-publics. Allegany Boys Camp, Bishop Walsh, Calvary Christian Academy, and Lighthouse Christian Academy indicated they would participate. Collaboration exists with the P-TECH consortium for community-based services and program support. This also includes the Allegany County Chamber of Commerce Education Committee. Title II-A funding, Opioid Prevention programs, and the Stop the Bleed training initiative will also be used to promote well-rounded educational opportunities for students. |
| 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) | ACPS will utilize only College Board approved resources to meet its goal of increasing student achievement and success on AP exams. Coordinated with the P TECH consortium which includes Allegany College of Maryland, local businesses and industry professionals. Existing partnership with the Allegany County Chamber of Commerce Education Committee and the ACPS Curriculum Committee assist in supporting our well rounded educational opportunities. Dual Enrollment Early College Courses are in collaboration with Allegany College of Maryland and Frostburg State University. |
### 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

<table>
<thead>
<tr>
<th>Item</th>
<th>Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:</th>
<th>Brief Description of Specific Services including:</th>
<th>Cite the evidence based study or studies that support this strategy/activity if applicable.</th>
<th>Explanation of how funds will be used (List total at the end)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3</td>
<td>3. (A) College and career guidance and counseling programs, such as: (i) postsecondary education and career awareness and exploration activities; (ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and (iii) financial literacy and Federal financial aid awareness activities  <a href="a">Section 4107</a>(3)(A).</td>
<td><strong>Program Objective</strong> - To provide professional support, research, and other resources for the school counselors so that they are more able to help students focus on their academic, career, and social/emotional development. By June 1, 2020, all school counselors with an ASCA membership will have used resources or research findings in individual or small group advising/teaching/counseling sessions at their school and counselors will have completed a survey on the usefulness and applicability of the ASCA service. <strong>Intended Outcome</strong> – Students will be more prepared to meet academic, college/career, and social/emotional challenges so they can achieve success in school and be prepared for life beyond the school day. By June 1, 2020, school counselors will have met with every student in their building through individual and/or small group advising/teaching/counseling sessions. <strong>Timeline</strong> – 2019-2020 School Year <strong>Implementation</strong> – During the school year, school counselors will provide academic, college/career, and financial aid education, and promote physical, emotional, and social well-being.</td>
<td>American School Counselor Association. (2012). ASCA national model: A framework for school counseling programs. American School Counselor Association (2004). ASCA National Standards for Students. Alexandria, VA: Author. American School Counselor Association. Ethical Standards for School Counselors. American School Counselor Association, n.d. Web. 24 April 2010.</td>
<td>Memberships for each counselor in the schools: 14 elementary 7 middle 7 high school 28 total Dues = 28 counselors x $129 per counselor = $3,612</td>
</tr>
</tbody>
</table>
### 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

<table>
<thead>
<tr>
<th>Item</th>
<th>Brief Description of Specific Services including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Program Objectives</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Intended Outcomes</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Timeline</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Implementation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation Plan</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>social/emotional guidance, as well as student-centered interventions based on a MTSS for academics and behavior.</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation</strong> – School Counselors will complete a survey on the usefulness and applicability of ASCA professional support, research, and resources at the end of the 2019-20 school year.</td>
</tr>
<tr>
<td>4.4</td>
<td>(B) Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution <a href="a">Section 4017</a>(3)(B).</td>
</tr>
<tr>
<td></td>
<td>Girls Who Code <strong>Program Objective</strong> – Girls Who Code is an after school program designed to encourage girls to stay interested or become interested in STEM fields. The objective of this program is to increase the number of girls interested in coding and tech fields. Additionally, we seek to increase the number of girls entering the P-Tech program in high school. This year we will look to have 2 girls from each middle school apply.</td>
</tr>
<tr>
<td></td>
<td><strong>Intended Outcome</strong> - Increase interest for girls in STEM fields. Increase interest in the P-TECH Cyber Security program for high school students. Last year, two 8th grade girls countywide applied to the P-TECH program. This year we will look to have 2 girls from each middle school apply.</td>
</tr>
<tr>
<td>4.5</td>
<td>(C) Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”) such as (i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields; (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); (iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service</td>
</tr>
<tr>
<td></td>
<td>Laurie Williams, Eric Wiebe, Kai Yang, Miriam Ferzli &amp; Carol Miller (2002) In Support of Pair Programming in the Introductory Computer Science Course, Computer</td>
</tr>
</tbody>
</table>

**Explanation of how funds will be used** (List total at the end)
### 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

<table>
<thead>
<tr>
<th>Item</th>
<th>Brief Description of Specific Services including:</th>
<th>Cite the evidence based study or studies that support this strategy/activity if applicable.</th>
<th>Explanation of how funds will be used (List total at the end)</th>
</tr>
</thead>
</table>
| 4.5 Cont. | - learning to enhance the students’ understanding of the STEM subjects;  
- (iv) supporting the creation and enhancement of STEM-focused specialty schools;  
- (v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects;  
- (vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education;  
[Section 4107](a)(3)(C) | Allegany Math Tutoring  
**Program Objectives**: To increase the percentage of students obtaining proficiency for the Algebra I M-CAP assessment. A proficiency comparison between students participating in this tutoring program and students who did not will be calculated and analyzed. We will look for a 10% increase in students obtaining proficiency for the | $24.67/hr x 14 wks = $4,144.56  
2 hrs x 1 schools x 1 teacher x $24.67/hr x 28 wks = $1,381.52  
Total = $5,526.08 |
| | Timeline – September obtain an ACPS teacher and an IT community leader to co-facilitate a club at each of the 4 middle schools. In October, recruit students to be part of the program. October clubs start meeting weekly for 2 hours. The meetings will continue through May.  
**Implementation** - An ACPS teacher and IT community leader co-facilitate the weekly 2-hour program. The program will follow the Girls Who Code online curriculum. The curriculum contains training for teachers, tutorials and activities for students. Also part of the curriculum is to create a community project from the skills they have learned. Each school will have a community project to present at the end of the school year. The program curriculum is designed and targeted for girls; however, boys will be allowed to be part of the program.  
**Evaluation** - Students will be given a survey to determine if their interest in STEM fields has increased. 70% of the participants will still be interested or gain interest in STEM fields as a result of the program. The number of female applicants for the P-TECH program will increase to two 8th graders per middle school. | Orni Meerbaum-Salant, Michal Armoni & Mordechai (Moti) Ben-Ari (2013)  
Learning computer science concepts with Scratch,  
Computer Science Education, 23:3, 239-264, DOI: 10.1080/08993408.2013.8322 | Fixed Charges: $5,526.08 x .08004 = $442.31  
Salaries $5,526.08 + Fixed Charges $442.31 = TOTAL: $5,968.39 |
| 4.5 | (C) Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”) such as-  
(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields;  
(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as | Brown, Eric L., "The Impact of After School Tutoring on Math Achievement: Perceptions of African American Males and Those Who Teach Them" (2017). Dissertations. 87. https://digital.sandiego.edu/dissertations/87  
Fringe – $986.80 x 0.08004 = $78.98 |
## 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

<table>
<thead>
<tr>
<th>Item</th>
<th>Brief Description of Specific Services including:</th>
<th>Cite the evidence based study or studies that support this strategy/activity if applicable.</th>
<th>Explanation of how funds will be used (List total at the end)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 Cont</td>
<td><strong>Algebra I M-CAP assessment for those students who participated in this tutoring program.</strong> <strong>Intended Outcomes:</strong> We will look for a 10% increase in students obtaining proficiency for the Algebra I M-CAP assessment for those students who participated in this tutoring program. <strong>Timeline:</strong> 2019-2020 School Year (January through May--20 sessions) <strong>Implementation:</strong> Students will attend a weekly 60 minute after school Algebra I study session focusing on the current week's learning objectives and standards. The weekly study session will align and target the content being taught in the student's Algebra I class. <strong>Evaluation:</strong> Students will complete a pre-, mid-, and post-test evaluation to track each student's growth. Each student's post-test scores will be compared to their Algebra I M-CAP state assessment to measure growth.</td>
<td>The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD. Remedial and Special Education, 22(3), 172–186. <a href="https://doi.org/10.1177/074193250102200305">https://doi.org/10.1177/074193250102200305</a> Hayes, K. (2012). USING TUTORING TO INCREASE STUDENT ACHIEVEMENT (Doctoral dissertation, Northwest Missouri State University). Bruno, Deborah (2017) . The One Simple Way to Help Poor Kids Stay in School. Politico (Oct 19, 2017). Retrieved from: <a href="https://www.politico.com/magazine/story/2017/10/19/tutoring-kids-chicago-study-215729">https://www.politico.com/magazine/story/2017/10/19/tutoring-kids-chicago-study-215729</a></td>
<td>$986.80 + $78.98 = $1,065.78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6</td>
<td>robotics, science research, invention, mathematics, computer science, and technology competitions; (iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects; (iv) supporting the creation and enhancement of STEM-focused specialty schools; (v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; (vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education; <a href="a">Section 4107</a>(3)(C)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated 07-19-19
### 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

<table>
<thead>
<tr>
<th>Item</th>
<th>Brief Description of Specific Services including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Program Objectives</td>
</tr>
<tr>
<td></td>
<td>• Intended Outcomes</td>
</tr>
<tr>
<td></td>
<td>• Timeline</td>
</tr>
<tr>
<td></td>
<td>• Implementation</td>
</tr>
<tr>
<td></td>
<td>• Evaluation Plan</td>
</tr>
</tbody>
</table>

**Cite the evidence based study or studies that support this strategy/activity if applicable.**

**Explanation of how funds will be used (List total at the end)**

<table>
<thead>
<tr>
<th>Item</th>
<th>(E) Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; <a href="a">Section 4107</a>(3)(E)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Braddock Middle School Chinese Partial Immersion Program</td>
</tr>
<tr>
<td></td>
<td><strong>Program Objective</strong> - To continue to build out the middle school Chinese immersion program and support the inaugural class of middle school Chinese immersion students as they progress from a 6th grade to a 7th grade Chinese curriculum, specifically in reading and writing Chinese. All students will improve their Chinese reading, understanding, writing, and fluency skills. Students will take the American Council on the Teaching of Foreign Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPPL) assessment with a goal of advancing one level in one school year from their assessed level of proficiency as measured in May 2019 at the conclusion of Grade 6 Chinese.</td>
</tr>
<tr>
<td></td>
<td><strong>Intended Outcome</strong> - Students will increase their proficiency in reading, understanding, analyzing, and writing in the Chinese language. Students will communicate about, understand, and be able to make comparisons between Chinese language and culture and those of other cultures and languages. Students will take the American Council on the Teaching of Foreign</td>
</tr>
<tr>
<td></td>
<td>Funds will be used to support and develop the Chinese immersion program for Grade 7 at Braddock Middle School, including teacher materials, student materials, and instructional resources, digital and print libraries of Chinese books at a variety of independent reading levels, and cultural experiences that are centered on Chinese language, learning, and culture.</td>
</tr>
<tr>
<td></td>
<td>Contracted Service: Pearl Chinese Curriculum $13,400</td>
</tr>
<tr>
<td></td>
<td>Supplies &amp; Materials: Chinese Vocabulary (Chinese Vocabulary Posters People and Body $5.95 + Vegetables and</td>
</tr>
</tbody>
</table>

Updated 07-19-19

Title IV. Part A.13
## 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

<table>
<thead>
<tr>
<th>Item</th>
<th>Brief Description of Specific Services including:</th>
<th>Cite the evidence based study or studies that support this strategy/activity if applicable.</th>
<th>Explanation of how funds will be used (List total at the end)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8 Cont’d</td>
<td>Languages (ACTFL) Assessment of Performance toward Proficiency in Languages (AAPPL) assessment with a goal of advancing one level in one school year from their assessed level of proficiency as measured in May 2019 at the conclusion of Grade 6 Chinese. <strong>Timeline</strong> – 2019-2020 School Year <strong>Implementation</strong> - Students will be taught 64 minutes of fully immersive Chinese during Creative Arts time every other day in Braddock Middle School in Grade 7. Students will read, write, speak, and listen using acquired Chinese skills. <strong>Evaluation</strong> - Students have been assessed to determine their level of Chinese proficiency prior to beginning middle school and are assessed the AAPPL test at the conclusion of 6th grade to measure growth. Students will be reassessed again at the end of their Grade 7 academic school year (2019-2020) to measure growth and determine areas of weakness.</td>
<td>Center for Applied Second Language Studies. <a href="https://casls.uoregon.edu/wp-content/uploads/sites/7/2016/11/Flagship-Ethnography-Part-I-Revised.pdf">https://casls.uoregon.edu/wp-content/uploads/sites/7/2016/11/Flagship-Ethnography-Part-I-Revised.pdf</a> Sykes, J., Forrest, L., &amp; Carpenter, K. (2016). A facilitative approach to developing an immersion program. University of Oregon, OR: Center for Applied Second Language Studies. <a href="https://www.ncbi.nlm.nih.gov/pubmed/2748532">https://www.ncbi.nlm.nih.gov/pubmed/2748532</a></td>
<td>Fruit $5.95 + Chinese Character and Stroke Poster Pinyin $5.95 + Chinese Character and Stroke Poster Radical $5.95 + Level Chinese Early Literacy (12 books) $180.00 + Mandarin Matrix Chinese Readers Big Book Series $415) x 3 sets = $1,856.40 + shipping $143.60 = $2,000 Contracted Services $13,400 + Supplies $2,000 = $15,400</td>
</tr>
<tr>
<td>4.8</td>
<td>Elementary AG Learning Labs <strong>Program Objective</strong>: To engage students in hands-on investigations matched to NGSS Environmental Literacy, Common Core, and STEM standards. The lab includes well-designed experiments that excite students about science and its connection to their world. A comparison between student work collected by the teachers in science before the lab and after the lab will be done to see if students improve their understanding of the scientific process. We will look for 40% increase in students in...</td>
<td><a href="https://www.pnas.org/content/111/23/8410">https://www.pnas.org/content/111/23/8410</a> <a href="https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.2001692">https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.2001692</a></td>
<td>AG Lab – $1,800 per school x 14 schools = $25,200.</td>
</tr>
</tbody>
</table>
### 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

<table>
<thead>
<tr>
<th>Item</th>
<th>Brief Description of Specific Services including:</th>
</tr>
</thead>
</table>
|      | - Program Objectives  
|      | - Intended Outcomes  
|      | - Timeline  
|      | - Implementation  
|      | - Evaluation Plan  |

Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:

- Item 4.9: grades 4-5 receiving a higher score on an activity explaining the scientific process after the lab.

**Intended Outcome of the AG Lab:** Students will discover four of the ways farmers protect the environment and the Chesapeake Bay.

- Students will measure pH, dissolve oxygen, nitrates, and ammonia to determine habitat water quality.
- Students will determine which wells might be influenced by point-source pollutants.
- Students will observe the water holding capacity of a corn-based product to determine how it can promote growth in seeds and plants, as well as, help clean up oil spills.
- Students will build a terra aqua column to investigate terrestrial and aquatic ecosystems.
- Students will set up a water recycling experiment to see if polluted water can be cleaned.

We will look for 40% increase in students in grades 4-5 receiving a higher score on an activity explaining the scientific process after the lab.

**Timeline:** SY 2019-2020 and SY 2020-2021

**Implementation:** Intermediate grades will be scheduled for 50-minute lessons daily. Primary classes will visit the lab for 25-minute mini-lessons.

**Evaluation:** Students will have exit activities to assess their knowledge of each of the lessons. The teachers will follow up with discussions in the classroom as well as related lessons to assess what they have learned.

Cite the evidence based study or studies that support this strategy/activity if applicable.

https://www.tandfonline.com/doi/abs/10.1080/03043797.2017.1378170

Explanation of how funds will be used (List total at the end)
### 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

<table>
<thead>
<tr>
<th>Item</th>
<th>Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.9</td>
<td>Braddock Middle School Environmental Education Initiative</td>
</tr>
<tr>
<td></td>
<td><strong>Program Objective</strong> - To create opportunities for students and families to explore environmental issues and engage in problem-solving and the creation of a community garden at the school.</td>
</tr>
<tr>
<td></td>
<td>Twenty-two 7th and 8th-grade boys will lead the environmental experience that will be presented to all middle school students in the school.</td>
</tr>
<tr>
<td></td>
<td><strong>Intended Outcome</strong> - Students will understand environmental influences that impact our school community and research and problem-solve to create a sustainable school garden. Students will take a pre and post-assessment to demonstrate growth in environmental learning. Goal: 80% of students will score 80% or higher on the post-assessment.</td>
</tr>
<tr>
<td></td>
<td><strong>Implementation</strong> - Students will engage in lessons and research across contents related to the environmental issues we face on our school grounds (run-off, flooded areas, animal intrusions, etc.). Select groups of students will travel to area sites to gain “expert” knowledge in creating a school garden. Trips will include: Evergreen Heritage Center, Crelin Elementary School, and River’s Edge Farm. Expert guest speakers will also visit students and lend their expertise during the planning and implementation stages of the project. Community partners (i.e. Western Maryland Consortium) will assist with family nights to educate families about gardening techniques in small spaces (bucket gardens, potted gardens, etc.). As a culminating activity, students will</td>
</tr>
<tr>
<td></td>
<td><strong>Timeline</strong> – 2019-2020 School Year</td>
</tr>
<tr>
<td></td>
<td><strong>Evaluation Plan</strong></td>
</tr>
<tr>
<td></td>
<td><a href="a">Section 4107</a>(3)(G)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Brief Description of Specific Services including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Program Objectives</td>
</tr>
<tr>
<td></td>
<td>• Intended Outcomes</td>
</tr>
<tr>
<td></td>
<td>• Timeline</td>
</tr>
<tr>
<td></td>
<td>• Implementation</td>
</tr>
<tr>
<td></td>
<td>• Evaluation Plan</td>
</tr>
<tr>
<td></td>
<td>Cite the evidence based study or studies that support this strategy/activity if applicable.</td>
</tr>
<tr>
<td>4.9</td>
<td><a href="https://www.pnas.org/content/111/23/8410">https://www.pnas.org/content/111/23/8410</a></td>
</tr>
<tr>
<td></td>
<td><a href="https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.2001692">https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.2001692</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation of how funds will be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>(List total at the end)</td>
</tr>
</tbody>
</table>

| Salaries – |
| Kick-off night - 14 teachers x 4 hours x $24.67 = $1,381.52 |
| Fixed = $1,381.52 x 8.004% = $110.57 |

| Projects – |
| 2 Projects – 5 teachers x 3 hours x 2 events x $24.67 = $740.10 |
| Fixed = $740.10 x 8.004% = $59.24 |

| CS - Evergreen Heritage Center - program development = $500 |

| Supplies and materials – Raised bed materials, plants and soil - $1,804.03 |
| $1381.52 + $110.57 + $740.10 + $59.24 + $500 + $1,804.03 = $4,595.46 |

Updated 07-19-19
<table>
<thead>
<tr>
<th>Item</th>
<th>Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of Specific Services including:</td>
<td>Cite the evidence based study or studies that support this strategy/activity if applicable.</td>
</tr>
<tr>
<td>- Program Objectives</td>
<td></td>
</tr>
<tr>
<td>- Intended Outcomes</td>
<td></td>
</tr>
<tr>
<td>- Timeline</td>
<td></td>
</tr>
<tr>
<td>- Implementation</td>
<td></td>
</tr>
<tr>
<td>- Evaluation Plan</td>
<td></td>
</tr>
<tr>
<td>Explanation of how funds will be used (List total at the end)</td>
<td></td>
</tr>
<tr>
<td>4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required</td>
<td></td>
</tr>
<tr>
<td>4.9</td>
<td>(G) Environmental education; <a href="a">Section 4107</a>(3)(G)</td>
</tr>
<tr>
<td></td>
<td>Agricultural Science Elective course textbooks</td>
</tr>
<tr>
<td></td>
<td>Program Objective - To provide textbooks/lab manuals, to AG Science teachers and students in a new Agricultural Science elective program in high schools. By June 1, 2020, 50 textbooks/lab manuals, FFA and/or other AG Science resources will be selected for the two new AG science courses slated for implementation during the 2020-2021 school year. The objective is to have at least one Agriculture class up and running at each of the three comprehensive high schools utilizing this resource.</td>
</tr>
<tr>
<td></td>
<td>Intended Outcome – Students will complete lab exercises, FFA experiences, and other activities that are designed to support and meet the science-based curriculum needs of the AG Science course in secondary schools. Students taking the AG courses will complete a pre/post-test in their AG Science Course. Students will show a minimum of 50% growth from the pre to post-test.</td>
</tr>
<tr>
<td></td>
<td>Timeline – 2020-2021 School Year</td>
</tr>
<tr>
<td></td>
<td>Implementation – Students will complete lab experiences, hands-on activities, FFA activities, field experiences, and discuss hot topics in the field of AG Science.</td>
</tr>
<tr>
<td></td>
<td>create a school garden (with the intent to continue adding to it each year) and a service-learning project.</td>
</tr>
<tr>
<td></td>
<td>Evaluation - Students will create a school garden and complete a service-learning project to educate adults at the assisted living home (Kensington) about gardening and create a table garden with them. Goal: 80% of students will score 80% or higher on the post-assessment.</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.pnas.org/content/111/23/8410">https://www.pnas.org/content/111/23/8410</a></td>
</tr>
<tr>
<td></td>
<td><a href="https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.2001692">https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.2001692</a></td>
</tr>
<tr>
<td></td>
<td>Supplies and materials – Textbooks – 50 textbooks x $100 = $5000.</td>
</tr>
</tbody>
</table>
### 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

<table>
<thead>
<tr>
<th>Item</th>
<th>Brief Description of Specific Services including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Program Objectives</td>
</tr>
<tr>
<td></td>
<td>- Intended Outcomes</td>
</tr>
<tr>
<td></td>
<td>- Timeline</td>
</tr>
<tr>
<td></td>
<td>- Implementation</td>
</tr>
<tr>
<td></td>
<td>- Evaluation Plan</td>
</tr>
</tbody>
</table>

Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:

- Science in their elective AG Science course. Elective courses will be offered in the three comprehensive high schools (Allegany, Mountain Ridge, and Fort Hill) with the goal of having at least one class in each school.
- **Evaluation** – Students will complete a pre/post-test in their AG Science Course. Students will show a minimum of 50% growth from the pre to post-test.

**Science World - Middle School Science Resources**

- **Program Objectives** – Science teachers will utilize the Scholastic Science World resources which are aligned to the Next Generation Science Standards (NGSS), and Common Core Reading and Writing Standards. The resources include online, print, videos, experiments, games, and worksheets. Utilizing the Science World magazines, all 6-8 grade students will gain science and ELA knowledge to improve benchmarks scores by 25% on the third quarter benchmark.

- **Intended Outcomes** – Utilizing these resources will not only improve science understanding and ultimately assessment scores but will also support reading comprehension and problem solving skills in English classes. Students will show an increase of 25% on the third quarter science benchmarks.

- **Timeline** - School year 2019-2020

Cite the evidence based study or studies that support this strategy/activity if applicable.

**Explanation of how funds will be used**

- Subscriptions – $9.49 per magazine x 90 magazines = $854.10
- Shipping and Handling - $85.41
- Total – $854.10 + $85.41 = $939.51
## 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

<table>
<thead>
<tr>
<th>Item</th>
<th>Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are:</th>
<th>Brief Description of Specific Services including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Item 1</td>
<td>Program Objectives</td>
</tr>
<tr>
<td></td>
<td>Item 2</td>
<td>Intended Outcomes</td>
</tr>
<tr>
<td></td>
<td>Item 3</td>
<td>Timeline</td>
</tr>
<tr>
<td></td>
<td>Item 4</td>
<td>Implementation</td>
</tr>
<tr>
<td></td>
<td>Item 5</td>
<td>Evaluation Plan</td>
</tr>
<tr>
<td></td>
<td>Cite the evidence based study or studies that support this strategy/activity if applicable.</td>
<td>Explanation of how funds will be used (List total at the end)</td>
</tr>
</tbody>
</table>

| Implementation – Implemented in all science classes in middle school (6th to 8th grade) at Westmar Middle School |
| Evaluation Plan – Student scores on pre and posttest benchmarks in science and ELA will be analyzed to gauge learning. |

| 4.2  | (J) Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107](a)(3)(J) |

| Total Projected Use of Funds for Well-Rounded Education Content Area (4.0): | $61,781.15 |
| Projected % of Total Allocation for Well-Rounded Education Content Area (4.0): | 27.22% |
To guarantee the safety and well-being of every student, LEAs, or consortium of such agencies, must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA, or consortium of such agencies, that have received a 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 local educational agency receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]

| 5.1 | (1) Coordinated with other schools and community-based services and programs; [Section 4108](1)) | Coordinated with all non-publics. Allegany Boys Camp, Bishop Walsh, Calvary Christian Academy, and Lighthouse Christian Academy indicated they would participate. Collaboration exists with the P-TECH program, Title II professional learning funds, and a local Heroin prevention programs to promote well-rounded educational opportunities |
| 5.2 | (2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)) | Coordinated with the Allegany County Health Department, the Allegany County Sheriff’s Department, Project Change Community Based Organization and School Resource Officers to focus on anti-drug programming within the system. |
| 5.3 | (3) Promote the involvement of parents and in the activity or program; [Section 4108](3)) | Parents are invited to serve as parent representatives as part of the Curriculum Committee to foster ideas and to assist in the direction of programming. |
| 5.4 | (4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in | ACPS has partnered with the Allegany County Emergency Services and the Maryland Institute for Emergency Medical Services Systems to implement the Stop the Bleed program. One ACPS employee is a certified Stop the Bleed instructor. A partnership with MIEMSS afforded our high schools and middle schools to train |
### Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

#### 5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]

<table>
<thead>
<tr>
<th>Item</th>
<th>Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are:</th>
<th>Brief Description of Specific Services including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Program Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Intended Outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Timeline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evaluation Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cite the evidence based study or studies that support this strategy/activity if applicable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explanation of how funds will be used (List total at the end)</td>
</tr>
</tbody>
</table>

May include, among other programs and activities—(complete all that are applicable)

| 5.5  | (A) Drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including: (i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and (ii) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention. [Section 4108](5)(A) | |

Updated 07-19-19
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.6 (B)(i)</td>
<td>School-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; <a href="5">Section 4108</a>(B)(i)</td>
</tr>
<tr>
<td>5.7 (ii)</td>
<td>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 <a href="5">Section 4108</a>(B)(ii)(I)</td>
</tr>
<tr>
<td>5.8 (II)</td>
<td>Provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are: (aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act; (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise <a href="5">Section 4108</a>(B)(ii)(II)</td>
</tr>
<tr>
<td>5.9 (C)(i)</td>
<td>Integrate health and safety practices into school or athletic programs</td>
</tr>
</tbody>
</table>
### Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.10</td>
<td>(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; <a href="5">Section 4108</a>(C)(i)</td>
</tr>
<tr>
<td>5.11</td>
<td>(iii) help prevent bullying and harassment; <a href="5">Section 4108</a>(C)(iii)</td>
</tr>
<tr>
<td>5.12</td>
<td>(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and</td>
</tr>
</tbody>
</table>

### Project Wisdom

**Program Objective** - To help foster students’ understanding of multiple perspectives and have a positive impact on the school. A comparison between the number and severity of discipline incidents will be done to see if there are fewer incidents or a decrease in the severity of discipline issues. We will look for a 2% decrease in the amount of bullying and harassment incidents in the schools.

**Intended Outcome** – We will look for a 2% decrease in the amount of bullying and harassment incidents in the schools.

**Timeline** – 2019-2020 SY Daily announcements, monthly themes, and classroom activities will be conducted by each school.

**Implementation** - The program will be implemented by the Principal, school counselors, and teachers within the school building.

**Evaluation** - The evaluation of this portion of the program will be a review of student reflections and decreased numbers of bullying incidents.

### StopBullying.gov (www.stopbullying.gov)

The National Center on Safe Supportive Learning Environments

### All K-8 schools (17) in ACPS will receive Project Wisdom subscriptions for the 2019-20 school year.

- 13 elementary and 1 K-8 school subscription – $599 per school x 14 schools = $8,386
- 3 middle schools - 3 schools x $399 per school = $1,197

Total = $8,386 + $1,197 - $1,840 discount = $7,743
| prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment; [Section 4108](5)(C)(iv) | Social and Emotional Support Coach  
**Program Objective** - There is a crucial need to establish therapeutic rapport with at-risk students that focuses on social-emotional learning (SEL). The objective is to provide students with support services so that at-risk students acquire and successfully apply the attitudes and skills needed to manage emotions, to set and achieve goals. As well as reduce and/or ultimately eliminate recidivism. A comparison of disciplinary referrals and out-of-school suspensions for non-violent offenses will be done to determine if there is a decrease in disciplinary issues. We intend to reduce disciplinary referral rates and out-of-school suspension rates for non-violent offenses by 5% by the end of the 2020-2021 school year.  
**Intended Outcome** - To increase student achievement, reduce disciplinary referrals and reduce the number of students entering an alternative program by improving positive behavior and reducing negative behaviors. We intend to reduce disciplinary referral rates and out-of-school suspension rates for non-violent offenses by 5% by the end of the 2020-2021 school year.  
**Timeline** – Half of the 19-20 and all of the 2020-2021 School Year  
**Implementation** - The coach will provide direct student support services so that at-risk students acquire and successfully apply the attitudes and skills needed to manage emotions, to set and achieve goals, to display empathy, to learn from mistakes, and to strengthen relationships within and beyond the school walls.  
Augustine, Catherine H., John Engberg, Geoffrey E. Grimm, Emma Lee, Elaine Lin Wang, Karen Christianson, and Andrea A. Joseph, Can Restorative Practices Improve School Climate and Curb Suspensions? An Evaluation of the Impact of Restorative Practices in a Mid-Sized Urban School District. Santa Monica, CA: RAND Corporation, 2018. [https://www.rand.org/pubs/research_reports/RR2840.html](https://www.rand.org/pubs/research_reports/RR2840.html) | The funds will be used to contract the services of a full-time (non-volunteer) Social and Emotional Support Coach who will work with students to foster and provide direct student support services for social and emotional learning (SEL). It will consist of a certified and salaried professional paid at comparative state levels. The position will serve 22 schools in the county with about 8400 students.  
Salary = \( \frac{3}{5} \times \$55,585 \) for 2019-20 = $27,792.50  
All of 2020-21 - $57,085  
Total = $84,877.50  
Fixed = ($84,877.50 x .08004) = $6,793.60  
Benefits = $7,192  
In-county Mileage - $1,000  
Salary $84,877 + Fixed $6,793.60 + Benefits $7,192 + Mileage $1,000 = $99,863.10 Total |
## Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<table>
<thead>
<tr>
<th>5.13</th>
<th>Cont.</th>
<th><strong>Evaluation</strong></th>
<th>Use academic achievement data and disciplinary data of those students assigned to the coach as pre/post evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.14</td>
<td>(vi)</td>
<td>Establish or improve school dropout and re-entry programs; <a href="5">Section 4108</a>(C)(vi)</td>
<td></td>
</tr>
<tr>
<td>5.15</td>
<td>(vii)</td>
<td>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; <a href="5">Section 4108</a>(C)(vii)</td>
<td></td>
</tr>
<tr>
<td>5.16</td>
<td>(D)</td>
<td>High-quality training for school personnel, including specialized instructional support personnel, related to: (i) suicide prevention; (ii) effective and trauma-informed practices in classroom management; (iii) crisis management and conflict resolution techniques; (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); (v) school-based violence prevention strategies; (vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; <a href="5">Section 4108</a>(D)</td>
<td></td>
</tr>
</tbody>
</table>

### Restorative Practices

**Program Objective:** To support the county-wide roll-out of Restorative Practices in order to reduce and eliminate the disproportionate impact on school discipline in ACPS. The objective is to provide teachers and administrators opportunities to use restorative approaches, rather than out-of-school suspension when the infraction is non-violent and there is no imminent threat of violence. Furthermore, we will compare the number of suspensions for non-violent infractions from previous years to the number of suspensions for non-violent infractions in the 2020-21 school year. Efforts will be focused toward reducing the number of out-of-school suspensions for non-violent infractions through the use of restorative approaches.

Restorative approaches to school discipline are increasingly being implemented throughout the United States in an attempt to reduce reliance on suspension and eradicate the racial discipline gap (Wachtel, 2013). Gregory, Clawson, Davis, & Gerewitz (2016) report “that high RP-implementing teachers had more positive relationships with their diverse students. Students perceived them as more respectful and they issued fewer exclusionary discipline referrals compared with low RP implementers. In addition, the findings demonstrate some initial promise of well-implemented RP for narrowing the racial discipline gap. The study found that higher RP”

Training - $700 per person
2 people x $700 = $1,400

Hotel – 4 nights stay @ $688.38 x 2 rooms = $1,376.80

Meals – 4 breakfast, 4 lunch, and 5 dinners.
8 B x $16 + 8L x $20 + 10D x $33 = $618.

Mileage – 350 miles x 0.58 = $203

Parking – 5 days at $45 per day
5 x $45 = $225

Total – $1,400 + $1,376.80 + $618 + $203 + $225 = $3,822.80


<table>
<thead>
<tr>
<th>5.16 Cont'd</th>
<th></th>
<th>implementers issued fewer discipline referrals to Latino and African American students compared with lower RP implementers. The study findings have implications for equity-focused consultation in schools that honor student experience of new programming.” We intend to reduce the number of county-wide out-of-school suspensions due to non-violent infractions by 5% by the end of the 2020-21 school year and 10% by the end of the 2021-22 school year through the use of restorative approaches as opposed to out-of-school suspensions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended Outcome:</strong></td>
<td>After completing the certification process, the coaches/trainers will support educators and administrators in becoming proficient in the use of restorative practices which will decrease suspensions and increase attendance. We intend to reduce the number of county-wide out-of-school suspensions due to non-violent infractions by 5% by the end of the 2020-21 school year and 10% by the end of the 2021-22 school year through the use of restorative approaches as opposed to out-of-school suspensions.</td>
<td></td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
<td>Training/roll-out through June 2020; Full implementation by June 2021.</td>
<td></td>
</tr>
<tr>
<td><strong>Implementation:</strong></td>
<td>After completing the certification process, the two coaches will target training full staff over the next two years starting with priority schools and rolling out to the rest of the county through professional development.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>The effectiveness of restorative practice will be measured through office referral data as well as data on student removals.</td>
<td></td>
</tr>
</tbody>
</table>
Contemporary Justice Review 21:2, pages 121-139. |
| (D) High-quality training for school personnel, including specialized instructional support personnel, related to: (i) suicide prevention; (ii) effective and trauma-informed practices in classroom management; | Guidance Counselor Staff Staff Program Objective - To provide professional support for school counselors and other health/mental health professionals so that they are more able to help students focus on mental health and social/emotional development. By June 1, 2020, all school counselors and other mental health professionals in ACPS will have met the requirements for suicide prevention training via a one-credit course from the local university or through training |
### 5.16 Cont’d

(iii) crisis management and conflict resolution techniques;
(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102));
(v) school-based violence prevention strategies;
(vi) drug abuse prevention, including educating children facing substance abuse at home; and
(vii) bullying and harassment prevention; [Section 4108](5)(D)]

modules. The objective of this program is to identify the need for intervention or referral in response to indicators of mental illness and behavioral distress, including, but not limited to depression, trauma, violence, youth suicide, and substance abuse. All counselors and mental health professionals will be required to achieve 80% or higher in order to complete the program.

**Intended Outcome** – Students will be more prepared for effective mental health and social/emotional development so they can continue to focus on achievement in school and be prepared to deal with challenges and adversities that happen at school and in life. By June 1, 2020, school counselors and/or health/mental health professionals will have provided a lesson and small group advising sessions on suicide prevention and healthy mental wellbeing. At the end of the lesson provided by the school counselors and/or mental health professionals, students will show an increase of knowledge of the identification of professional resources to help students in crisis by 10% using a pre-and post-survey.

**Timeline** – 2019-2020 School Year

**Implementation** – During the school year, school counselors and/or other health/mental health professionals will provide mental health and social/emotional guidance to students and will be responsible for providing information on mental health and suicide prevention to the faculty/staff at their school.

**Evaluation** – School Counselors and other health/mental health professionals will submit evidence of completion of suicide prevention training and evidence of providing training to school personnel. In addition, as funding permits, school counselors and other health/mental health professionals will submit evidence of restorative practices training.

---

### 5.17

(E) Child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide:

---

**References**


---

Updated 07-19-19
### Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 5.18   | (F) Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—  
|        | (i) is consistent with best practices;  
|        | (ii) includes strategies that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available); and  
|        | (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a ‘youth PROMISE plan’; or  
|        | [Section 4108](5)(F)]  
| 5.19   | (G) Implementation of school wide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20  
|        | Student Choice Magazine and Advantage press subscriptions  
|        | **Program Objective:** To support the county-wide roll-out of Restorative Practices in order to reduce and eliminate the disproportionate impact on school discipline in ACPS.  
|        | Student Choices Magazine – $9.49 per magazine x 12 magazines = $113.88
### 5.19 Cont’d

<table>
<thead>
<tr>
<th>Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants</th>
</tr>
</thead>
</table>
| U.S.C. 1400 et seq.), in order to improve academic outcomes and school | Students placed in the Intervention Center at the school will complete an Advantage Press lesson and read a Student Choice article that is appropriate to the initial discipline referral. The goal is to reduce the number of repeat offenders in the Intervention Center. There will be a 5% reduction in repeat offenders in the Intervention Center as compared to last year’s data. **Intended Outcome:** The Student Choice Magazine and Advantage Press subscription will be used with students that are placed in the alternative discipline areas in the school. Advantage Press has adapted lessons for Special Needs students which is an area of disproportionality for Westmar. There will be a 5% reduction in repeat offenders in the Intervention Center as compared to last year’s data. **Timeline:** School Year 2019-2020  
**Implementation:** Students, teachers, and counselors will use the materials in helping educate troubled youth into making better decisions in school.  
**Evaluation:** The effectiveness of restorative practice will be measured through office referral data as well as data on student removals. Westmar will compare the number of students with 6 or more referrals from 2018-2019 and look for a 5% reduction in 2019-2020. |

### 5.20

| (H) Designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as:  
(i) establishing partnerships within the community to provide resources and support for schools;  
(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and  
(iii) strengthening relationships between schools and communities; or |
|------------------------------------------------------------------------|
Total - $113.88 + $985 = $1,098.88 |
To increase access to personalized, rigorous learning experiences supported by technology, local educational agencies, or consortium of such agencies, must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any local educational agency, or consortium of such agencies, that have received a SSAE grant of at least $30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA, or consortium of such agencies, receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)). (THE 15% RULE INCLUDES NONPUBLIC SPENDING)

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.
### 6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY [ESEA §4109(a)]

<table>
<thead>
<tr>
<th>Item</th>
<th>Brief Description of Specific Services including:</th>
<th>Cite the evidence based study or studies that support this strategy/activity if applicable.</th>
<th>Explanation of how funds will be used (List total at the end)</th>
</tr>
</thead>
</table>
| 6.1  | Google Camps  
- **Program Objective** - Allegany County Public Schools utilizes G Suite for Education district-wide for both staff and students. The objective of the Google Camp is to increase the knowledge of how teachers can use the tools provided with G Suite to improve instruction to students, collaboration with other teachers and administration. All participants will increase their knowledge of the G Suite platform. 95% of the participants will increase their knowledge in one or more areas of Gsuite as measured by a pre and post-test survey.  
- **Intended Outcome** - Teachers will be able to create activities ready to use in their classroom which incorporate the G Suit for Education tools. Teachers will create ways to support effective teacher collaboration. 95% of the participants will increase their knowledge in one or more areas of Gsuite as measured by a pre and post-test survey.  
- **Timeline** – May 2018 The application will be sent out for teachers to sign up. Applicants will be selected on a first come first serve basis and a waitlist created. June 2018 Two separate two-day camp sessions will be conducted. Session 1 - | Dan R. Herrick. 2009. Google this!: using Google apps for collaboration and productivity. In Proceedings of the 37th annual ACM SIGUCCS fall conference: communication and collaboration (SIGUCCS '09). ACM, New York, NY, USA, 55-64. DOI=http://dx.doi.org/10.1145/1629501.1629513 | The funds will be used to pay hourly workshop rate for one instructor for 4 days and 2 days for each participant (50 total participants).  
Salaries: 1 instructor x 28 hours instruction x $24.67/hr = $690.76  
1 instructor x 7 hours admin x $23.31 = $163.17  
50 teachers x 14 hours x $23.31/hr = $16,317  
690.76 + $163.17 + $16,317 = $17,170.93  
Fixed Charges: $17,170.93 x .0804 = $1,374.36  
Salaries $17,170.93 + Fixed $1,374.36 = $18,545.29 |
### 6.1 Cont

Monday and Tuesday, Session 2 - Tuesday and Wednesday.  
**Implementation** -  
We will be conducting 2 camps, two days each. The camps will include hands on learning of the G Suite platform in a computer lab with a face-to-face instructor.  
**Evaluation** -  
A pre and post survey will be conducted to determine teachers entry level confidence and post workshop comfort levels with utilizing the G Suite platform in their classrooms. 95% of the participants will increase their knowledge in one or more skills in Gsuite. Additionally, teacher participants will complete a project used to support their classroom from ideas and skills learned throughout the camp.

### 6.2

(2) Building technological capacity and infrastructure, which may include:  
(A) Procuring content and ensuring content quality; and  
(B) Purchasing devices, equipment, and software applications in order to address readiness shortfalls.  
[Section 4109](2)]

### 6.3

(3) Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology.  
[Section 4109](3)]

**ALBERT Program Objective** - This will provide teachers with the tools that will increase the digital citizenship of individual students in their classes by offering cutting-edge, personalized college level assistance and practice assessment to students in AP courses, and Dual Enrollment, classes. Prior to the AP test(s) in May, teachers will have created classes and students will have practiced more AP type questions within the Albert program. Students will use the program as an independent as well as class assigned learning environment to complete practice AP questions in 5 assignments for their specific course.

**ACPS will purchase student licenses for online access for all high school AP students to access ALBERT content through a digital online interactive practice program for blended learning.**  
Train-the-trainer model for PL - Previously trained AP teachers will prepare a presentation to train the other content teachers in their building.
### Intended Outcome

The intended outcome is for students to be better prepared for AP exams and college level placement tests, and to improve assessment scores in regular academic classes. Students will use the program as an independent as well as class assigned learning environment to complete practice AP questions in 5 assignments for their specific course.

### Timeline

Upon acceptance of the grant, ALBERT licenses will be secured for each AP student in an ACPS high school (873 students, 1-year subscription).

### Implementation

The teachers not previously trained in ALBERT will be trained on the use of the platform and student will be given access. The students will use the product to prepare themselves for the spring assessments.

### Evaluation

The evaluation of this portion of the program will be through an increase in course grades and averages on AP assessments when applicable. Comparison will be made of this year’s AP averages versus last year’s course averages.

| Contracted Services: 873 AP students @ $9.12 per student = $7,961.76 |

---

### (4) Carrying out blended learning projects which shall include:

(A) Planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or

(B) Ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the
Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

<table>
<thead>
<tr>
<th>Implementation and academic success of the project.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="4">Section 4109</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.5</th>
<th>(5) Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and <a href="5">Section 4109</a></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6.6</th>
<th>(6) Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. <a href="6">Section 4109</a></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Projected Use of Funds for Effective Use of Technology Content Area (6.0):</th>
<th>$26,507.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected % of Total Allocation for Effective Use of Technology Content Area (6.0):</td>
<td>11.68 %</td>
</tr>
</tbody>
</table>
Appendix F
Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Local Educational Agency: ACPS | Fiscal Year: 2020 |

7.0 **EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 8501]:**

**Equitable Services:** Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

<table>
<thead>
<tr>
<th>Participating Private Schools and Services: Provide information regarding the calculated cost per pupil, that will benefit from Title IV-A services. (Include below or as an attachment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany Boys Camp – 40 Students - $24.63/per pupil = $986 (Rounded)</td>
</tr>
<tr>
<td>Bishop Walsh – 299 Students - $24.63/per pupil = $7,365 (Rounded)</td>
</tr>
<tr>
<td>Calvary Christian Academy – 224 Students - $24.63/per pupil = $5,517 (Rounded)</td>
</tr>
<tr>
<td>Lighthouse Christian Academy – 78 Students - $24.63/per pupil = $1,922 (Rounded)</td>
</tr>
</tbody>
</table>

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.

Allegany County Public Schools contacted all non-public schools in the county and invited them to the Board of Education for a meeting on 04/10/19. At the meeting, the Title IV, Part A funding was discussed. If non-publics were not able to attend, an individual from the Board of Education went to the individual schools to meet and discuss the opportunity with non-public administrators. All non-publics were given the opportunity to participate in the opportunity. Six of the non-public schools indicated their intent to participate in the program.

ACPS calculated 1% of the total allotment for administrative fees (1% of $227,021 is $2,270.21). This left $224,740.89 for allotment. In order to determine the funding for equitable participation, the total enrollment of Allegany County Public Schools and the four participating school non-public schools were added together. The total allotment was then divided by the total number of students to determine the per-pupil amount. The number of students for each partner was then multiplied by the per-pupil amount to determine each partner’s portion. The non-publics amount was rounded up and ACPS’ portion was rounded down.

Dividing $224,740.89 by the number of students involved for public and non-public schools (9125 students) allowed for $24.63 per pupil. Multiplying the 641 non-public students by $24.63 equaled $15,790 for non-public allocation.

Subtracting the non-public allocation ($15,790) from the total less Admin fees ($224,740.89) left $208,951 for Allegany County Public Schools. Multiplying $208,951 times the 1.4% Indirect cost rate equaled $2,885. Subtracting Indirect Costs ($2,885) from the ACPS allotment ($208,951) left $206,065.97 for ACPS direct cost.
Appendix F
Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Total allotment | 227,011 | 1% | $2,270.11 | ADMIN COSTS  
|-----------------|---------|----|-----------|-------------
| Total Funds Available | 224,740.89 | 1.4% | $2,884.92 | INDIRECT COSTS  
| Per Student | $24.63 | | $5,155.03 | TOTAL  

<table>
<thead>
<tr>
<th>School</th>
<th>Contact</th>
<th>In/Out</th>
<th># of Students</th>
<th>Total Allotment</th>
<th>Rounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany Boys Camp</td>
<td>B. Martin</td>
<td>In</td>
<td>40</td>
<td>$985.17</td>
<td>$986</td>
</tr>
<tr>
<td>Beginnings Montessori School</td>
<td>J. Hook</td>
<td>Out</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Bishop Walsh</td>
<td>R. Kiddy</td>
<td>In</td>
<td>299</td>
<td>$7,364.11</td>
<td>$7,365</td>
</tr>
<tr>
<td>Calvary Christian Academy</td>
<td>D. Thompson</td>
<td>In</td>
<td>224</td>
<td>$5,516.93</td>
<td>$5,517</td>
</tr>
<tr>
<td>Cumberland Mennonite</td>
<td>D. Musselman</td>
<td>Out</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Humpty Dumpty Learning Center</td>
<td>R. Parsons</td>
<td>Out</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Jefferson School at Finan</td>
<td>K. Pearson</td>
<td>Out</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Learning Tree Nursery</td>
<td>N. Stroup</td>
<td>Out</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Lighthouse Christian Academy</td>
<td>H. Duncanson</td>
<td>In</td>
<td>78</td>
<td>$1,921.07</td>
<td>$1,922</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACPS</th>
<th>In</th>
<th>8484</th>
<th>$208,953.61</th>
<th>$208,951</th>
<th>$15,790</th>
</tr>
</thead>
</table>

Complaints- The Coordinator for Title IV, Part A shared the Federal Program Complaint document with all Title IV, Part A contacts. Complaints are directed to the Director of Federal Programs office and follow the guidelines on the document.
COMPLAINT PROCEDURES FOR FEDERAL PROGRAMS

Allegany County Public Schools is committed to open communication with non-public schools who participate in any Federal Program in order to reach the goal of educating all students, supporting professional development, and meeting the needs of 21st Century Schools. Allegany County Public Schools is aware that disagreements may arise periodically. These disagreements need to be resolved in a timely fashion. The following procedures have been developed to handle complaints dealing with federal programs, services and staff members. All complaints from non-public schools are to be directed to the Supervisor of Federal Programs using the procedures outlined below.

Filing a Complaint
- Gather all information dealing with the complaint.
- Fill out the Complaint form, being as specific as possible.
- Send the Complaint Form to the Federal Office at the address listed on the form.

Response from Supervisor of Federal Programs
- The Supervisor of Federal Programs will review the completed Complaint Form.
- The Supervisor will set up an appointment with the originators of the complaint in order to resolve the complaint. This will usually occur within five (5) working days after receipt of the complaint.

Additional Steps (if required)
- If the complaint cannot be resolved by the Supervisor of Federal Programs, a meeting will be set up with the Chief Academic Officer, the Supervisor of Federal Programs and the concerned parties.
- The Chief Academic Officer will work with the Supervisor of Federal Programs to resolve the complaint.
- If the issue is still unresolved, the Supervisor of Federal Programs will contact the Maryland State Department of Education's (MSDE) State Ombudsman for guidance.
- Meetings with the State Ombudsman may be scheduled in order to resolve the complaint.
- If additional steps beyond the Maryland State Department of Education are required in the resolution of the complaint, these steps will occur in accordance with the federal Every Student Succeeds Act legislation.

Contact for Complaints

Supervisor of Federal Programs
Allegany County Board of Education
Phone – 301-759-2046 Fax - 301-759-2422

Effective: September 2019
Describe the school system's **process for providing equitable participation** to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)
**Needs Assessment:** Non-Public are instructed to determine the use of their allotment through a needs assessment within their school(s). We ask that their request follows the same structure and guidelines as this attachment.

Example of NP plan(s)

**Title IV, Part A — Bishop Walsh School — 2019-2020**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description of specific services</th>
<th>Evidence citations</th>
<th>Explanation of how funds will be used</th>
</tr>
</thead>
</table>
| 6.1  | • iPads are portable, easy to use, and offer many educational opportunities for students.  
  • Our intended outcome is to enable teachers to personalize learning, fill gaps, and improve academic achievement using technology.  
  • Another intended outcome is to integrate STEM skills throughout our curriculum and across all grade levels.  
  • Throughout this school year, teachers will use the iPads on a regular basis with their classes. They will be able to adapt and share relevant educational resources with the students. The iPads will be used for everything from dyslexia interventions to robotics.  
  • The technology coordinator will implement the organization and distribution of the iPads.  
  • Monthly technology plans will be turned into the technology coordinator and evaluated for effectiveness. | Please see [https://dyslexiaida.org/ipad-apps-for-literacy-instruction/](https://dyslexiaida.org/ipad-apps-for-literacy-instruction/) and [https://www.eschoolnews.com/2016/02/15/what-does-research-really-say-about-ipads-in-the-classroom/](https://www.eschoolnews.com/2016/02/15/what-does-research-really-say-about-ipads-in-the-classroom/) for articles and research reinforcing the benefits of iPads in education. | We request all of our funding go towards the purchase of Apple iPads (7th generation, wi-fi, 32 GB, space gray). Depending on pricing, we should be able to purchase about 24 iPads. |

**LEGO MINDSTORMS Education EV3 Core Set** - will engage students to design and master and advanced programming that includes hardware and data logging functions.

The basic activities include sensors and control motors that are programmable. Students will be provided resources to design, build and program their creations that help develop essential skills in creativity, critical thinking, collaboration, and communication skills.

**Specific:** The STEM curriculum based activities will provide each student ways to develop their creativity, critical thinking, collaboration, and communication skills.

**Measurable:** Students will design, build, and program using LEGO MINDSTORMS including simple and complex algorithms to produce a robotic model that can be tested with...
critical thinking, collaboration, and communication. These kits will be used with middle school grades as appropriate.

| Achievable: This will motivate students and provide them with the tools necessary to build a working robot. |
| Relevant: The focus will be on giving the students tools to think logically with a program and an understanding of the complexity of robotic application. |
| Time-Bound: In 9 week’s students will have worked through 48 step by step tutorials during class settings. |

**Monitoring**: Allegany County Public Schools purchases all materials requested. Emails, phone calls, and in-person meetings are held to monitor progress of the non-public plans.

**Sample Correspondence:**
Professional Development Plan: Instructions are given to the non-public coordinator(s) at in-person meetings with regard to requests and use of funds. At this time, none of the funds are being allocated for Professional Learning activities.

Total Amount for Non-Public Transfers: $15,790

REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.
Appendix F
Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: ___ACPS____  Fiscal Year: ____2020___

8.0 ASSURANCES [ESEA, SECTION 4106(e)(2)]:
Each application shall include assurances that the local educational agency, or consortium of such agencies, will—

☑ (A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—
   (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
   (ii) have the highest percentages or numbers of children counted under section 1124(c);
   (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
   (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
   (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;

☑ (B) comply with section 8501 (regarding equitable participation by private school children and teachers);

☑ (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;

☑ (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;

☑ (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and

☑ (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).

(f) SPECIAL RULE.—Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than $30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)
9.0 INTERNET SAFETY [ESEA, SECTION 4121]:

No funds made available under this part to a local educational agency for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

(i) obscene;
(ii) child pornography; or
(iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

(i) obscene; or
(ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

☑ By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.
Appendix F  
Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: __ACPS__  
Fiscal Year: 2020

10.0 BUDGET NARRATIVE:

Guidance for Completion of the Budget Narrative for Individual Grants
(REMEMBER TO CALCULATE 20% FOR WELL-ROUNDED & 20% FOR SAFE & HEALTHY STUDENTS FROM THE ORIGINAL ALLOCATION)

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information: It is recommended that you arrange the budget narrative by content area, i.e., 4.0: Well-Rounded Education, 5.0: Safe and Healthy Students, and 6.0: Effective Use of Technology for reporting purposes.

<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 4.3</strong></td>
<td>203-205 – 10 / 04</td>
<td>ASCA memberships for School Counselors</td>
<td>28 counselors * $129 per year</td>
<td>$3,612.00</td>
<td>$3,612.00</td>
</tr>
<tr>
<td><strong>Activity 4.5</strong></td>
<td>203-205 – 02 / 01</td>
<td>Girls Who Code Workshops</td>
<td>(3 schools x 2 teachers x 14 sessions x 2 hours x $24.67/hr) + (1 school x 1 teacher x 28 sessions x 2 hours x $24.67/hr)</td>
<td>$5,526.08</td>
<td>$5,526.08</td>
</tr>
<tr>
<td></td>
<td>212 / 04</td>
<td>FICA - GWC</td>
<td>8.004% of $5,526.08</td>
<td>$442.31</td>
<td>$442.31</td>
</tr>
<tr>
<td><strong>Activity 4.5</strong></td>
<td>203-205 – 02 / 01</td>
<td>Math Remediation Tutoring - Allegany high</td>
<td>2 teachers x 20 sessions x 1 hours x $24.67/hr</td>
<td>$986.80</td>
<td>$986.80</td>
</tr>
<tr>
<td></td>
<td>212 / 04</td>
<td>FICA - AL Math Tutor</td>
<td>8.004% of $986.80</td>
<td>$78.98</td>
<td>$78.98</td>
</tr>
<tr>
<td><strong>Activity 4.8</strong></td>
<td>203-205 – 02 / 02</td>
<td>Braddock Chinese Partial Immersion Program</td>
<td>Chinese Partial Immersion Curriculum - $13,400</td>
<td>$13,400.00</td>
<td>$13,400.00</td>
</tr>
<tr>
<td></td>
<td>203-205 – 02 / 03</td>
<td>Chinese curriculum supplies</td>
<td>$2,000 for supplies</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$15,400.00</td>
</tr>
</tbody>
</table>
## Activity 4.9

<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>203-205 – 02 / 02</td>
<td>AG Learning lab visits to Elementary</td>
<td>14 elementary schools x $1800</td>
<td>$25,200.00</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td></td>
<td>$25,200.00</td>
</tr>
<tr>
<td>203-205 – 02 / 01</td>
<td>Braddock - Environmental Project - Salary</td>
<td>14 teachers x 4 hours x $24.67 + 5 teachers x 3 hours x 2 events x $24.67</td>
<td>$2,121.62</td>
</tr>
<tr>
<td>203-205 – 02 / 02</td>
<td>Evergreen Heritage Center - Program Development</td>
<td>2 events x $250 per event</td>
<td>$500.00</td>
</tr>
<tr>
<td>203-205 – 02 / 03</td>
<td>Supplies and materials</td>
<td>Materials for raised beds, plants, soil, etc.</td>
<td>$1,804.03</td>
</tr>
<tr>
<td>212 / 04</td>
<td>FICA - BR Env Salary</td>
<td>8.004% of $2,121.62</td>
<td>$169.81</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td></td>
<td>$4,595.46</td>
</tr>
<tr>
<td>203-205 – 02 / 03</td>
<td>AG elective course textbooks</td>
<td>50 textbooks x $100 / book</td>
<td>$5,000.00</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td></td>
<td>$5,000.00</td>
</tr>
</tbody>
</table>

## Activity 4.11

<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>203-205 – 01 / 04</td>
<td>Science World subscription pilot at Westmar</td>
<td>Middle School Science Resource - 90 magazines x $9.49 = $854.10 + $85.41 S/H</td>
<td>$939.51</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td></td>
<td>$939.51</td>
</tr>
</tbody>
</table>

## Activity 5.11

<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>203-205 – 01 / 04</td>
<td>Project Wisdom subscription K-8</td>
<td>14 Schools (13 - K-5 schools +1 K-8 campus) x $599 + 3 6-8 schools x $399 - $1,840 discount</td>
<td>$7,743.00</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td></td>
<td>$7,743.00</td>
</tr>
</tbody>
</table>

## Activity 5.13

<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>203-205 – 10 / 01</td>
<td>Social and Emotional Support Coach Salary</td>
<td>1/2 of 2019-2020 SY ($55,585) @ $27,792.50 + 2020-2021 SY @ $57,085</td>
<td>$84,877.50</td>
</tr>
<tr>
<td>203-205 – 10 / 04</td>
<td>Travel</td>
<td>In-County Mileage $1,000 per year</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>212 / 04</td>
<td>FICA SEBC</td>
<td>8.004% of $84,877.50</td>
<td>$6,793.60</td>
</tr>
<tr>
<td>212 / 04</td>
<td>Health Benefits</td>
<td>1 person @ $7,192</td>
<td>$7,192.00</td>
</tr>
</tbody>
</table>
### Appendix F
**Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants**

<table>
<thead>
<tr>
<th>Activity 5.16</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>203-205 - 02 / 04</td>
<td>Restorative Practices Conference - Registration</td>
<td>2 persons x $700</td>
<td>$1,400.00</td>
<td></td>
<td>$1,400.00</td>
</tr>
<tr>
<td>203-205 - 02 / 04</td>
<td>Travel - Lodging</td>
<td>2 rooms x 4 nights x $172.10</td>
<td>$1,376.80</td>
<td></td>
<td>$1,376.80</td>
</tr>
<tr>
<td>203-205 - 02 / 04</td>
<td>Travel - Meals</td>
<td>2 persons x 4 days x $69/day + 2 person x $33 x 1 additional dinner</td>
<td>618</td>
<td></td>
<td>$618.00</td>
</tr>
<tr>
<td>203-205 - 02 / 04</td>
<td>Travel - Mileage + Gas</td>
<td>350 miles x $0.58/mile - $203</td>
<td>$203</td>
<td></td>
<td>$203.00</td>
</tr>
<tr>
<td>203-205 - 02 / 04</td>
<td>Travel - Parking</td>
<td>5 days x $45/day</td>
<td>$225</td>
<td></td>
<td>$225.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$3,822.80</td>
<td></td>
<td>$3,822.80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 5.16</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>203-205 - 09 / 04</td>
<td>Guidance Counselor Staff Staff Development @ FSU</td>
<td>30 x counselors x $175</td>
<td>$5,250.00</td>
<td></td>
<td>$5,250.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 5.19</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>203-205 - 02 / 03</td>
<td>Westmar Pilot - Student Choices magazine</td>
<td>12 copies x $9.49/magazine</td>
<td>$113.88</td>
<td></td>
<td>$113.88</td>
</tr>
<tr>
<td>203-205 - 02 / 02</td>
<td>Westmar Pilot - Advantage Press subscription</td>
<td>1 school x $985</td>
<td>$985.00</td>
<td></td>
<td>$985.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 6.1</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>203-205 - 09 / 01</td>
<td>Google Camps - Teachers salary</td>
<td>50 K-12 instructors x $23.31 x 14 hours</td>
<td>$16,317.00</td>
<td></td>
<td>$16,317.00</td>
</tr>
<tr>
<td>212 / 04</td>
<td>FICA GC - Teachers</td>
<td>8.004 x $16,317</td>
<td>$1,306.01</td>
<td></td>
<td>$1,306.01</td>
</tr>
<tr>
<td>203-205 - 09 / 01</td>
<td>Google Camps - Instructor salary</td>
<td>1 instructor x $24.67 x 28 hours + 1 instructor x 7 hours admin x $23.31</td>
<td>$853.93</td>
<td></td>
<td>$853.93</td>
</tr>
<tr>
<td>212 / 04</td>
<td>FICA GC - Instructor</td>
<td>8.004 x $853.93</td>
<td>$68.35</td>
<td></td>
<td>$68.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 6.3</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>203-205 - 10 / 04</td>
<td>ALBERT subscription for AP students/teachers</td>
<td>873 AP students x $9.12/student</td>
<td>$7,961.76</td>
<td></td>
<td>$7,961.76</td>
</tr>
</tbody>
</table>

**Total:** $99,863.10

**Updated 07-19-19**
<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Equipment</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$0.00</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
</tr>
</tbody>
</table>

**NON-PUBLIC TRANSFERS**

<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>203 - 205 - 07</td>
<td>Allegany Boys Camp</td>
<td></td>
<td>$986.00</td>
<td></td>
<td><strong>$986.00</strong></td>
</tr>
<tr>
<td>203 - 205 - 07</td>
<td>Bishop Walsh School</td>
<td></td>
<td>$7,365.00</td>
<td></td>
<td><strong>$7,365.00</strong></td>
</tr>
<tr>
<td>203 - 205 - 07</td>
<td>Calvary Christian Academy</td>
<td></td>
<td>$5,517.00</td>
<td></td>
<td><strong>$5,517.00</strong></td>
</tr>
<tr>
<td>203 - 205 - 07</td>
<td>Lighthouse Christian Academy</td>
<td></td>
<td>$1,922.00</td>
<td></td>
<td><strong>$1,922.00</strong></td>
</tr>
</tbody>
</table>

**Subtotal Administrative/Transfer Fees**  
**TOTAL TRANSFER FEES**

<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 - 23</td>
<td>Administrative Costs</td>
<td>1% of grant cost</td>
<td><strong>$2,270.03</strong></td>
<td></td>
<td><strong>$2,270.03</strong></td>
</tr>
<tr>
<td>201 - 22</td>
<td>Indirect Cost</td>
<td>1.4% of grant cost</td>
<td><strong>$2,885.00</strong></td>
<td></td>
<td><strong>$2,885.00</strong></td>
</tr>
</tbody>
</table>

**Subtotal Administrative/Transfer Fees**  
**TOTAL TRANSFER FEES**

**TOTAL**

<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>$20,945.03</strong></td>
<td></td>
<td><strong>$20,945.03</strong></td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-Kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>$227,011.00</strong></td>
<td></td>
<td><strong>$227,011.00</strong></td>
</tr>
</tbody>
</table>

Updated 07-19-19
## Title IV. Part A.

### ALLEGANY COUNTY PUBLIC SCHOOLS

**G5220**

**ALLEGANY COUNTY PUBLIC SCHOOLS**

<table>
<thead>
<tr>
<th>Category/Program</th>
<th>Budget Object</th>
<th>01 - Salaries &amp; Wages</th>
<th>02 - Contract Services</th>
<th>03 - Supplies &amp; Materials</th>
<th>04 - Other Charges</th>
<th>05 - Equipment</th>
<th>08 - Transfers</th>
<th>Budget by Cat./Prog.</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 Administration</td>
<td>Prog. 21 General Support</td>
<td>0.00</td>
<td>8,682.51</td>
<td>8,682.51</td>
<td>61,460.21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 22 Business Support</td>
<td>2,885.00</td>
<td>2,885.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 23 Centralized Support</td>
<td>2,270.03</td>
<td>2,270.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>202 Mid-Level Administration</td>
<td>Prog. 15 Office of the Principal</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 16 Inst. Admin. &amp; Supv.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>203-205 Instruction Categories</td>
<td>Prog. 01 Regular Prog.</td>
<td>8,634.50</td>
<td>40,085.00</td>
<td>8,917.91</td>
<td>3,822.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 02 Special Prog.</td>
<td>8,634.50</td>
<td>40,085.00</td>
<td>8,917.91</td>
<td>3,822.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 03 Career &amp; Tech Prog.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 04 Gifted &amp; Talented Prog.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 07 Non Public Transfers</td>
<td>15,790.00</td>
<td></td>
<td>15,790.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 09 Instruction Staff Dev.</td>
<td>17,170.93</td>
<td></td>
<td>5,250.00</td>
<td>22,420.93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 10 Guidance Services</td>
<td>84,877.50</td>
<td></td>
<td>12,573.76</td>
<td>97,451.26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 11 Psychological Services</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 12 Adult Education</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>206 Special Education</td>
<td>Prog. 04 Public Sch Instr. Prog.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 09 Instruction Staff Dev.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 15 Office of the Principal</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 16 Inst. Admin &amp; Superv.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>207 Student Personnel Serv.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>208 Student Health Services</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>209 Student Transportation</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>210 Plant Operation</td>
<td>Prog. 30 Warehousing &amp; Distr.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 31 Operating Services</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211 Plant Maintenance</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>212 Fixed Charges</td>
<td>16,051.06</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>214 Community Services</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>215 Capital Outlay</td>
<td>Prog. 34 Land &amp; Improvements</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 35 Buildings &amp; Additions</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prog. 36 Remodeling</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expenditures By Object</td>
<td>110,682.93</td>
<td>40,085.00</td>
<td>8,917.91</td>
<td>46,380.13</td>
<td></td>
<td></td>
<td>227,011.00</td>
<td></td>
</tr>
</tbody>
</table>

Finance Official Approval

**MSR. LAWRENCE MCKENZIE**

Name

Signature

Date 10/16/19

Telephone # 301-759-2024

Superintendent/Agency Head Approval

**MR. JEFFREY BLANK**

Name

Signature

Date 10/16/19

Telephone # 301-759-2024

MSDE Grant Manager

Name

Signature

Date

Telephone #
### 2018-2019 Fine Arts

<table>
<thead>
<tr>
<th>Goals</th>
<th>Progress</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabling teachers to participate in MMEA and MAEA sponsored staff development conferences. The burden of travel from Maryland to Seattle, WA caused art teachers to opt out of attendance at NAEA convention.</td>
<td>Six teachers attended the NAEA convention in Boston, Massachusetts. Three attended the MMEA convention.</td>
<td>The MMEA convention took place earlier than in the past, creating personal schedule dilemmas for 4 teachers to opted out. The increase in attendees for the NAEA convention will be difficult to repeat, given increased travel expenses to Minneapolis</td>
</tr>
<tr>
<td>Continued program evaluations and related staff development in both art and music programs. At local adjudications, long-term substitute teachers were put in place of regular secondary music teacher with illness or a spouse with illness.</td>
<td>Supports were provided to acclimate new and long-term substitute teachers for middle school band and chorus. Ratings at adjudicated festivals remained at I or II for all secondary ensembles. This year, regularly assigned teachers resumed their teaching duties. New teachers are progressing toward tenure.</td>
<td>Continued professional growth for affected teachers is less critical, but remains a need.</td>
</tr>
<tr>
<td>Student evaluation and assessment.</td>
<td>Discussions continue regarding the return of 4th grade music and art benchmarks and reformatting to recently revised standards and modern technology. Discussions continue toward the modification of county festival auditions tailored to system-wide benchmark.</td>
<td>Lack of time for planning, implementation and oversight.</td>
</tr>
<tr>
<td>Replacement art panels. The contractor assigned to build art panels declined.</td>
<td>Using unspent grant funds furnished by the lack of MMEA convention attendees, a grant amendment led to the purchase of replacement panels for the middle school art programs.</td>
<td>Cost-benefit analysis will take place in regard to the purchase of replacement elementary panels.</td>
</tr>
</tbody>
</table>

2. Complete the chart below outlining the system’s 2019-2020 goals to implement COMAR 13A.04.16 Programs in Fine Arts in dance, media arts, music, theatre, and visual art and the strategic targets for year
2023-2024 (five year forecast). Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations.

<table>
<thead>
<tr>
<th>Fine Arts</th>
<th>2019-2020 Goals</th>
<th>2023-2024 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Align the High school Dance/Visual course to fit revised standards.</td>
<td>Develop solutions to expand dance curriculum, particularly in middle schools.</td>
</tr>
<tr>
<td></td>
<td>Facilitate the alignment of dance unit(s) into K-5 general music classes.</td>
<td>Explore pathways to expand dance faculty in Allegany County.</td>
</tr>
<tr>
<td></td>
<td>Continue to support High School musicals and expand middle musical theatrical performances that include choreography and dance.</td>
<td></td>
</tr>
<tr>
<td>Media Arts</td>
<td>Coordinate units of instruction, activities, facilities, equipment and technology with the Instructional Media supervisor.</td>
<td>Implement documentable media arts enrichment practices and their assessment measures.</td>
</tr>
<tr>
<td></td>
<td>Maintain Superior (I) and Excellent (II) ratings at adjudicated secondary festivals.</td>
<td>Explore pathways to the creation of a clinic based adjudication and preparatory guest clinician beforehand.</td>
</tr>
<tr>
<td></td>
<td>Monitor and refine elementary instrumental scheduling and recruitment.</td>
<td>Develop a written and elementary instrumental schedule format and recruitment program that involves proactivity in May-June in preparation for the following year.</td>
</tr>
<tr>
<td>Theatre</td>
<td>Develop a middle school theater allocation from local budget.</td>
<td>Develop format/funding for grade 3-5 children’s theater in all 14 elementary schools.</td>
</tr>
<tr>
<td></td>
<td>Explore intermediate elementary pathways for performance opportunities.</td>
<td>Maintain middle/high drama resources for productions.</td>
</tr>
<tr>
<td></td>
<td>Maintain HS budgets for theater</td>
<td>Explore pathways for increased theater based staffing and courses.</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Replace middle school panels.</td>
<td>Replace all remaining panels.</td>
</tr>
</tbody>
</table>
Maintain recognition of outstanding HS student during Youth Art Month
Explore pathways for recognizing outstanding artists.

Develop a Senior Art show and presentation for Art IV students.
Provide technology needs and professional development to fit Growth Mindset, GRR and UDL.

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 2019 State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.
Guidance for Completion of the Budget Narrative for the Fine Arts Initiative

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the 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.
<table>
<thead>
<tr>
<th>Category/Object</th>
<th>Line Item</th>
<th>Calculation</th>
<th>Amount</th>
<th>In-kind</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction/Regular Program/Salary &amp; Wages</td>
<td>Stipend for guest presenters for “Arts in the Schools.”</td>
<td>Instructors, presenters, clinicians.</td>
<td>3,000.00</td>
<td></td>
<td>3,000.00</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Staff Development Other Charges- Art</td>
<td>National Art Educators Convention x 2 Teachers</td>
<td>4 Breakfast 4 lunch 6 dinner 2 Registrations 2 air fair 1 hotel rooms x 3 nights 2 Substitute Teachers x 2.5 days (5 days) Misc.</td>
<td>3,162.12</td>
<td></td>
<td>3,217.48</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Staff Development Other Charges- Music</td>
<td>MMEA Fall conference 5 teachers</td>
<td>Combined registrations 5 sub. days 5 breakfast 5 lunch</td>
<td>1033.75</td>
<td></td>
<td>1275.95</td>
</tr>
<tr>
<td></td>
<td>MMEA Spring Convention 7 teachers</td>
<td>Combined registrations Hotel- 3 nights x 4 rooms Travel Sub. teacher pay- 7 days 21 breakfast 21 lunch 21 dinner</td>
<td>4960.49</td>
<td></td>
<td>4960.49</td>
</tr>
<tr>
<td>American String Teachers Association National Convention 1 teacher</td>
<td>Registration Hotel- 3 nights Airfare Rental Food Sub. pay- 3 days</td>
<td>1,702.00</td>
<td>1,702.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fixed Charges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substitute teacher pay for briefings, PD or assistance to the Fine Arts Coordinator. 6 days</td>
<td>Modern Band workshop- 2 Elementary Recruitment- 1 Middle School Band Auditions- 4 7 total days</td>
<td>703.08</td>
<td>703.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fixed Charges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>14,859.00</td>
<td>14,859.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# MARYLAND STATE DEPARTMENT OF EDUCATION
## GRANT BUDGET C-1-25

**ORIGINAL GRANT BUDGET**
- 14,859

**GRANT NAME**
- Fine Arts Initiative

**MSDE GRANT #**
-

**REVENUE SOURCE**
- MSDE

**FUND SOURCE CODE**
-

**AMENDED GRANT BUDGET #**
-

**GRANT RECIPIENT NAME**
- Allegany County Public Schools

**RECIPIENT GRANT #**
-

**RECIPIENT AGENCY NAME**
- Allegany County Public Schools

**GRANT PERIOD**
- FROM 1-Jul-19 TO 30-Sept-20

## CATEGORIE/S PROGRAM

<table>
<thead>
<tr>
<th>CATEGORY/PROGRAM</th>
<th>01 - SALARIES &amp; WAGES</th>
<th>02 - CONTRACT SERVICES</th>
<th>03 - SUPPLIES &amp; MATERIALS</th>
<th>04 - OTHER CHARGES</th>
<th>05 - EQUIPMENT</th>
<th>08 - TRANSFERS</th>
<th>TOTAL EXPENDITURES BY OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>201 Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14,859.00</td>
</tr>
<tr>
<td>Prog. 21 General Support</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 22 Business Support</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 23 Centralized Support</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>202 Mid-Level Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 15 Office of the Principal</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 16 Inst. Admin. &amp; Supv.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>203-205 Instruction Categories</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 01 Regular Prog.</td>
<td>3,000.00</td>
<td>256.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3,256.24</td>
</tr>
<tr>
<td>Prog. 02 Special Prog.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 03 Career &amp; Tech Prog.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 04 Gifted &amp; Talented Prog.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 07 Non Public Transfers</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 08 School Library Media</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 09 Instruction Staff Dev.</td>
<td>2,410.56</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8,987.81</td>
<td>11,398.37</td>
</tr>
<tr>
<td>Prog. 10 Guidance Services</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 11 Psychological Services</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 12 Adult Education</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>206 Special Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 04 Public Sch Instr. Prog.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 09 Instruction Staff Dev.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 15 Office of the Principal</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 16 Inst. Admin. &amp; Superv.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>207 Student Personnel Serv.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>208 Student Health Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>209 Student Transportation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>210 Plant Operation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 30 Warehousing &amp; Distr.</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 31 Operating Services</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>211 Plant Maintenance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>212 Fixed Charges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>204.39</td>
</tr>
<tr>
<td><strong>214 Community Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>204.39</td>
</tr>
<tr>
<td><strong>215 Capital Outlay</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 34 Land &amp; Improvements</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 35 Buildings &amp; Additions</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prog. 36 Remodeling</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenditures By Object</strong></td>
<td>5,410.56</td>
<td>0.00</td>
<td>256.24</td>
<td>9,192.20</td>
<td>0.00</td>
<td>0.00</td>
<td>14,859.00</td>
</tr>
</tbody>
</table>

---

**Finance Official Approval**
- Mr. Larry McKenzie
- Signature: [Signature]
- Date: 11/14/19
- Telephone #: 301-759-2024

**Supt./Agency Head Approval**
- Mr. Jeffrey Blank
- Signature: [Signature]
- Date: 11/14/19
- Telephone #: 301-759-2054

**MSDE Grant Manager Approval**
- Name: [Name]
- Signature: [Signature]
- Date: [Date]
- Telephone #: [Telephone #]

Fine Arts.8
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.
### Equitable Services Table

<table>
<thead>
<tr>
<th>Participating Private School Name and Address</th>
<th>Title I-A</th>
<th>Title I-C</th>
<th>Title II-A</th>
<th>Title III-A</th>
<th>Title IV-A</th>
<th>Title IV-B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Archbishop Nealle School</td>
<td>Total Number of Participating Students</td>
<td>Total Number of Participating Students</td>
<td>Total Number of Participating Students</td>
<td>Total Number of Participating Students</td>
<td>Total Number of Participating Students</td>
<td>Total Number of Participating Students</td>
</tr>
<tr>
<td>104 Port Tobacco Road La Plata, MD 20646</td>
<td>6</td>
<td>0</td>
<td>27</td>
<td>0</td>
<td>NA</td>
<td>0</td>
</tr>
<tr>
<td>Allegany Boys Camp</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>40</td>
<td>NA</td>
</tr>
<tr>
<td>20700 Wagner Cutoff Road Oldtown, MD 21555</td>
<td>0</td>
<td>NA</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Beginnings Montessori School</td>
<td>0</td>
<td>NA</td>
<td>3</td>
<td>NA</td>
<td>299</td>
<td>NA</td>
</tr>
<tr>
<td>15N. Smallwood Street Cumberland, MD 21502</td>
<td>12</td>
<td>NA</td>
<td>7</td>
<td>NA</td>
<td>224</td>
<td>NA</td>
</tr>
<tr>
<td>Bishop Walsh School</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>700 Bishop Walsh Road Cumberland, MD 21502</td>
<td>5</td>
<td>NA</td>
<td>7</td>
<td>NA</td>
<td>78</td>
<td>NA</td>
</tr>
<tr>
<td>Calvary Christian Academy</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>14513 McMullen Hwy SW Cresaptown, MD 21502</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jefferson School at Finan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10102 Country Club Road SE Cumberland, MD 21502</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lighthouse Christian Academy</td>
<td>7</td>
<td>NA</td>
<td>5</td>
<td>NA</td>
<td>78</td>
<td>NA</td>
</tr>
</tbody>
</table>

| Total Allocation:                           | $28,931   | $ NA      | $31,922    | $ NA        | $15,790    | NA         |

Appendix H.2
2019 – 2020 Title I Consultation Schedule
For Non Public Schools

☐ April 10, 2019 at 1:30 PM
(Federal Programs Meeting and Title I)

☐ August 14, 2019 at 1:30 PM

☐ January 15, 2020 at 2:00 PM

☐ April 23, 2020 at 1:30 PM
(Federal Programs Meeting and Title I)
LEA Affirmation of Consultation with Private School - 2019-2020

Name of LEA Allegany County Public Schools  Name of Private School Beginnings Montessori School

Required Consultation Topics

- How the LEA will identify the needs of eligible private school children
- Services to be offered to eligible private school children
- How, where, and by whom the services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve services
- The size and scope of equitable services provided to eligible private school children, the proportion of funds that is allocated for those services, and how that proportion is determined
- The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools
- How and when the LEA will decide about delivery of services, based on consideration and analysis of the views of the private school officials with third-party providers
- How if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will respond in why a contractor was not chosen
- Whether the LEA shall provide services directly or through a separate government agency, consortium, entity or third-party contractor
- Whether to pool funds for equitable services
- When, including the approximate time of day, the services will be provided
- Whether to consolidate Title I equitable services funds with funds available for equitable services from other ESSA programs

**Please indicate your decision by placing an X in the box **

☑️ I believe that timely and meaningful consultation has occurred.

☐ I believe timely and meaningful consultation has not occurred.

☑️ I believe the program design is equitable with respect to eligible private school children.

☐ I believe the program design is not equitable with respect to eligible private school children.

Jessica Hook  4-10-19

John Logsdon  4-12-19

Signature of private school official  Name of private school official  Date

Signature of public school official  Name of public school official  Date
LEA Affirmation of Consultation with Private School - 2019-2020

Name of LEA Allegany County Public School  
Name of Private School Bishop Walsh School

Required Consultation Topics

- How the LEA will identify the needs of eligible private school children
- Services to be offered to eligible private school children
- How, where, and by whom the services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve services
- The size and scope of equitable services provided to eligible private school children, the proportion of funds that is allocated for those services, and how that proportion is determined
- The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools
- How and when the LEA will decide about delivery of services, based on consideration and analysis of the views of the private school officials with third-party providers
- How if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will respond in why a contractor was not chosen
- Whether the LEA shall provide services directly or through a separate government agency, consortium, entity or third-party contractor
- Whether to pool funds for equitable services
- When, including the approximate time of day, the services will be provided
- Whether to consolidate Title I equitable services funds with funds available for equitable services from other ESSA programs

**Please indicate your decision by placing an X in the box**

☐ I believe that timely and meaningful consultation has occurred.

☐ I believe timely and meaningful consultation has not occurred.

☐ I believe the program design is equitable with respect to eligible private school children.

☐ I believe the program design is not equitable with respect to eligible private school children.

[Signatures]

Dr. Ray Kiddy  
Signature of private school official  
Date: 4-10-19

Name of private school official  
Name of public school official  
Date: 4-10-19

John Logsdon

Signature of public school official  
Date

Appendix H.5
LEA Affirmation of Consultation with Private School - 2019-2020

Name of LEA Allegany County Public Schools  
Name of Private School Calvary Christian Academy

Required Consultation Topics

- How the LEA will identify the needs of eligible private school children
- Services to be offered to eligible private school children
- How, where, and by whom the services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve services
- The size and scope of equitable services provided to eligible private school children, the proportion of funds that is allocated for those services, and how that proportion is determined
- The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools
- How and when the LEA will decide about delivery of services, based on consideration and analysis of the views of the private school officials with third-party providers
- How if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will respond in why a contractor was not chosen
- Whether the LEA shall provide services directly or through a separate government agency, consortium, entity or third-party contractor
- Whether to pool funds for equitable services
- When, including the approximate time of day, the services will be provided
- Whether to consolidate Title I equitable services funds with funds available for equitable services from other ESSA programs

**Please indicate your decision by placing an X in the box.**

☒ I believe that timely and meaningful consultation has occurred.

☐ I believe timely and meaningful consultation has not occurred.

☑ I believe the program design is equitable with respect to eligible private school children.

☐ I believe the program design is not equitable with respect to eligible private school children.

Signature of private school official:  
Signature of public school official:  

Dan Thompson  
John Logsdon  

Name of private school official  
Name of public school official  

Date: 4/10/19  
Date: 4/10/19

Appendix H.6
LEA Affirmation of Consultation with Private School - 2019-2020

Name of LEA Allegany County Public Schools  Name of Private School Lighthouse Christian Academy

**Required Consultation Topics**

- How the LEA will identify the needs of eligible private school children
- Services to be offered to eligible private school children
- How, where, and by whom the services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve services
- The size and scope of equitable services provided to eligible private school children, the proportion of funds that is allocated for those services, and how that proportion is determined
- The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools
- How and when the LEA will decide about delivery of services, based on consideration and analysis of the views of the private school officials with third-party providers
- How if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will respond in why a contractor was not chosen
- Whether the LEA shall provide services directly or through a separate government agency, consortium, entity or third-party contractor
- Whether to pool funds for equitable services
- When, including the approximate time of day, the services will be provided
- Whether to consolidate Title I equitable services funds with funds available for equitable services from other ESSA programs

**Please indicate your decision by placing an X in the box**

☐ I believe that timely and meaningful consultation has occurred.

☐ I believe timely and meaningful consultation has not occurred.

☐ I believe the program design is equitable with respect to eligible private school children.

☐ I believe the program design is not equitable with respect to eligible private school children.

Signature of private school official: [Signature]
Name of private school official: Sheri Aspito
Date: 4/24/19

Signature of public school official: [Signature]
Name of public school official: John Logsdon
Date: 4/24/19
LEA Affirmation of Consultation with Private School - 2019-2020

Name of LEA Allegany County Public Schools  Name of Private School Jefferson School at Finan

Required Consultation Topics

- How the LEA will identify the needs of eligible private school children
- Services to be offered to eligible private school children
- How, where, and by whom the services will be provided
- How the services will be academically assessed and how the results of that assessment will be used to improve services
- The size and scope of equitable services provided to eligible private school children, the proportion of funds that is allocated for those services, and how that proportion is determined
- The method or sources of data used to determine the number of children from low-income families in participating school attendance areas who attend private schools
- How and when the LEA will decide about delivery of services, based on consideration and analysis of the views of the private school officials with third-party providers
- How if the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA will respond in why a contractor was not chosen
- Whether the LEA shall provide services directly or through a separate government agency, consortium, entity or third-party contractor
- Whether to pool funds for equitable services
- When, including the approximate time of day, the services will be provided
- Whether to consolidate Title I equitable services funds with funds available for equitable services from other ESSA programs

**Please indicate your decision by placing an X in the box**

X I believe that timely and meaningful consultation has occurred.

☐ I believe timely and meaningful consultation has not occurred.

☐ I believe the program design is equitable with respect to eligible private school children.

☐ I believe the program design is not equitable with respect to eligible private school children.

Signature of private school official: [Signature]
Name of private school official: Kelley Cooper
Date: 4/10/19

Signature of public school official: [Signature]
Name of public school official: John Logsdon
Date: 4/10/19
2019-2020 Consultation Timeline for Title II Non Public Schools

- Federal Programs Meeting - April 23, 2020 at 1:30 PM
- Emails on Remaining Funds Updates: June 2020
  December 2020

Administrators are welcome to call with questions at any time.
AFFIRMATION OF CONSULTATION

I am an administrator of Allegany Boys Camp, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the Allegany Boys Camp engaged in meaningful consultation about Title II, Part A of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

TOPICS DISCUSSED

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

COOPERATION BY SCHOOL

By choosing to participate in Title II, Part A of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

☑️ I believe timely and meaningful consultation has occurred

☐ I believe timely and meaningful consultation has not occurred

Program Design

☑️ I believe the program design is equitable with respect to eligible private school children

☐ I believe the program design is not equitable with respect to eligible private school children.

SIGNATURE OF AUTHORIZED OFFICIAL

[Signature]

Signature of Authorized Private School Official

[Name of School]

Name of School

[Name of Private School Official]

Name of Private School Official

04/10/19

Date

[301-478-5721]

Telephone Number

Fax Number

"Great Teaching. Great Learning. Every Student. Every Day."

Appendix H.10
AFFIRMATION OF CONSULTATION

I am an administrator of **Beginnings Montessori School**, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the **Beginnings Montessori School** engaged in meaningful consultation about **Title II, Part A** of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

**TOPICS DISCUSSED**

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

**COOPERATION BY SCHOOL**

By choosing to participate in **Title II, Part A** of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

✔ I believe timely and meaningful consultation has occurred

☐ I believe timely and meaningful consultation has **not** occurred

Program Design

✔ I believe the program design is equitable with respect to eligible private school children

☐ I believe the program design is **not** equitable with respect to eligible private school children.

**SIGNATURE OF AUTHORIZED OFFICIAL**

**Jessica Hook**
Signature of Authorized Private School Official

**Jessica Hook**
Name of Private School Official

4-10-19
Date

**Beginnings Montessori**
Name of School

301-722-2220
Telephone Number

Fax Number

"Great Teaching. Great Learning. Every Student. Every Day."

Appendix H.11
AFFIRMATION OF CONSULTATION

I am an administrator of Bishop Walsh School, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the Bishop Walsh School engaged in meaningful consultation about Title II, Part A of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

TOPICS DISCUSSED

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

COOPERATION BY SCHOOL

By choosing to participate in Title II, Part A of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

___ I believe timely and meaningful consultation has occurred
___ I believe timely and meaningful consultation has not occurred

Program Design

___ I believe the program design is equitable with respect to eligible private school children
___ I believe the program design is not equitable with respect to eligible private school children.

SIGNATURE OF AUTHORIZED OFFICIAL

[Signature]
Signature of Authorized Private School Official

[Signature]
Name of School

Raymond A. Kildy
Name of Private School Official

301-724-5360
Telephone Number

4-10-19
Date

Fax Number
AFFIRMATION OF CONSULTATION

I am an administrator of Calvary Christian Academy, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the Calvary Christian Academy engaged in meaningful consultation about Title II, Part A of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

TOPICS DISCUSSED

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

COOPERATION BY SCHOOL

By choosing to participate in Title II, Part A of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

☑️ I believe timely and meaningful consultation has occurred
☐ I believe timely and meaningful consultation has not occurred

Program Design

☑️ I believe the program design is equitable with respect to eligible private school children
☐ I believe the program design is not equitable with respect to eligible private school children.

SIGNATURE OF AUTHORIZED OFFICIAL

[Signature]  Calvary Christian
Signature of Authorized Private School Official  Name of School

[Signature]  301 729 0791
Name of Private School Official  Telephone Number

[Signature]  301 729 1648
Date  Fax Number

"Great Teaching. Great Learning. Every Student. Every Day."

Appendix H.13
AFFIRMATION OF CONSULTATION

I am an administrator of Lighthouse Christian Academy, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the Lighthouse Christian Academy engaged in meaningful consultation about Title II, Part A of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

TOPICS DISCUSSED

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

COOPERATION BY SCHOOL

By choosing to participate in Title II, Part A of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

✓ I believe timely and meaningful consultation has occurred

___ I believe timely and meaningful consultation has not occurred

Program Design

✓ I believe the program design is equitable with respect to eligible private school children

___ I believe the program design is not equitable with respect to eligible private school children.

SIGNATURE OF AUTHORIZED OFFICIAL

[Signature]
Signature of Authorized Private School Official

[Name of Private School Official]
Name of Private School Official

[Date]
Date

[Name of School]
Name of School

[Telephone Number]
Telephone Number

[Fax Number]
Fax Number

"Great Teaching. Great Learning. Every Student. Every Day."
Appendix H.14
AFFIRMATION OF CONSULTATION

I am an administrator of Jefferson School at the Finan Center, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the Jefferson School at the Finan Center, engaged in meaningful consultation about Title II, Part A of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

TOPICS DISCUSSED

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

COORDINATION BY SCHOOL

By choosing to participate in Title II, Part A of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

✓ I believe timely and meaningful consultation has occurred

☐ I believe timely and meaningful consultation has not occurred

Program Design

✓ I believe the program design is equitable with respect to eligible private school children

☐ I believe the program design is not equitable with respect to eligible private school children.

SIGNATURE OF AUTHORIZED OFFICIAL

Kelley Cooper
Signature of Authorized Private School Official

Jefferson School at the Finan Center
Name of School

Kelley Cooper
Name of Private School Official

04/10/19
Date

301-777-2258
Telephone Number

Fax Number

“Great Teaching. Great Learning. Every Student. Every Day.”
AFFIRMATION OF CONSULTATION

I am an administrator of Lighthouse Christian Academy, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the Lighthouse Christian Academy engaged in meaningful consultation about Title II, Part A of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

TOPICS DISCUSSED

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

COOPERATION BY SCHOOL

By choosing to participate in Title II, Part A of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

___ I believe timely and meaningful consultation has occurred
___ I believe timely and meaningful consultation has not occurred

Program Design

___ I believe the program design is equitable with respect to eligible private school children
___ I believe the program design is not equitable with respect to eligible private school children.

SIGNATURE OF AUTHORIZED OFFICIAL

Signature of Authorized Private School Official

Lighthouse Christian Academy

Name of School
301-777-7375
Telephone Number
301-777-3495
Fax Number

4/24/19
Date

"Great Teaching. Great Learning. Every Student. Every Day."
2019 – 2020 Title IV, Part A Consultation Schedule
For Non-Public Schools

- April 10th, 2019, at 1:30 PM
  (Federal Programs Meeting and Title I)

- August 20th, 2019 at 2:00 PM

- Phone conferences and emails as needed to update the spending and progress of the funding

- April 23rd, 2020, at 1:30 PM
  (Federal Programs Meeting and Title IV, Part A)
AFFIRMATION OF CONSULTATION

I am an administrator of Allegany Boys Camp, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the Allegany Boys Camp engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

TOPICS DISCUSSED

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

COOPERATION BY SCHOOL

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

X I believe timely and meaningful consultation has occurred

I believe timely and meaningful consultation has not occurred

Program Design

X I believe the program design is equitable with respect to eligible private school children

I believe the program design is not equitable with respect to eligible private school children.

SIGNATURE OF AUTHORIZED OFFICIAL

[Signature of Authorized Private School Official]

Name of School

[Signature of Private School Official]

Name of Private School Official

[Date]

Telephone Number

[Telephone Number]

Fax Number

“Great Teaching. Great Learning. Every Student. Every Day.”
AFFIRMATION OF CONSULTATION

I am an administrator of **Beginnings Montessori School**, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the **Beginnings Montessori School** engaged in meaningful consultation about **Title IV** of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

**TOPICS DISCUSSED**

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

**COOPERATION BY SCHOOL**

By choosing to participate in **Title IV** of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

---

**Timely and Meaningful Consultation**

- ☑️ I believe timely and meaningful consultation has occurred
- ☑️ I believe timely and meaningful consultation has **not** occurred

---

**Program Design**

- _____ I believe the program design is equitable with respect to eligible private school children
- _____ I believe the program design is **not** equitable with respect to eligible private school children.

---

**SIGNATURE OF AUTHORIZED OFFICIAL**

Jessica Hook
Signature of Authorized Private School Official

Beginnings Montessori
Name of School

Jessica Hook
Name of Private School Official

301-722-2220
Telephone Number

4-10-19
Date

4-10-19
Fax Number

"Great Teaching. Great Learning. Every Student. Every Day."
AFFIRMATION OF CONSULTATION

I am an administrator of Bishop Walsh School, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the Bishop Walsh School engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

TOPICS DISCUSSED

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

COORDINATION BY SCHOOL

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

I believe timely and meaningful consultation has occurred

___ I believe timely and meaningful consultation has not occurred

Program Design

I believe the program design is equitable with respect to eligible private school children

___ I believe the program design is not equitable with respect to eligible private school children.

SIGNATURE OF AUTHORIZED OFFICIAL

[Signature]
Signature of Authorized Private School Official

Raymond A. Kuby
Name of Private School Official

301-724-5360
Telephone Number

Fax Number

"Great Teaching. Great Learning. Every Student. Every Day."

Appendix H.20
AFFIRMATION OF CONSULTATION

I am an administrator of Calvary Christian Academy, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the Calvary Christian Academy engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

TOPICS DISCUSSED

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

COOPERATION BY SCHOOL

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

☐ I believe timely and meaningful consultation has occurred
☐ I believe timely and meaningful consultation has not occurred

Program Design

☐ I believe the program design is equitable with respect to eligible private school children
☐ I believe the program design is not equitable with respect to eligible private school children.

SIGNATURE OF AUTHORIZED OFFICIAL

[Signature]
Signature of Authorized Private School Official

[Signature]
Name of Private School Official

4/10/19
Date

Calvary Christian
Name of School

301 729 0791
Telephone Number

301 729 6478
Fax Number

"Great Teaching. Great Learning. Every Student. Every Day."

Appendix H.21
AFFIRMATION OF CONSULTATION

I am an administrator of Lighthouse Christian Academy, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the Lighthouse Christian Academy engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

TOPICS DISCUSSED

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

COOPERATION BY SCHOOL

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

I believe timely and meaningful consultation has occurred

Program Design

I believe the program design is equitable with respect to eligible private school children

SIGNATURE OF AUTHORIZED OFFICIAL

Signature of Authorized Private School Official

Name of Private School Official

Date

Name of School

Telephone Number

Fax Number

“Great Teaching. Great Learning. Every Student. Every Day.”
AFFIRMATION OF CONSULTATION

I am an administrator of Jefferson School at the Finan Center, a private school with students living within the attendance boundaries of Allegany County Public Schools (ACPS). I hereby affirm that in a meeting conducted on April 10, 2019, ACPS and the Jefferson School at the Finan Center, engaged in meaningful consultation about Title IV of the Every Student Succeeds Act of 2015 (ESSA Act) for the 2019-2020 school year.

TOPICS DISCUSSED

- Description of grant
- Requirements for grant
- What services will be provided
- Contact information for grant

COOPERATION BY SCHOOL

By choosing to participate in Title IV of the ESSA Act, the private school agrees to provide all information necessary to comply with program requirements. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Timely and Meaningful Consultation

✓ I believe timely and meaningful consultation has occurred

☐ I believe timely and meaningful consultation has not occurred

Program Design

✓ I believe the program design is equitable with respect to eligible private school children

☐ I believe the program design is not equitable with respect to eligible private school children.

SIGNATURE OF AUTHORIZED OFFICIAL

[Signature]
Signature of Authorized Private School Official

Jefferson at the Finan Center
Name of School

Kelley Cooper
Name of Private School Official

04/10/19
Date

301. 777. 2258
Telephone Number

Fax Number

"Great Teaching. Great Learning. Every Student. Every Day."

Appendix H.23
Allegany County Public Schools
108 Washington Street - P. O. Box 1724
Cumberland, MD 21501-1724

COMPLAINT PROCEDURES FOR FEDERAL PROGRAMS

Allegany County Public Schools is committed to open communication with non-public schools who participate in any Federal Program in order to reach the goal of educating all students, supporting professional development, and meeting the needs of 21st Century Schools. Allegany County Public Schools is aware that disagreements may arise periodically. These disagreements need to be resolved in a timely fashion. The following procedures have been developed to handle complaints dealing with federal programs, services and staff members. All complaints from non public schools are to be directed to the Supervisor of Federal Programs using the procedures outlined below.

Filing a Complaint
● Gather all information dealing with the complaint.
● Fill out the Complaint form, being as specific as possible.
● Send the Complaint Form to the Federal Office at the address listed on the form.

Response from Supervisor of Federal Programs
● The Supervisor of Federal Programs will review the completed Complaint Form.
● The Supervisor will set up an appointment with the originators of the complaint in order to resolve the complaint. This will usually occur within five (5) working days after receipt of the complaint.

Additional Steps (if required)
● If the complaint cannot be resolved by the Supervisor of Federal Programs, a meeting will be set up with the Chief Academic Officer, the Supervisor of Federal Programs and the concerned parties.
● The Chief Academic Officer will work with the Supervisor of Federal Programs to resolve the complaint.
● If the issue is still unresolved, the Supervisor of Federal Programs will contact the Maryland State Department of Education’s (MSDE) State Ombudsman for guidance.
● Meetings with the State Ombudsman may be scheduled in order to resolve the complaint.
● If additional steps beyond the Maryland State Department of Education are required in the resolution of the complaint, these steps will occur in accordance with the federal Every Student Succeeds Act legislation.

Contact for Complaints
Supervisor of Federal Programs
 Allegany County Board of Education
 Phone – 301-759-2046  Fax - 301-759-2422
Non-Public Schools Federal Programs Complaint Form

Name ________________________________________________________________

Address _____________________________________________________________

Phone Number ______________________ Date ____________________________

Nature of Complaint

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Do Not Write Below This Line

Date Received in Federal Office _________________________________________
Date of Conference ___________________________________________________
Date Resolved _________________________________________________________

Resolution

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Appendix H.25
Based on the review of the local school system’s (LSS’s) Local ESSA Consolidated Strategic Plan, the clarifying questions listed below require responses to complete the review process. The clarifying questions are divided into Areas of Focus, Comprehensive Support and Improvement (CSI) Schools, Targeted Support and Improvement (TSI), Gifted and Talented (GT) Education, Comprehensive Teacher Induction Program, and SIG IV School sections. The final column lists commendations which demonstrate that the LSS exceeded performance expectations presented a uniquely innovative approach to improving opportunities for all students. Please respond to all clarifying questions on or before the close of business on October 31, 2019. (Add additional rows, if required).

<table>
<thead>
<tr>
<th>Areas of Focus</th>
<th>Page Number</th>
<th>Clarifying Questions</th>
<th>LSS Response(s)</th>
<th>Commendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>36-38</td>
<td>In the discussion there is a lot about high suspension rate but very little about either its connection to chronic absenteeism or just addressing the chronic absenteeism issue identified by your root cause analysis. How is</td>
<td>● We are in the process of aligning ACPS policy to reflect the definition of chronically absent being 10% of days missed either excused or unexcused (previously we focused on unexcused absences).</td>
<td>● The school system recognizes that the issues of disproportionality and implicit bias exist in the system.</td>
</tr>
<tr>
<td>Chronic absenteeism addressed in the goals, objectives, strategies, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Building administrators monitor attendance (at least) monthly and by sub-group.  
• All schools participate in PBIS positive attendance incentives.  
• All schools have teams receiving training on restorative practices in order to reduce suspensions (which contribute to absences) and strengthen relationships between students and the school.  
• The Chief Academic Officer reviews the principals’ attendance list and letters are sent to parents informing them of their child’s accumulation of unlawful absences. |
| How was student engagement measured for elementary and middle school students? |
| How were the results of student engagement survey and a climate survey for staff support used to identify root causes for area of focus #3? |
| Middle school students completed the same survey as high school students and their results are included in the data. There was no survey for elementary students.  
ACPS went through a comprehensive root cause analysis process that was provided by MSDE to look at disproportionality in discipline for students of color. As part of that work ACPS looked first at probable causes for the disproportionality, and then looked at data sources that could either validate or invalidate the suspected cause. One of the domains was Bias, Beliefs and Barriers. Specifically, teachers' implicit bias when it comes to their interactions with students of a particular race, or social class. ACPS analyzed the climate and engagement survey data, and determined that a low percentage of students felt that teachers get to know them as individuals and treat them with genuine concern, however a high percentage of teachers felt that they invest in relationships with students, and that equitable learning is a top priority. The committee determined that the discrepancy between the teacher and student responses indicated that teachers are not aware of their own implicit bias |
| • An understanding for the need for diversity training is noted  
• Data was collected in an effort to better understand equity issues in the district.  
• ACPS’s student engagement survey and climate survey for staff is a good tool to identify two groups’ perception. |
and the impact these biases have on their interaction with students.

<table>
<thead>
<tr>
<th>CSI</th>
<th>Page Number</th>
<th>Clarifying Questions</th>
<th>LSS Response(s)</th>
<th>Commendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI</td>
<td>Page Number</td>
<td>Clarifying Questions</td>
<td>LSS Response(s)</td>
<td>Commendations</td>
</tr>
<tr>
<td>GT</td>
<td>Page Number</td>
<td>Clarifying Questions</td>
<td>LEA Response(s)</td>
<td>Commendations</td>
</tr>
</tbody>
</table>

| GT Student Identification | 43-46 | COMAR 13A.04.07 states, “The identification process shall use universal screening and multiple indicators of potential, ability, and achievement from an annually reviewed Maryland State Department of Education approved list of assessments and checklists.”

- **Comment:** The only evidence-based assessment you list is SAGES 3, an aptitude assessment, and your report implies that this is a Goal and not a practice.
- **Comment:** KRA is not an appropriate screener for gifted and talented placement.
- **Do you use any universal screeners?**
- **Request:** You list report cards for Grades 3-12, which are not an evidence-based determiner for giftedness. You should either stop using these or de-emphasize them.
- **You also list “teacher observation.” Are your teachers trained in observing gifted and talented traits?**
- **Do you use any universal screeners for cognitive ability?**
- **Do you use any behavioral checklists or other instruments found on the list of MSDE Approved Assessments and Checklists?**

<table>
<thead>
<tr>
<th>LEA Response(s)</th>
<th>Commendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGES 3, MCAP results, district wide benchmarks and unit exams</td>
<td>Thank you for providing the tables, as they were well-organized and very helpful.</td>
</tr>
</tbody>
</table>

Most of the media specialists have been trained in the past yet more up to date training would be appropriate. “Teacher Pleaser or Potentially Gifted” text can be used to guide this training. The observations allow for someone other than the teacher to observe specific potentially gifted attributes. G&T teachers review these characteristics to classroom teachers prior to nomination for the program.
MCAP, SAGES # will be used this year
At this time, there’s not a cognitive ability assessments listed from the MSDE list.
SRSS (Student Risk Screening) will be used this year for the behavioral checklist.

<table>
<thead>
<tr>
<th>GT</th>
<th>Page Number</th>
<th>Clarifying Questions</th>
<th>LEA Response(s)</th>
<th>Commendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT Student Identification</td>
<td>43-46</td>
<td>● Comment: ACCESS for ELLs can be used as a screener for EL students if applied correctly. (You do not need to reply to this comment.)</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

SIG IV
(Baltimore City Public School System) | Page Number | Clarifying Questions | LSS Response(s) | Commendations |