



APPLICATION FOR PARTICIPATION

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

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21211

Deadline

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

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury

State Superintendent of Schools
Secretary-Treasurer, Maryland State Board of Education

Deann M. Collins, Ed D.

Deputy Superintendent, Teaching and Learning

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Instructions

Complete this application electronically by typing directly into the fillable fields and charts. Do not alter or remove sections. When finished, save the application document as a pdf. Be sure to include the required attachments. Required application components for the Title I, Part A Grant include:

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

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

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


LEA name: PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS


Fiscal Year 2022-2023 Allocation: \$ 52,036,093.00

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

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

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


 Dr. Monica Goldson, CEO _____ February 6, 2023
 LEA Superintendent/Head of Agency _____
 Date


 Natasha Fludd _____ January 23, 2023
 LEA District Title I Coordinator _____
 Date

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

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

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

[Attestation- Section 1112](#)

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

[Attestation- Requirement 2: Application Development, Timely and Meaningful Consultation](#)

Monica E. Goldson
 Dr. Monica Goldson, CEO February 6, 2023
 LEA Superintendent/Head of Agency Date


Natasha H. Fludd
 Natasha Fludd January 23, 2023
 LEA District Title I Coordinator Date


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

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

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

[Attestation- Education Equity Regulation](#) Click or tap here to enter text.


 Dr. Monica Goldson, CEO February 6, 2023
 LEA Superintendent/Head of Agency Date


 Natasha Fludd January 23, 2023
 LEA District Title I Coordinator Date


 Dr. David Rease January 26, 2023
 LEA Equity Point of Contact Date

2. Statutory Required Components (A-J)

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

A. Staff Credentials and Certification

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

[A.1.a Written Process- Staffing Guidelines](#)

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

[A.1.b- Written Process- Human Resources, Title I Office, and School Administration](#)

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

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

LEA	# Teachers Conditionally Certified	/Action Plan
enter text here	enter number.	enter text here
enter text here	enter number.	enter text here
LEA	# Paraprofessionals Not Certified	Action Plan
enter text here	enter number.	enter text here
enter text here	enter number.	enter text here

3. The LEA identifies (using the previous school year data) and addresses disparities that result in low income and minority student being taught at a higher rate than other students by ineffective, inexperienced, or out of field teachers. The LEA must complete a Disparities Worksheet (including all schools) to Determine Needs. **Attachment B – Disparities Worksheet**

The LEA ensures it has a written process and evidence of implementation to identify and address any disparities.

[A.3 Written Process for Addressing Disparities](#)

[A.3 Required Attachment B- Disparities Worksheet](#)

[A.3 Formal Memo for Disparity Data](#)

4. The LEA ensures it has a written process that includes timelines used to annually notify parents:
- that they may request information regarding professional qualifications of their child’s teacher and of paraprofessionals who provide instructional services to their children.
 - 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.
 - 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.

[A.4.a.b.c- Timeline to Notify Parents](#)

B. SCHOOLWIDE PROGRAMS

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

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

YES NO

If Yes, continue below. Check one:

Federal funds Federal, State, local funds.

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

YES NO

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

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

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

[B1. Written Process- Developing, Implementing, and Monitoring, Schoolwide Requirements](#)

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

[B2. MOU SY 2023](#)

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

[B.3 Written Process ...reduce the overuse of discipline practices](#)

4. Written process for how the LEA supports programs that coordinate and integrate:
 - (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment

[B.4.a Written Process- CTE content through coordinated instructional strategies](#)

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

[4.b- Written Process- Work-based learning opportunities](#)

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

a. Not Applicable

[B5b Written Process](#)

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

[B.6- Implementation of a Schoolwide Program](#)

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

[B.7 Availability of Schoolwide Plan](#)

8. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable.

[B.8 Strategies for Assisting Preschool Children](#)

C. TARGETED ASSISTANCE SCHOOLS

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

Not Applicable

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

D. PARENT AND FAMILY ENGAGEMENT

The LEA must provide a written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact. The LEA must have a Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families, and a tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

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

[D.1 Title I District Policy- English](#)

[D.1 Title I District Policy- Spanish](#)

[D.1 Title I District Policy- French](#)

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

[D.2 School Level- General Requirements](#)

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

[D.3 Building Capacity for Involvement](#)

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

D.4 Opportunities for Participation

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

D.5 Written Process for monitoring and implementation of Parent & Family Engagement Requirements

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

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

E.1.a. Written Process...inviting private school officials

E.1.b. Written Process...Oversight, monitoring, supervising, and evaluating

E.1.c. Written Process...developing a formal agreement

1. **Delivery of Services:** The LEA ensures it (check all that apply):
 - Provides services directly to the eligible private school students.
 - Enters into a third-party contract to provide services to eligible private school students.
 - Enters into a formal agreement with other LEA(s) to provide services to private school students.

Please identify LEAs involved.

- Anne Arundel County Public Schools
- Baltimore City Public Schools
- District of Columbia Public Schools
- Howard County Public Schools
- Montgomery County Public Schools
- Prince George's County Public Schools

Provide the date(s) services will begin: Services will begin within the first quarter of the 2022-2023 school year as agreed upon in consultation.

2. **Invitation to Private School Officials:** The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program.

E.2 Invitation to Private School Officials

3. **Ongoing Consultation:** The LEA ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LEA ensures services to private school students start at the beginning of the school year.

[E.3 Ongoing Consultation](#)

4. **Equitable Services to Students:** The LEA ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school.

[E.4 Equitable Services to Students](#)

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

[E.5 Teachers and Families Participation](#)

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

[E.6 Dispute Resolutions](#)

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

[E.7 Written Process for oversight, monitoring, supervising, and evaluating](#)

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

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

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

[F.1 Written Process for Coordination of Homeless Children & Youth](#)

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

[F.2 Method for determining the homeless reservation set-aside](#)

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

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

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

Local Educational Agency: Prince George’s County Public Schools

Homeless Education Coordinator/Liaison: Tynika Strayhorn

Homeless Education Coordinator/Liaison’s Email: tynika.lytle@pgcps.org

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

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

Local Educational Agency: Prince George’s County Public Schools

Homeless Education Coordinator/Liaison: Tynika Strayhorn

NAME OF SHELTER/ CONTACT PERSON	ADDRESS/TELEPHONE/EMAIL	POPULATION SERVED
Family Crisis Center/Gwen Benton	601 Taylor Street Brentwood, MD 20772 (301)577-4389 ext. 1208 gwenbent@ccsimd.org	60 families
Family Emergency Shelter Latanya Brown	425 Brightseat Road Landover, MD 20785 (301)909-6363 latanya.brown@maryland.gov	Families
Promise Place Robert Bell	1400 Doewood Lane Capitol Heights, MD 20743 (240)764-8253 rbell@sashabruce.org	20 beds (10 males/10 females); 12-24 years old
Shepherd’s Cove Gwendolyn Ferguson	1400 Doewood Lane Capitol Heights, MD 20743 (301)322-5700 ext. 102	Single women with children (males under the age of 12)
St. Ann’s Shaneen Alvarez	4901 Eastern Avenue Hyattsville, MD 20782 (301) 559-5500 ext. 116 shaneen.alvarez@stanns.org	Teen Mothers; UHY 18-24 years old still in HS (roommates)
THP Transitional Housing Program Darlene Harris	9202 Springhill Lane Greenbelt, MD 20770 (301) 220-4336 darlene.harris@maryland.gov	70-80 families; UHY 18-24 years old in HS (roommates)
Warm Nights- Community Crisis, Inc Deidre McCalaster	4050 Powder Mill Road Beltsville, MD (301)577-4839 deidrem@ccimd.org	90-100 families

G. SUPPORT FOR FOSTER CARE STUDENTS

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

[G. Written Agreement...MOU](#)

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

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

[G.1 Written Procedures...MOU](#)

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

Not Applicable

H. ENGLISH LEARNERS

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

[H. Written Process](#)

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

[H.1 Title I Coordinated efforts to inform parents](#)

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

[H.2 Collaboration to Develop Intentional Practices](#)

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

[H.3- PGPCS Student Report Card](#)

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

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

[I. Written Process](#)

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

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

[I.a.b.c.d Written Process for planning, approving, monitoring, and addressing inequities](#)

J. FISCAL GUIDANCE

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

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

[J1a. Written Process Documenting & Monitoring Title I Funds](#)

[B1. Written Process - Developing, Implementing, and Monitoring Schoolwide Requirements](#)

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

[J2. Title I Program Supplement, not Supplant](#)

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

[J3. Methodology to Allocate State and Local Funds](#)

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

[J4. Methodology to Allocate State and Local Funds](#)

Fiscal Tables (provided in Excel)

Table 7-7: Skipped Schools

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

Code	School Type	Description
1	Regular School (State school codes 12, 13, 15, 16)	A public elementary/secondary school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum.
20	Vocational Education School	A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations.
30	Special Education School	A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities.

Code	School Type	Description
40	Alternative Education School	A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education.

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

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

International High School – Langley Park and International High School – Largo are regular schools (Code 1, Type 15) with students enrolled in grade 9-12. The program will employ cutting-edge learning practices paired with a blended learning model and integrated literacy development to increase academic achievement among our most struggling group of English Language Learners. The core contents are taught at a grade level that the student understands and with some concepts taught in the student’s native language.

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

[Skipped Schools - Code 1 State & Local Funding](#)

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

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

Local funding provides for staffing and resources to operate the skipped schools. Based on the FY22 approved budget for the schools divided by 9/30/21 student enrollment, the per pupil allocation for these schools was derived which exceeds Title I per pupil allocation.

Addendum: Progress Monitoring through Growth Measures and Outcomes

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

PROGRESS MONITORING REQUIRED ATTACHMENT

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

[Addendum: Progress Monitoring through Growth Measures and Outcomes](#)

3. Required Attachments

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

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