



## APPLICATION FOR PARTICIPATION

# Title II, Part A Supporting Effective Instruction Every Student Succeeds Act (ESSA)

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**Maryland State Department of Education**  
200 West Baltimore Street  
Baltimore, Maryland 21201

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

**MARYLAND STATE DEPARTMENT OF  
EDUCATION****Mohammed Choudhury**

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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 to your computer and obtain appropriate signatures. The completed Application should be saved as a pdf and emailed to:

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 Division of Curriculum, Instructional Improvement & Professional Learning  
 Maryland State Department of Education  
 Phone: 410-767-0574  
 Email: [cecilia.roe@maryland.gov](mailto:cecilia.roe@maryland.gov)

## Title II, Part A Cover Page

Local School System: Prince George's County Public Schools

Fiscal Year: 2023

Title II-A Coordinator: Clarence Parker

Phone number: 301-808-8275

Email address: clarence.parker@pgcps.org

Signatures:

Dr. Monica Goldson, CEO

Superintendent or Head of Agency Printed Name

Date



1/3/2023

Superintendent or Head of Agency Signature

Date

Clarence Parker

12/19/2022

Title II, Part A Program Director/Manager Printed Name

Date



12/19/2022

Title II, Part A Program Director/Manager Signature

Date

## Needs Assessment

Please provide a description of how the local school system developed the application using data from a district-wide needs assessment and alignment to the LEA strategic plan. Include identified needs and priorities for the Title II, Part A funding. Your response should be approximately 500 words or less. Charts and/or graphs may be included.

Priorities: Academic Achievement: Reading/English Language Arts and Mathematics

Prince George's County Public Schools (PGCPS') Educational Equity policy provides the systemic directive "to ensure adequate and appropriate access for each student, regardless of socioeconomic status, language of origin, or special needs to ensure a high-quality education that empowers all students". Historical trends and analysis of current PGCPS local data reveal persistently widening gaps in academic achievement in core content areas of ELA and mathematics among student groups. To aggressively confront these challenges, PGCPS leadership identified Academic Achievement for ELA and Mathematics as one of its two primary Areas of Focus. This area of focus advances PGCPS' mission, which sets forth a renewed commitment to education anchored in excellence and equity grounded in culturally responsive practice, problem-solving, and policy. As such, by selecting this area of focus with clearly defined goals and objectives, PGCPS is committed to elevating the pace of achievement for all students while simultaneously arresting and closing performance gaps among LEP, SPED, and historically vulnerable student groups is aligned with the district's strategic imperatives.

Due to the cancellation of the state assessment in 2019 and 2020, PGCPS reviewed NWEA MAP and Pearson Benchmark results, and WIDA performance. There have been significant declines in performance across multiple grade levels and student subgroups and noteworthy success for EL performance:

- RELEA and Mathematics performance peaks for students in grades K – 2 with 30% and 36.9% of students meeting proficiency, respectively.
- Hispanic/Latino of any race, Limited English Proficiency and Special Education students are consistently the lowest scoring subgroups in Reading/English Language Arts and Mathematics with student performance hovering near 0% proficiency in grades 3 – 12.
- Overall math performance plummeted after grade 2, with fewer than 5% of students proficient in grades 3 – 12.
- 53.6% of PGCPS English Learners made sufficient progress on the ACCESS for ELLs over their previous year's (2019) performance.

PGCPS will align academic standards, expectations, content, assessments and professional learning to ensure teachers have high-yield strategies to support all students with increased learning opportunities. PGCPS is exploring innovative instructional models to ensure teachers are best meeting the needs of English learners and students receiving special education services. Teachers will receive ongoing professional learning and school-based coaching on topics such as the Science of Reading (elementary), Culturally Responsive Teaching (PK-12), Language Essentials for the Teaching of Reading and Spelling (elementary), Demonstrating and Applying Conceptual Understanding (elementary) and Quality for Teaching English Learners (PK-12).

## Goals and Outcomes

Applicants are required to set overall goals for projects receiving Title II, Part A funding. The goals should address the results of a needs assessment and align to the overarching outcome of increasing student achievement consistent with the state standards by preparing, training, and recruiting high-quality teachers, principals, and other school leaders as prescribed in ESSA. Outcomes measure progress towards meeting the overall goal of the program. Determining the program goal(s) and outcomes is an important part of the next step of evaluating your program. Please use the chart below to identify your Title IIA Goals and Outcomes. Add additional lines, as needed.

Goal 1: Establish cohorts to develop effective leadership practices for educators in reading and math.
Outcome: Provide teachers with ongoing professional learning and school-based coaching, resulting in a 10% decrease in the number of students not meeting proficiency.  As a district, Prince George's County Public Schools is focused on improving reading and mathematics achievement across all grade levels. The professional development opportunities sponsored by the Title II grant will ensure that administrators have the tools to monitor the implementation of the curriculum and that teachers use research-based, standards, aligned strategies to differentiate grade-level instruction for all students. MCAP data in reading and mathematics will be used as baseline data to measure this outcome.
Goal 2: Attracting, Developing and Retaining High-Quality Teachers. Embrace non-traditional recruitment, onboarding and retention practice.
Outcome: Over the next two years, increase participation in local and out of state job fairs and college visits to increase the percentage of newly hired teachers by an additional 8 to 10%.  The number of newly hired teachers has decreased in recent years. In just two short years, PGCPs went from hiring 1,617 new teachers in 2019-2020 to only hiring 828 new teachers in 2020-2021. The national teacher shortage has greatly impacted our recruitment efforts. To combat this, our goal is to increase the number of local and out of state job fairs and college visits in order to increase the number of prospective candidates that may apply and be selected to join PGCPs for the 2023-2024 school year.
Goal 3: NA
Outcome: NA

## Plan of Operation

### Targeted Supports and Consultation

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 (CSI) activities and targeted support and improvement (TSI) activities. Include specific activities, measures, and outcomes. Your response should be approximately 300 words or less.

PGCPS is committed to prioritizing funds for the implementation of activities and supportive services that will have systemic impact on student achievement. As written in our Local ESSA Consolidated Strategic Plan, the school system's areas of focus are *Academic Achievement and Student Growth in ELA and Mathematics* and *School Quality and Student Success*. For CSI and TSI schools, these two focus areas are utilized to impact student achievement. The professional development provided to these schools is meant to:

1. Provide training to teachers around the essential use of the curriculum documents and evidence based instructional strategies that focus on improving teaching, student learning and achievement.
2. Train teachers, teacher leaders and school leaders on the use of formative assessment processes and their relationship to classroom instruction to ensure students reach desired results.
3. Provide teachers resources that assist with meeting the needs of different subgroups (ESOL and Special Education) and learners in their classroom who struggle to meet or exceed grade level performance standards.
4. Provide content mentor coaching to schools that assist teachers with understanding their school's instructional needs (School Performance Plan) and root cause analysis.

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, charter school leaders (as applicable), parents, community partners, the LEA Equity Point of Contact/Office, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title IIA. Your response should be approximately 300 words or less.

PGCPS maintains a transparent and meaningful ESSA consultation and engagement process. Integral to the process is PGCPS' ability to convene key school and community stakeholders (i.e., school leaders, teachers, paraprofessionals, parents, community organizations, institutions of higher education, and local government agencies). To address the priorities as listed above, PGCPS ensures meaningful consultation with school system leaders, principals, teachers, and stakeholders and focuses on:

- Utilizing information from climate surveys administered to all schools.
- Examining professional development evaluations given to stakeholders who attend training sessions.
- Facilitating round table discussions with principals, teachers and central office leaders on professional development needs based on their experience, observation, and need of what is seen in the field.
- Working internally with our Human Resources, Office of Professional Learning and Leadership (OPLL), Business Affairs, Early Childhood and Family Institute departments to provide meaningful support to schools, staff, and parents to make sure that alignment across stakeholders occur.

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. Your response should be approximately 300 words or less.

PGCPS requires those utilizing Title IIA funds to develop and submit requests on the use of funds to the Director of Curriculum and Instruction. These plans must demonstrate a commitment to identifying the purpose of professional development as well as an explanation of its implementation, and impact through quality evaluation and reflection. All title programs work together to ensure that collaboration is held across each to address the appropriate needs of our staff and students. Additionally, each year KRA, MCAP, SAT, AP, and Internal District assessment data and teacher survey feedback are reviewed to determine which Title II, Part A allowable activities can best facilitate improved student academic performance. MSDE meets with each LEA annually for feedback and status updates on grant usage via MSDE's Monitoring Tool. The monitoring tool completed each year is also used to assist with modifying both the plan and the activities supported. The Office of Accountability provides support to the Title II, Part A team members in analyzing and synthesizing these data annually, allowing the team to provide and monitor activities for staff that will result in student growth and increased student achievement.

Please provide a description of how the local school system ensures that the application was developed in alignment with the requirements of the Educational Equity regulation ([COMAR 13A.01.06](#)), and provides low-income and minority students greater access to effective teachers, principals, and other school leaders. Your response should be approximately 300 words or less.

PGCPS believes that students are our priority, and every student can achieve at high academic levels when engaged in a supportive, equitable, and culturally responsive environment. Equity in PGCPS means ensuring each student has what they need to receive a safe, student-centered education that empowers them to be active participants in their learning experience. Equity in education moves from ideology to reality by providing student and family access to essential academic, social, emotional, and economic resources, supports and opportunities to enable student progression throughout their educational journey. The district is addressing student needs across two prioritized accountability areas of focus with discrete lenses on accountability student groups and historically vulnerable student populations. One of the primary areas of focus in last year's Strategic Plan was reading and mathematics. To provide schools in low-income areas with greater access, PGCPS has placed a focus on providing teachers in these schools with additional support through our mentor teacher program and professional development offerings. There is also a districtwide focus on improving the academic achievement of English Learners and Students with Disabilities through focused professional development that centers on effective pedagogical practices for supporting Culturally and Linguistically Diverse student populations and provide access to core content.



## Ensuring Equitable Access to Excellent Educators

To ensure that every student has access to excellent educators, LEAs must work 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.

Based on the review of equitable access data, which equity gaps are current priorities for your LEA? Cite specific data points and how you intend to address each priority area in 300 words or less. Charts and/or graphs may be included. Add or delete rows, as needed.

### Priority Area 1:

#### Recruitment:

Given the national teacher shortage, one of the priority areas is to offer relocation assistance to attract talent from outside of Prince George's County Public Schools (PGCPS). Educators who are interested in becoming a teacher with PGCPS but do not live locally have shared the cost of relocation can be a deterrent when deciding to accept a job with our school district. To address the rising cost of travel and transportation, in FY2022 PGCPS increased the relocation reimbursement amount from \$1,500 to \$2,500. We also expanded the eligibility criteria to include teachers who hold a conditional certificate as well as those who hold a professional license. Annually we receive approximately 50 relocation reimbursement requests.

#### **New Teacher Information for School Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022.**

	2018-2019	2019-2020	2020-2021	2021-2022
<b>New Teachers</b>	1,017	1,617	878	828
<b>New Hires with Conditional Teacher Certificate</b>	43.76%	60%	45.33%	44.92%

Historically, PGCPS has been plagued with a number of resource staffing challenges. Chronically high teacher attrition is one such challenge. Teacher attrition has hovered around 13% annually. Data indicate that PGCPS loses, on average, approximately 10% of its teaching workforce annually, with about half (50.1%) of the vacancies resulting from resignations to positions in neighboring, higher-paying jurisdictions. Large class sizes, inadequate resources, and limited instructional latitude are also reasons suggested by survey data and stakeholder feedback. In the education economy, the inherent shortage of teachers nationwide is made even more challenging in PGCPS because Maryland schools of education have historically been unable to produce enough graduates to fill teacher vacancy demands each year. In addition, the number of undergraduates majoring in education in Maryland is falling. Thus, attracting, developing, and retaining high-quality, highly-effective teachers in the district is a top priority.

Across the district, there continue to be achievement gaps in mathematics for all students, particularly those who are English learners and students with disabilities. Increased professional development for

current teachers and recruiting a diverse workforce of new educators who come with the skills and dispositions to support students across PGCPS at various grade levels is imperative to raise student achievement. During the 2022-2023 school year, over 300 central office staff with current teaching credentials were moved back to the classroom due to the limited number of highly-skilled and certified teachers. PGCPS plans to employ non-traditional methods, target untapped sources, and design innovative approaches to attract, develop and retain high-quality employees representative of the cultural diversity of our PGCPS community in order to improve student achievement.

Priority Area 2:

Retention:

A priority recruitment strategy is our "Support-to-Teacher Pipeline". Approximately half of the 2,000 instructional support staff in PGCPS have expressed interest in becoming a teacher. To support the cost of doing so, in FY22 HR began reimbursing up to \$300 for the cost of assessments upon successful completion/passing of one or more of the Maryland Educator Praxis Assessments. During the first year of this initiative, there were only four eligible employees who received this reimbursement. HR will focus on increasing this number through improved communications with our support-to-teacher cohort of teachers to make them better aware of this opportunity.

Priority Area 3:

NA
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Priority Area 4:

NA
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Priority Area 5:

NA
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## Recruiting, Preparing, & Training Effective Teachers & Principals

Section /Item #	United State Department of Education Allowable Activities	<p>Provide a description of the activities in each section below in 300 words or less. Include:</p> <ul style="list-style-type: none"> <li>a. Anticipated goals and outcomes</li> <li>b. Implementation plan</li> <li>c. Alignment with challenging State academic standards</li> <li>d. Intended audience</li> <li>e. Specific timeline</li> <li>f. Evidence Level</li> <li>f. Brief plan for evaluation</li> </ul> <p>If the LEA is not using Title IIA funds for one or more of the listed purposes, please record N/A in the appropriate box.</p>
<p><b>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 students who do not meet the State academic standards, to improve equitable distribution of teachers</b></p>		
<p>1.1.1</p>	<p>Provide help in screening candidates and enabling early hiring.</p>	<p><b>Activity 1: The Professional Development School Partnership (PDS)</b></p> <p>The Professional Development School Partnership (PDS) is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns, and the continuous professional development of both school system and Institutions of Higher Education (IHE) faculty.</p> <p><b>Anticipated Outcome:</b> The Professional Development School Partnership will collaboratively create, conduct, and assess strategies to effectively train student interns and to determine pre-service mentor effectiveness via needs-based professional development to improve instruction to positively impact student achievement.</p> <p><b>Implementation:</b> Student-teacher interns are scheduled for a year-long internship with designated PDS school sites in PGCPs. PDS interns are offered teaching positions in the school system upon completion of their internships and their university course of study.</p> <p>A significant focus of the PDS partnership is improved student performance through research-based teaching and learning. Professional development opportunities offered through the PDS program are a result of PGCPs and the universities engaging in planning that aligns university criteria for training interns with the mission of the school district as it relates to teacher effectiveness and student learning. Interns as well as teachers are engaged in action research, professional learning communities, and instruction-based workshops that target school improvement areas. Partnership goals include: 1) supporting high-quality learning experiences for interns and teacher mentors; 2) refining and redefining processes and procedures for PDS partnerships in PGCPs.</p>

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		<p>PGCPS partners with neighboring Bowie State University and the University of Maryland College Park for the Professional Development Schools initiative. Annually, the program accommodates up to 175 interns (field observations and internships) and over 125 mentor teachers.</p> <p><b>Alignment with challenging State academic standards:</b> Prince George’s County Public Schools will provide meaningful, high quality professional learning opportunities that address principal and teacher needs in a variety of contexts and formats. Training and development opportunities are specific and prescribed based upon systemic priorities, performance appraisal results, and student achievement data, where applicable.</p> <p><b>Audience:</b> Interns</p> <p><b>Timeline:</b> These funds will be used to support these activities throughout the school year from July 2022 – June 2023.</p> <p><b>Evaluation:</b> The following data collection tools will measure the effectiveness of the initiative: a) overall collaboration with partnering universities and b) survey instruments and c) field observations and end-of-year evaluations of PDS interns and partnering teachers at local school sites. PGCPS will conduct a mid-year and end-of-year mentor impact survey to evaluate the effectiveness of the pre-service mentors.</p> <p><b>This is a level 4 program.</b> While no empirical studies have been conducted on PGCPS’ Professional Development School Partnership (PDS) there is a rationale that PDS partnerships are likely to improve relevant outcomes based on the high-quality research findings cited.</p> <p>Discussions continue around the process of placing student interns in PGCPS PDS sites and the potential for their hiring within the district. Part of the discussion around this work centers on ways to strategically assess the progress of interns as newly hired teachers during their induction phase and identify opportunities for their ongoing professional support and development.</p>

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		<p>As part of the continuing PDS partnership, it will be imperative to ensure collaboration around school site selection procedures to explore expanded opportunities for differentiated teacher preparation in the PGCPs PDS network.</p> <p>Maryland’s colleges and universities routinely do not produce enough education graduates to supply school systems in the state with sufficient numbers of fully certified teachers. As a result, school systems are forced to look outside the state to meet this demand. Annually, PGCPs conducts a national search to identify and recruit talented, certified educators. Part of the recruitment strategy involves offering qualified teachers financial assistance to relocate to the county. Approximately 61% of the teachers hired annually are recruited from outside the State of Maryland.</p> <p>Surveys will be conducted to measure intern satisfaction, intern preparedness, mentor teacher development and IHE and school faculty collaboration.</p> <p>Overall program collaboration with partnering universities will be evaluated according to Maryland Professional Development Schools Guidelines around the following Standards.</p> <p>I-Collaboration (PDS Partners work together to carry out, the collaboratively defined mission of PDS)</p> <p>II-Accountability (PDS accepts the responsibility of and is accountable for upholding professional standards for preparing and renewing teachers in accordance with the Redesign of Teacher Education) III-Organization, Roles and Resources (Partner institutions allocate resources to support the continuous improvement of teaching and learning)</p> <p>To assess continuous program improvement ratings such as Beginning, Developing, and At Standard will be given for each component.</p> <p>Specific program components to be rated include student intern’s level of development as it relates to:</p>

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		<ul style="list-style-type: none"> <li>▪ Continuing Professional Development.</li> <li>▪ Research and inquiry; and Student Achievement.</li> </ul> <p><b><u>Activity 2: Relocation</u></b></p> <p><b>Anticipated Outcome:</b> Human Resources will implement this initiative to assist the increased numbers of qualified teachers in critical shortage areas, high needs schools, and district wide. Since FY2008, 1,441 teachers have received relocation reimbursements.</p> <p>For SY21, relocation reimbursements of up to \$1,500 were processed for approximately 43 qualified teachers in hard-to-fill content areas.</p> <p><b>Implementation:</b> Human Resources will implement this initiative to assist the increased numbers of professionally certified teachers in critical shortage areas, high needs schools, and district wide. An email is sent to all new educators within the first 30 days, and a second email is sent midyear. Educators are required to apply by submitting all supporting documentation and receipts.</p> <p><b>Alignment with challenging State academic standards:</b> Human Resources places an emphasis on strategic educational reform through hiring and developing a highly effective workforce. Human Resources supports academic excellence with a key focus on high student achievement, ensuring highly effective teaching, and maximizing efficient and effective operations to support school system goals.</p> <p><b>Audience:</b> Teachers (New Hires)</p> <p><b>Timeline:</b> Relocation reimbursements will be made throughout the year from July 2022 – June 2023 until all funds are exhausted.</p>

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		<p><b>Evaluation:</b> The effectiveness of the initiative will be measured by the following data: a) the number of teachers that utilized these services &amp; went to critical shortage areas, b) data showing the number of out-of-state educators compared to the number of applications, c) end-of-year retention data.</p> <p><b>This is a level 4 program.</b> While no empirical studies have been conducted to determine the impact of the funds provided through the relocation program, the school system continues to provide additional support to sustain and increase teacher retention.</p> <p>For SY22 the school system will look specifically at the number of educators who received the stipend and teach a critical shortage area in a high needs school.</p> <p>Given the national teacher shortage in all content areas, we are requesting/proposing to increase the reimbursement eligibility total to \$2,500 per educator in SY22. In recent years, educators have shared cost of living as a deterrent that contributes to their decision to decline offers from PGCPs. This proposed increase will help to address the rising cost of travel and relocation, coupled with the higher cost of living in Maryland compared to other areas.</p> <p>The average number of educators who apply and qualify for the incentive over the past three years hovers around 50. This would bring the total to \$125,000 if each educator qualified for the full amount.</p> <p><b><u>Activity 3: Conditional Teacher Assessment Reimbursement</u></b></p> <p><b>Anticipated Outcome:</b> Prince George’s County Public Schools employs close to 9,000. For SY22, 1281 are conditionally certified and 90% need 1 or more assessments for Maryland certification.</p> <p>Human Resources will implement this initiative to increase the number of fully certified educators by reimbursing 300 conditionally certified educators up to \$300.00 to offset the cost of assessments to assist with the requirements for a standard Maryland Professional license. This initiative will also be</p>



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		<p>applied to our Support personnel who are currently serving as a full-time educator through the PGCPs' Grow Your Own program.</p> <p><b>Implementation:</b> Human Resources will implement this initiative to increase the number of fully certified educators. Certification will identify the number of eligible educators. An email will be sent within the first 60 days and a follow-up email will be sent midyear. Educators will be required to submit a receipt and a passing score.</p> <p><b>Alignment with challenging State academic standards:</b> Human Resources places an emphasis on strategic educational reform through hiring and developing a highly effective workforce. Human Resources supports academic excellence with a key focus on high student achievement, ensuring highly effective teaching, and maximizing efficient and effective operations to support school system goals.</p> <p><b>Audience:</b> Conditionally Certified Teachers (New Hires)</p> <p><b>Timeline:</b> Assessment reimbursements will be made throughout the year from July 2022 – June 2023 until all funds are exhausted.</p> <p><b>Evaluation:</b> The effectiveness of the initiative will be measured by the following data: a) the number of teachers that utilized these services, b) data showing the number of eligible conditional educators who successfully completed an assessment, c) the number of conditional educators who became fully certified.</p> <p><b>This is a level 4 program.</b> While no empirical studies have been conducted by PGCPs to determine the impact assessment reimbursement would have on teacher retention efforts and increasing the potential teacher candidate pool, the school system continues to provide additional support to increase the number of fully certified teachers delivering instruction to our student. This initiative directly supports this goal because reimbursement will only be approved for employees who achieve</p>

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		<p>a passing score on assessments required to teach in their current content area. Ultimately, this means the employee is one test closer to becoming fully licensed in the state of Maryland.</p> <p>As the number of conditionally certified teachers continues to drastically increase as a result of the nationwide teacher shortage, this initiative rises to a greater level of importance. It is imperative that school systems implement systems, structures, and initiatives that support education and attract candidates to the profession. This will increase the likelihood of teachers being knowledgeable and skilled in the content, and ensure students are receiving quality instruction from educators who are adequately prepared.</p> <p><b><u>Activity 4: Support-to-Teacher Pipeline</u></b></p> <p><b>Anticipated Outcome:</b> Prince George’s County Public Schools employs nearly 2,000 instructional support employees, half of whom have expressed an interest or desire to become a teacher. Human Resources would like to nurture this interest and invest in employees who look to pursue Maryland Educator Credentials, professional or provisional. As a continuation of the Conditional Teacher Assessment Reimbursement initiative, Human Resources wants to cast a wider net of potential candidates to join the teacher candidate pool.</p> <p>Upon successful completion/passing of one or more of the Maryland Educator Praxis Assessments, PGCPs HR will reimburse support staff for the cost of assessments. This initiative will support the PGCPs ‘Grow Your Own’ program because employees will not be eligible for reimbursement until starting in an educator assignment. The maximum allowable reimbursement per educator will be \$300.</p> <p><b>Implementation:</b> Human Resources continues to pursue creative avenues to address the national teacher shortage. This initiative will allow the school system to invest in its own talent by completing internal certification evaluations for credentialing through Maryland State Department of Education. Each year, there are [approximately] 800 eligible employees who receive an invitation to participate</p>

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		<p>in a credentialing evaluation session. Human Resources usually receives submissions from 100 interested employees and 50% usually move forward for principal consideration. Our goal is to increase the number of eligible employees to be considered by principals, and this initiative will prepare instructional support employees to step into the classroom with fewer certification requirements.</p> <p>An email will be sent to instructional support employees with self-reported degrees (must hold at least a bachelor’s degree) at several points during the year. All interested employees will be asked to declare their interest in teaching and to submit official transcripts for review. Upon receipt of the evaluation, employees will be able to submit a copy of the assessment receipt and a passing score. Note: The assessment must be listed on the credential evaluation.</p> <p><b>Alignment with challenging State academic standards:</b> Prince George’s County Public Schools will provide meaningful, high quality professional learning opportunities that address principal and teacher needs in a variety of contexts and formats. Training and development opportunities are specific and prescribed based upon systemic priorities, performance appraisal results, and student achievement data, where applicable.</p> <p><b>Audience:</b> Instructional Support Employees (paraprofessionals, itinerant special education assistants, student advocate, in-school suspension room monitor, dedicated aide, etc.)</p> <p><b>Timeline:</b> Assessment reimbursements will be made throughout the year from July 2022 – June 2023 until all funds are exhausted.</p> <p><b>Evaluation:</b> The effectiveness of the initiative will be measured by the following data: a) the number of support employees that express an interest in the initiative, b) the number of employees deemed eligible to hold educator credentials, c) data showing the number of eligible instructional support employees who successfully completed an assessment, and d) the number of employees who follow</p>

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		<p>through to become fully or conditionally certified as a teacher for the current or upcoming school year.</p> <p><b>This is a level 4 program.</b> While no empirical studies have been conducted for the PGCPs Support-to-Teacher Pipeline, it has been observed that support employees who express an interest and choose to become a teacher have higher retention rates and grow to be effective educators. This observation takes into account the employee’s history with PGCPs, rapport with students, and an overall understanding of how the system functions. Also, nearly 90% of the support employees who are hired into teaching positions have experience in the classroom and have supported the delivery of instruction prior to becoming a teacher. The American Association of Colleges for Teacher Education (2018) composed a <a href="#">Journal of Teacher Education</a> that speaks to the examination of Grow Your Own programs across the teacher development continuum in non-traditional educator pipelines.</p>
1.1.2	Provide differential and incentive pay in high-need academic subject areas and special areas.	NA
1.1.3	Provide teacher, paraprofessional principal, or school leader advancement and growth, and an emphasis on leadership opportunities, career paths, and pay differentiation.	NA
1.1	Other Activities/ Initiatives Related to Section 1.1.	NA

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<p>Total Title IIA Funding allocated for Section 1.1.</p>		<p>\$426,869</p>
<p><b>1.2 Recruit qualified individuals from other fields to become teachers, principals, or other school leaders.</b></p>		
<p>1.2</p>	<p>Activities/Initiatives Related to Section 1.2.</p>	<p><b>The Resident Teacher Program:</b> The Resident Teacher Program is a Maryland Approved Alternative Preparation Program (MAAPP) for individuals who have <i>not</i> received any teacher training but possess at least a bachelor's degree and a commitment to developing a career in the teaching profession. A total of 23 candidates participated in a MAAPP-required Pre-Employment Training (PET), which consists of a 6-week pre-service summer training program designed to prepare candidates for teaching in SY2021-22. This number excludes the Teach for America (TFA) alternative Certification program partnership which has 20 Core Members.</p> <p><b>Anticipated Outcome:</b> The Resident Teacher Program is intended to develop Resident Teacher candidates' pedagogical skills, and classroom-readiness, and socialize them to PGCPs systemic, initiatives, priorities, and effective teaching and learning standards.</p> <p><b>Implementation:</b> The PGCPs Pre-Employment Training program was implemented for the (5) five PGCPs/Notre Dame of Maryland University Special Education Dual-Certification Program candidates and the 12 Prince George's County Resident Teacher (PGCRT) internal program candidates over the summer.</p> <p>Mentor teachers and Retired-Rehired Supervising Teachers will assist candidates in the Pre-Employment Training, supervised internship, and residency phases of the programs. Both Mentor Teachers and Supervising Teachers are trained in andragogy, effective mentoring and coaching techniques, strengths-based leadership, and strategies for organizing for collaborative work.</p> <p>PGCPs/NDMU Resident Teacher Program is an alternative preparation program, implemented through a partnership with PGCPs and Notre Dame of Maryland University, which allows dual</p>

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		<p>certification in the critical shortage area of Special Education and either elementary education or secondary education.</p> <p>The PGCRT program is the internal alternative certification preparation program that provides intense training guided by the Maryland Approved Alternative Preparation Program Process. These are invited professionals interested in changing careers or recent college graduates with degrees in fields other than education to participate in a fast-track route to teaching. PGCRT is an intense, accelerated teacher-training program designed to place credentialed, qualified educators in critical teacher shortage areas.</p> <p>As an internal recruitment and retention strategy, conditional teachers, paraprofessionals, and substitute teachers are recruited and encouraged to apply for PGCPs alternative preparation programs. Local recruitment events for PGCPs alternative preparation programs occur in the community and schools throughout the county with the goal of attracting diverse candidates who have roots in the community and an understanding of the socio-cultural-political dynamics of the school system. For example, 75 percent of the 2020-21 PGCPs/NDMU Resident Teacher cohort were internal employees: one (1) conditional teacher, one (1) paraprofessional and one (1) substitute and (1) external candidate. For the 2021-22 School year, there were a total of 6 internal candidates: (2) conditional teachers and four support staff members.</p> <p><b>Alignment with challenging State academic standards:</b> Prince George’s County Public Schools’ Alternative Certification Programs are used by the programs’ instructors to ensure the quality of new entrants to the profession. During various phases of the program, instructors provide use of the following standards to guide instruction and assess the readiness for recommended teacher certification.</p> <ul style="list-style-type: none"> <li>• Interstate New Teacher Assessment and Support Consortium Standards (<a href="#">InTASC</a>)</li> </ul>

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		<ul style="list-style-type: none"> <li>• National Association for the Education of Young Children (<a href="#">NAEYC</a>)</li> <li>• Middle Level Teacher Preparation (<a href="#">MLTP</a>)</li> <li>• Framework for Teaching (<a href="#">FfT</a>)</li> <li>• Learning Forward Standards of Professional Learning (<a href="#">LFSPL</a>)</li> <li>• Maryland Teacher Technology Standards (<a href="#">MTTS</a>)</li> <li>• New Teacher Center Standards for Induction (<a href="#">NTCSI</a>)</li> <li>• Maryland College and Career Ready Standards (<a href="#">MCCR</a>)</li> </ul> <p><b>Audience:</b> Resident Teacher Candidates</p> <p><b>Timeline:</b> These programs are serviced over the course of a two-year timeframe (July 2022 – June 2024). Pre-Employment Training (PET) spans the entire months of July and August. Once school begins, Supervising Teachers coach Resident Teachers supports the Resident Teachers daily for the first month and a half of the school year, and then a Mentor Teacher supports the Resident Teacher on a weekly or bi-weekly basis for the remainder of the two-year residency phase.</p> <p><b>Evaluation:</b> The effectiveness of the initiative will be determined by the following measures: a) the diversity of the MAAPP cohort; b) the quality of supervisory and mentor support provided to resident teachers as measured by participant and principal surveys; c) end-of-year retention rate of program participants; and d) end-of-year performance evaluations of resident teachers by school leaders.</p> <p><b>This is a level 4 program.</b> While no empirical studies have been conducted for the PGCPs Resident Teacher Program, there is a rationale that the Resident Teacher Program is likely to improve relevant</p>

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		<p>outcomes based on the high-quality research findings cited in <a href="#">Teaching Residency Programs</a> and <a href="#">Exploring the Potential of Teacher Residencies</a>.</p> <p>An annual program evaluation report is submitted to the Maryland State Department of Education (MSDE) for each alternative certification program. The program evaluation report includes satisfaction ratings from Resident Teachers, Mentor Teachers, and principals on various components of program implementation and Resident Teacher performance.</p> <p>Annually, the end-of-year performance data of Resident Teachers, comprised of Framework for Teaching (FFT) classroom observations and Student Learning Objectives (SLOs), are collected from the Office of Employee Performance and Evaluation.</p>
<p><b>Total Title IIA Funding allocated for Section 1.2.</b></p>	<p>\$412,116</p>	
<p><b>1.3 Reduce class size to a level that is evidence based through the recruiting and hiring of additional effective teachers.</b></p>		
<p>1.3</p>	<p>Activities/Initiatives Related to Section 1.3.</p>	<p>NA</p>
<p><b>Total Title IIA Funding allocated for Section 1.3.</b></p>	<p>NA</p>	
<p><b>2.1 Providing high-quality, personalized professional development that is evidence-based, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning.</b></p>		
<p>2.1.1</p>	<p>Help all students develop skills essential for learning readiness and academic success.</p>	<p><b><u>Activity 1: Arts Integration</u></b></p> <p><b>Anticipated Outcomes:</b></p>



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		<p>1) Teachers engage in Arts Integration (AI) professional development that is relevant to their curriculum, replicable in the classroom, and rewarding for themselves and their students.</p> <p>2) Teachers successfully implement arts integration strategies in the classroom; and</p> <p>3) Establish a roster of Arts Integration Master Teachers (AIMT).</p> <p><b>Implementation Plan:</b> Interested and passionate teachers that have attended previous AI professional development will engage in increasingly deepened professional development in arts integration to include:</p> <p><i>Introduction to Arts Integration</i> through the Prince George’s Artist/Teacher Institute (PGATI) Level 1</p> <p><i>Going Deeper into the Arts</i> through the Prince George’s Artist/Teacher Institute (PGATI) Level 2</p> <p>Level 1 support includes additional arts integration courses, and demonstration teaching residencies with professional teaching artists.</p> <p>Arts Integration Master Teachers (AIMT) participate in two 3-4 session courses diving deeply into a chosen arts integration strategy, and documentation of arts integrated lesson implementation in the classroom.</p> <p>AIMT recognition of completion which will add vetted teachers to a roster of Arts Integration leaders who can lead professional development, support planning for AI, and offer feedback to novice arts integration teachers.</p> <p><b>Alignment with challenging State academic standards:</b> Engaging teachers in arts integration professional learning will enhance teaching and learning through making interdisciplinary connections. For example, engaging students in creating dialogue for characters in a story through drama guides them to make naturally make inferences and therefore develop a deeper understanding of the character and text as presented through the workshop, <i>Bringing Literature to Life: A Dramatic Approach to Reading Comprehension</i> by MD teaching artist Lenore Blank Kelner. When teachers and</p>

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		<p>their students create connections to other content areas through the arts, comprehension in both the art form and other subject area is deepened, learning lasts longer, and students are engaged through creative choice.</p> <p><b>Audience:</b></p> <p>PGATI Level 1 2023 - Three-four full day arts integration institute for up to 100 teachers, July 2023.</p> <ul style="list-style-type: none"> <li>▪ PreK-12 classroom teachers with an interest in integrating the arts with other content areas.</li> <li>▪ Arts teachers with PreK-12 certification, with an interest in integrating the arts with other content areas.</li> </ul> <p>PGATI Level 2 2023 - Three-four full day arts integration institute for up to 25 teachers that have already been in the Arts Integration program for at least one full year, July 2023.</p> <ul style="list-style-type: none"> <li>▪ PreK-12 classroom teachers with previous experience in integrating the arts with other content areas.</li> <li>▪ Arts teachers with PreK-12 certification and previous experience in integrating the arts with other content areas.</li> </ul> <p><b>Timeline:</b> Follow up observation, support, and feedback for planning AI implementation. Up to 25 PGATI 2022 participants, Fall 2022.</p> <p>Three (3) to Five (5) day demonstration teaching residencies with professional teaching artists. Up to 25 PGATI 2022 participants, Fall 2022.</p> <p>Participation in <i>The Power of Documenting Student Learning Through the Arts</i> professional development session, up to 75 participants (new and returning), Fall 2022.</p>

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		<p>Participation in two arts integration courses consisting of 3-4 evening workshops with follow up in classroom observation and feedback coaching. Up to 40 new and returning AIMT teachers. Courses to take place in Fall 2022 and in Spring 2023.</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>▪ Document participation in AI professional development</li> <li>▪ Pre-and-Post teacher surveys for PGATI</li> <li>▪ Teacher surveys after each professional development workshop</li> <li>▪ Teacher survey reflection form after implementation of teaching artist residencies</li> <li>▪ Student reflection surveys after teaching artist residencies and other arts integration lesson implementation</li> <li>▪ Beginning and end of year student assessment data</li> <li>▪ Mid-year Teacher reflections on their experience in the program</li> </ul> <p><b>This is a level 4 program.</b> While no empirical studies have been conducted for our Arts Integration, there is a rationale that Arts Integration is likely to improve relevant outcomes based on the high-quality research findings cited at <a href="#">Arts Integration through the lens of ESSA</a></p> <p>A National Endowment for the Arts (NEA) study found a strong correlation between experience with arts education and positive student outcomes. For example, teenagers and young adults of low socioeconomic status (SES) who have a history of in-depth arts involvement show better academic outcomes than do low-SES youth who have less arts involvement. They earn better grades and demonstrate higher rates of college enrollment and attainment (NEA, 2012). Gazzaniga (2008) found evidence that arts exploration impacts brain functioning by influencing the development of sequencing, manipulation of semantic information, and motor learning skills. Individual art forms provide separate benefits. Podlozny (2000) identified a causal relationship between drama and the improvement of reading readiness, oral language skills, and story understanding. Music programs</p>

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		<p>where students experimented with instruments and improvisation improved their performance on some paper and pencil spatial tasks (Hetland, 2000). Those academic gains have been documented in increased achievement on standardized tests (Gullatt, 2008)</p> <p>A 2002 study by Chicago Arts Education Partnerships (CAEP) found that “Arts-integrated instruction: 1) created more independent and intrinsically motivated investments in learning, 2) fostered learning for understanding as opposed to recall of facts for tests, 3) transformed students’ characterizations of “learning barriers” into “challenges” to be solved, and 4) inspired students to pursue further learning opportunities outside of class.” (K. Demoss &amp; T. Morris, 2002).</p> <p>A Johns Hopkins study found that students retained more content taught over a longer period when the arts were integrated into science classroom instruction (Hardiman, Rinne, &amp; Yarmolinskaya, 2014).</p> <p>In AACPS, a study of school-wide arts integration in middle school found that integrating the arts positively impacted achievement in reading and math and improved school climate (Snyder, L., P. Klos and L. Grey-Hawkins, 2014).</p> <p><b><u>Activity 2: Literacy Institute</u></b></p> <p><b>Anticipated Outcome:</b> Participants will demonstrate understanding of the most current research-based strategies on how to teach reading/writing to students in grades 6-8, in all content areas. As part of PGCPs Rigorous Literacy Plan there are two goals:</p> <ul style="list-style-type: none"> <li>▪ Continuous Building of Disciplinary Literacy/Continuous Building of Knowledge in All Contents</li> <li>▪ Reading to Write/Writing to Read: Close Reading of Complex Text/Text-Based Writing Across All Contents/Integration of Academic Vocabulary, Language and Speaking/Listening Standards</li> </ul>

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		<p>Participants will select and implement appropriate research-based and writing strategies when designing and delivering instruction.</p> <p><b>Implementation:</b> The purpose of the <i>Literacy Institute</i>, which consists of 400 teachers, is to improve the teaching of literacy skills such as reading, writing, listening and speaking across disciplines. Participants will learn the most current research-based strategies on how to teach reading/writing to students in grades 6-8 in all content areas. As part of PGCPS Rigorous Literacy Plan there are two goals:</p> <ul style="list-style-type: none"> <li>▪ Continuous Building of Disciplinary Literacy/Continuous Building of Knowledge in All Contents;</li> <li>▪ Reading to Write/Writing to Read: Close Reading of Complex Text/Text-Based Writing Across All Contents/Integration of Academic Vocabulary, Language and Speaking/Listening Standards</li> </ul> <p>During the <i>Literacy Institute</i>, participants attend a series of professional development sessions over four full days in the summer on topics such as digital literacy, using technology in the classroom, library media, arts integration, and reading and writing across the content areas. The goal of the <i>Literacy Institute</i> is to build the teaching capacity of our secondary teachers which will have a positive impact on student achievement in literacy across the district.</p> <p><b>Alignment with challenging State academic standards:</b> PGCPS is committed to providing teachers with the critical professional development needed to ensure that we provide enriched student experiences, accelerate student outcomes and improve the overall quality of education in Maryland as outlined in the BluePrint for Maryland's Future. Developing effective leadership practices for educators in Reading while attracting, developing, and retaining high-quality teachers will improve students' academic outcomes to ensure that they are College and Career Ready. The district's goal is</p>

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		<p>for every student K-12 to develop the skills to reflect on their own learning, engage in discourse to share their ideas, and become lifelong learners.</p> <p><b>Audience:</b> Secondary Reading/English Language Arts, Science, SPED and ESOL teachers</p> <p><b>Timeline:</b> July 2022</p> <p><b>Evaluation:</b> The following data collection tools will measure understanding and implementation of research-based reading/writing instructional strategies: a) teacher reflection logs; b) teacher observations and c) Maryland Comprehensive Assessment Program (MCAP) performance data of students whose teachers attended the <i>Literacy Institute</i>.</p> <p><b>This is a level 4 program.</b> While no empirical studies have been conducted on the PGCPs Literacy Institute, there is a rationale that teaching literacy strategies across the content areas is likely to improve relevant outcomes based on the high-quality research findings cited for improving student achievement in high stakes testing areas. The big shift will be the change in pedagogical practices with a focus on disciplinary literacy. The professional development opportunities provided during the institute will focus on developing a deeper understanding of the content, as well as demonstrate the types of strategies that would foster that understanding for students in ELA, Social Studies, and Science in both middle school and high school.</p> <p>The following have assisted with strategy identification:</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Visible Learning Research</a></li> <li>▪ Beers, K.&amp; Probst, R. (2013). Notice and Note Strategies for Close Reading. Portsmouth, NH: Heinemann.</li> <li>▪ Beers, K.&amp; Probst, R. (2016). Reading Nonfiction. Notice &amp; Note Stances, Signposts, and Strategies. Portsmouth, NH: Heinemann.</li> </ul>

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		<p><b><u>Activity 3: Content Professional Development of Teachers, Teacher Leaders and School Leaders</u></b></p> <p><b>Anticipated Outcome:</b> Throughout the year, participants from different content areas will engage in content related professional development around understanding standards, curriculum development, and instructional implementation.</p> <p>These PD sessions will develop school-based knowledge, skills, and pedagogy for all teachers, teacher leaders (early childhood/elementary content coordinators, elementary reading specialists, middle school department chairs, and high school teacher coordinators), and school leaders in accountability-tested and rounded curriculum content areas grades PreK – Grade 12, inclusive of special programs of Talented and Gifted (TAG), International Baccalaureate (IB, AVID, Montessori and Advanced Placement (AP).</p> <p><b>Implementation:</b> Participants will be trained in the implementation of instructional management systems (Performance Management, Framework for Teaching and the Literacy Plan focused on Reading, English, Language Arts and Mathematics). Further, various enrichment opportunities will be made available to teachers and administrators to attend professional development leadership conferences.</p> <p><b>Alignment with challenging State academic standards:</b> Prince George's County Public Schools is committed to providing teachers with the critical professional development needed to ensure that we provide enriched student experiences, accelerate student outcomes and improve the overall quality of education in Maryland as outlined in the BluePrint for Maryland's Future. Developing effective leadership practices for educators in Reading while attracting, developing, and retaining high-quality teachers will improve students' academic outcomes to ensure that they are College and Career Ready. The district's goal is for every student K-12 to develop the skills to reflect on their own learning, engage in discourse to share their ideas, and become lifelong learners.</p>

Section /Item #	United State Department of Education Allowable Activities	<p>Provide a description of the activities in each section below in 300 words or less. Include:</p> <ul style="list-style-type: none"> <li>a. Anticipated goals and outcomes</li> <li>b. Implementation plan</li> <li>c. Alignment with challenging State academic standards</li> <li>d. Intended audience</li> <li>e. Specific timeline</li> <li>f. Evidence Level</li> <li>f. Brief plan for evaluation</li> </ul> <p>If the LEA is not using Title IIA funds for one or more of the listed purposes, please record N/A in the appropriate box.</p>
		<p><b>Audience:</b> Teachers, Teacher Leaders, School Leaders</p> <p><b>Timeline:</b> The PD sessions for teacher leaders will be held monthly during the school year 2022-2023</p> <p><b>Evaluation:</b> The effectiveness of the initiative will be measured by the following data collection tools: a) collaborative planning notes, b) PD professional development surveys, and c) informal observations.</p> <p><b>This is a level 4 program.</b> While no empirical studies have been conducted of leadership coaching in PGCPS, there is a rationale that leadership coaching around practices and content is likely to improve relevant outcomes based on the high-quality research findings.</p> <p><i>The Public Consulting Group Curriculum Audit</i> examined elementary level curriculum. It, too, recommended additional teacher training and staff materials. An audit was also completed by MSDE to review the HS RELA &amp; Math programs.</p> <p>MSDE determined that the English 9, English 10 and Algebra 1 high school curriculum vetted demonstrates alignment to Maryland College and Career standards. During the Fall of 2021 elementary and middle school curriculum will also be reviewed for their alignment to standards.</p>
2.1.2	Use data to improve student achievement and/or understand how to protect students' privacy.	NA
2.1.3	Engage parents, families, and community partners.	NA
2.1.4	Integrate technology into curricula and instruction.	NA



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2.1.5	Provide opportunities for experiential learning through observation.	NA
2.1.6	Provide training, technical assistance, and capacity-building to assist with implementing, designing, using, and responding to data from classroom-based assessments.	NA
2.1.7	Provide professional development to promote high-quality instruction and instructional leadership in STEM.	NA
2.1	Other Activities/ Initiatives Related to Section 2.1.	NA
<b>Total Title IIA Funding allocated for Section 2.1.</b>		\$2,870,428
<p><b>2.2 Developing programs and activities that increase teachers' ability to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma.</b></p>		
2.2.1	Increase knowledge base on instruction in early grades and on strategies to measure whether young children are progressing.	<p><b><u>Activity 1: Early Learning Trainings</u></b></p> <p><b>Anticipated Outcome:</b> Teachers will demonstrate increased knowledge of mathematical strategies to support academic achievement in their classrooms. Mathematics achievement will be measured using pre and post data from MathShelf performance Card. Teachers will also participate in the Circle</p>

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		<p>of Security program with the University of Maryland to improve their social-emotional skills as measured by using qualitative strategies and a survey.</p> <p><b>Implementation:</b> The Early Learning Department will provide professional development support with input from the American Montessori Society. Training will be provided through use of electronic resources and materials that will support Montessori methods and strategies that emphasize the Standards for Mathematical Practices and supports a literacy-rich environment that builds student skills for mathematical reasoning.</p> <p>A summer institute will bring together Montessori and comprehensive teachers to share strategies for developing viable, standards-based classroom lessons using Mathshelf as a resource of support at school and at home for students.</p> <p>Training will also be provided for teachers participating in the <i>Circle of Security</i> program from the University of Maryland. This program shows teachers and administrators how to improve academic achievement by focusing on the social and emotional needs of children.</p> <p><b>Alignment with challenging State academic standards:</b> The activities for the Early Learning trainings will increase the teachers and administrator’s ability to effectively teach all children enrolled in the Montessori program regardless of the level of student achievement, including children with significant cognitive disabilities, English learner, gifted and talented students and students affected by trauma. This will be accomplished through the use of trainings during the summer and year-round with the University of Maryland.</p> <p><b>Audience:</b> Administrators, Coordinators, Paraprofessionals Primary and elementary teachers of Montessori and those at other comprehensive schools</p> <p><b>Timeline:</b> Throughout the school year July 2022 – June 2023</p>

Section /Item #	United State Department of Education Allowable Activities	<p>Provide a description of the activities in each section below in 300 words or less. Include:</p> <ul style="list-style-type: none"> <li>a. Anticipated goals and outcomes</li> <li>b. Implementation plan</li> <li>c. Alignment with challenging State academic standards</li> <li>d. Intended audience</li> <li>e. Specific timeline</li> <li>f. Evidence Level</li> <li>f. Brief plan for evaluation</li> </ul> <p>If the LEA is not using Title IIA funds for one or more of the listed purposes, please record N/A in the appropriate box.</p>
		<p><b>Evaluation:</b> The following data collection tools will measure the effectiveness of the initiative: a) Pre and post assessments from Mathshelf, Circle of Security qualitative strategies and a survey.</p> <p><b>This is a level 4 program.</b> While no empirical studies have been conducted to measure the impact of Montessori content focused PD blended with a social and emotional focus, there is a rationale that learning is enhanced and likely to improve relevant outcomes based on the high-quality of the above-referenced research findings. Reviewing the results of this year’s institute <a href="#">PGCPS 4th Annual Montessori Institute Analysis August 2022 edited GW</a> , the staff really enjoyed the sessions at the institute which dealt with lessons addressing incorporating Art. Addressing the needs of the whole child (cognitive, emotional, social and physical needs) gives us the most successful approach to improving academic success. For example, if you want to help children with academic development, you will not realize the best results if you focus only on academic achievement (though at first glance doing that might seem the most efficient strategy); counter-intuitively, the most efficient and effective strategy for advancing academic achievement is to also nurture children’s social, emotional, and physical needs.</p> <p>The University of Maryland has developed an approach for social emotional support that trains teachers on how to be observant of behaviors to provide strategies to help each child flourish. We have used their research-based approach in 6 schools to date and will be reaching out to more for this school year.</p>
2.2.2	Increase the ability to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8.	NA

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2.2.3	Increase the use of techniques and supports to help educators identify and support students affected by trauma and mental illness.	NA
2.2.4	Increase the ability to address issues related to school conditions such as safety, peer interaction, drug and alcohol use, and chronic absenteeism.	NA
2.2.5	Increase the use of referral mechanisms that link children to appropriate treatment and intervention services.	NA
2.2.6	Increase training to support identification and support of gifted and talented students.	NA
2.2.7	Increase training of all school personnel on how to prevent and recognize child sexual abuse.	NA
2.2.8	Increase professional learning on effective strategies to integrate rigorous academic content, career and	NA

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	technical education and work-based learning.	
2.2.9	Other Activities/ Initiatives Related to Section 2.2.	NA
<b>Total Title IIA Funding allocated for Section 2.2</b>		\$115,000
<p><b>3.1 Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</b></p> <p>In 300 words or less, provide descriptions for activities/initiatives related to Section 3.1 in the areas below, as appropriate. If not using Title IIA funds for one or more of these purposes, please record N/A.</p>		
3.1.1	Provide new teacher, principal, or other school leader induction and mentoring programs.	NA
3.1.2	Provide training for school leaders, coaches, mentors, and evaluators on how to provide useful feedback and use evaluation results to inform decision making.	NA
3.1.3	Provide financial incentives for teachers and principals with a record of	NA

Section /Item #	United State Department of Education Allowable Activities	<p>Provide a description of the activities in each section below in 300 words or less. Include:</p> <ul style="list-style-type: none"> <li>a. Anticipated goals and outcomes</li> <li>b. Implementation plan</li> <li>c. Alignment with challenging State academic standards</li> <li>d. Intended audience</li> <li>e. Specific timeline</li> <li>f. Evidence Level</li> <li>f. Brief plan for evaluation</li> </ul> <p>If the LEA is not using Title IIA funds for one or more of the listed purposes, please record N/A in the appropriate box.</p>
	helping students achieve academic success.	
3.1.4	Include teacher advancement initiative to promote professional growth and emphasize multiple career paths and pay differentiation.	NA
3.1.5	Support instructional services provided by effective school library programs.	NA
3.1.6	Improve school working conditions through reporting results of educators' support and working conditions feedback.	NA
3.1.7	Provide common planning time to help prepare students for postsecondary education and workforce.	NA
3.1.8	Other Activities/ Initiatives Related to Section 3.1	NA
<b>Total Title IIA Funding allocated for Section 3.1.</b>		NA
<b>4.1 Improve equitable access to effective teachers and principals for all students.</b>		

<p><b>Section /Item #</b></p>	<p><b>United State Department of Education Allowable Activities</b></p>	<p><b>Provide a description of the activities in each section below in 300 words or less. Include:</b></p> <ul style="list-style-type: none"> <li>a. Anticipated goals and outcomes</li> <li>b. Implementation plan</li> <li>c. Alignment with challenging State academic standards</li> <li>d. Intended audience</li> <li>e. Specific timeline</li> <li>f. Evidence Level</li> <li>f. Brief plan for evaluation</li> </ul> <p><b>If the LEA is not using Title IIA funds for one or more of the listed purposes, please record N/A in the appropriate box.</b></p>
<p><b>In 300 words or less, provide descriptions for activities/initiatives related to Section 4.1 in the area below, as appropriate. If not using Title IIA funds for this purpose, please record N/A in the appropriate box.</b></p>		
<p><b>4.1</b></p>	<p>Activities/ Initiatives Related to Section 4.1.</p>	<p>NA</p>
<p><b>Total Title IIA Funding allocated for Section 4.1.</b></p>		<p>NA</p>

## Equitable Services to Students in Private Schools

Services and other benefits to private school students must be secular, neutral, and non-ideological; 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.

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. Your response should be approximately 300 words or less.

Private schools in PGCPs are identified on the MSDE website. The Title II Program Office contacts each school via US mail and email. This correspondence provides an opportunity for private school officials to acknowledge that they would like to participate in equitable services. Schools were then asked to respond and indicate their intention to participate in FY23. Further, to especially engage and provide consultation to non-public schools, PGCPs' ESSA Title program staff connect with local non-public officials via email and virtual meetings to initiate an intent to participate in the process and provide meaningful follow-up consultation annually. During these collaborative dialogue sessions, PGCPs staff explain and review equitable services as outlined by the relevant Department of Education authority and discuss the availability and provision of programs and services to support student needs. At the end of the consultation meetings with non-public schools, attendees complete the *Affirmation of Consultation* document to affirm that PGCPs engaged in timely and meaningful consultation. Private schools are informed of their total allocations promptly. These sessions are consistently reviewed to ensure that PGCPs is responsive to Section 18005 of the CARES Act - Assistance to Non-Public Schools.

Additionally, throughout the year there are check-in conversations held with the non-public officials to make sure they are implementing their requests. Each non-public official is also asked to evaluate their professional development opportunities and to analyze their data as a result of implementation. As they may need additional support, the Title II team is available to assist them with questions and implementation throughout the year.

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. Your response should be approximately 500 words or less.

The Title II Office invites participating schools to attend an annual consultation meeting held in the spring of every year; agendas are sent prior to the meetings whereby representatives can review and provide input. As part of the Private schools Needs Assessment, schools are asked to identify data sources, review and analyze available and relevant data, identify and prioritize student needs, identify the professional knowledge and skills needed to address the prioritized student needs. School officials determine the needs of students based on each school's individual assessment. Based on the assessment results, schools determine the specific professional development to be provided to the staff. In the Professional Development Plan schools are asked to provide a description of each activity, evidence-based research for the activity, a timeline of the activity and cost estimates. They are also asked to provide descriptions on how the activity will later be evaluated as well.



In the chart below, provide the names of participating private schools, the number of private school students, and the calculated cost per pupil that will benefit from Title II-A services. Please add rows as needed.

Private School Name	Number of Students	Cost per Pupil
Al-Huda School	650	\$19,110
Childrens Guild	135	\$3,969
DeMatha Catholic High School	799	\$23,491
Elizabeth Seton High School	550	\$16,170
Foundation Schools	161	\$4,733
From the Heart Christian School	138	\$4,057
George E. Peters	150	\$4,410
Holy Redeemer	197	\$5,792
Holy Trinity Episcopal Day School	430	\$12,642
New Hope Academy	162	\$4,763
SHABACH Christian Academy	125	\$3,675
Silver Oaks Cooperative School	58	\$1,705
St. Ambrose School	175	\$5,145
St. Columba	154	\$4,528
St. Jerome Academy	450	\$13,230
St. John the Evangelist	229	\$6,733
St. Joseph's School	246	\$7,232
St. Mary of the Mills	230	\$6,762
St. Mary's	199	\$5,851
St. Mary's of the Assumption	244	\$7,174
St. Mary's School of Piscataway	154	\$4,528
St. Matthias the Apostle School	182	\$5,351
St. Philip the Apostle	158	\$4,645
St. Pius X Regional School	476	\$13,994
St. Vincent Pallotti HS	412	\$12,113
Woodstream Christian Academy	323	\$9,496
<b>Total Per pupil allocation Calculation</b>	<b>7,187</b>	<b>\$211,298</b>

## Administrative Costs

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 for the performance of the project. Position(s) may also monitor expenditures including the private school base.

If the LEA is using Title II, Part A funds for Administrative Costs, Use the chart below to itemize costs incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures. Add rows, as needed.

Line Item	Description	Public School Costs
NA	NA	NA
NA	NA	NA
NA	NA	NA
<b>Total Administrative Costs</b>		NA

## Budget and Budget Narrative

Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Add more rows if needed. An MSDE [Grant Budget C-125](#) form must also be completed, signed and submitted as an appendix.

### 1. Salaries & Wages (list each position separately)

Category/ Program/Object Level	Line item	Calculation	Requested	In-Kind	Total
203-205/09 - 01 - Salaries & Wages	PD Stipends	Phase I - 135 teachers x \$320 = \$43,200; Phase II - 140 teachers x \$800 = \$112,000; Site coordinators - 25 coordinators x \$1,000 = \$25,000	\$180,200	NA	\$180,200
203-205/09 - 01 - Salaries & Wages	Supervising Teachers	8 Retire Rehire Teachers avg. Salary of \$19,125	\$153,000	NA	\$153,000
203-205/09 - 01 - Salaries & Wages	Teacher Leadership Workshops	4,000 Teachers x \$175	\$700,000	NA	\$700,000
203-205/09 - 01 - Salaries & Wages	Teacher 2nd Assignment Pay	15 Teachers avg. Salary of \$19,125	\$286,875	NA	\$286,875
203-205/09 - 01 - Salaries & Wages	Early Learning Trainings	500 teachers x \$175	\$87,500	NA	\$87,500
203-205/09 - 01 - Salaries & Wages	Visual & Performing Arts Workshop Pay	575 teachers x \$175	\$100,625	NA	\$100,625
203-205/09 - 01 - Salaries & Wages	Visual & Performing Arts Substitutes	180 Subs x \$100	\$18,000	NA	\$18,000
203-205/09 - 01 - Salaries & Wages	Workshops (IB Training, AVID Path, NTN & Etc.) IB Training	350 teachers x \$175	\$61,250	NA	\$61,250
203-205/09 - 01 - Salaries & Wages	AVID Path	250 teachers x \$175	\$43,750	NA	\$43,750
203-205/09 - 01 - Salaries & Wages	IB - Bootcamp	100 teachers x \$175	\$17,500	NA	\$17,500
203-205/09 - 01 - Salaries & Wages	Summer Bootcamp	375 teachers x \$175	\$65,625	NA	\$65,625
		Total for salaries & wages:	\$1,714,325	NA	\$1,714,325

Using the space below, explain how the costs for salaries & wages above are necessary, reasonable, and cost-effective.

Negotiated salary contract agreements in place require set payment amounts for workshop and stipend payments. Substitutes required to cover classrooms during professional development trainings.

## 2. Contracted Services

Category/ Program/Object Level	Line item	Calculation	Requested	In-Kind	Total
203-205/09 - 02 - Contracted Services	Resident Teacher Program PD	30 Resident Teachers (avg cost est. based on \$3,000 - \$3,500 per teacher)	\$95,500	NA	\$95,500
203-205/09 - 02 - Contracted Services	New Teacher Center PD Contract	50 Mentor Teachers x \$2,500 per teacher	\$125,000	NA	\$125,000
203-205/09 - 02 - Contracted Services	Montessori Consultants	35 Secondary & Creative Arts Teachers x \$1,000 per teacher	\$35,000	NA	\$35,000
203-205/09 - 02 - Contracted Services	PD Teacher Tuition - Center for Guided Montessori	25 Montessori Teacher Credentialing x \$2,400 per teacher	\$60,000	NA	\$60,000
203-205/09 - 02 - Contracted Services	PD Art Institutes for Teachers	4 Artists x 5 days x \$500	\$10,000	NA	\$10,000
203-205/09 - 02 - Contracted Services	Master Teacher Contract	PD for 20 Art Teachers x \$1,350 per teacher	\$27,000	NA	\$27,000
203-205/09 - 02 - Contracted Services	Building Rental	75+ training events requiring rental space (avg cost est. based on \$7,000-\$8,000 per event)	\$575,000	NA	\$575,000
203-205/09 - 02 - Contracted Services	Culturally Responsive Contract	Continuing PD for 30 Teachers x \$500 per teacher	\$15,000	NA	\$15,000
203-205/09 - 02 - Contracted Services	PBL Works Contract	PD on Equity Centered Teaching Practices 25 Teachers x \$800 per teacher	\$20,000	NA	\$20,000
203-205/09 - 02 - Contracted Services	Houghton-Mifflin Contract	PD for RELA Teachers (Est. cost based off quote from vendor to provide on- demand professional development for teachers focused on effective instructional strategies)	\$40,000	NA	\$40,000
203-205/09 - 02 - Contracted Services	Math Cohort Contract	PD for Math Teachers (Est. cost based off quote from University of Maryland College Park to provide Instructional Cohort in mathematics)	\$500,000	NA	\$500,000
		Total for contracted services:	\$1,502,500	NA	\$1,502,500

Using the space below, explain how the costs for contracted services above are necessary, reasonable, and cost-effective.

Contracts to provide professional learning to teachers and principals. Contract totals are negotiated with vendors to ensure a fair pricing.

### 3. Supplies & materials

Category/ Program/Object Level	Line item	Calculation	Requested	In-Kind	Total
203-205/09 - 03 - Supplies & Materials	Professional Learning PD Training Materials	100 teachers x \$44.63	\$4,463	NA	\$4,463
203-205/09 - 03 - Supplies & Materials	Professional texts	160 Principals & AP x \$125	\$20,000	NA	\$20,000
203-205/09 - 03 - Supplies & Materials	Arts Integration PD Materials	76 teachers x \$105.25	\$7,999	NA	\$7,999
203-205/09 - 03 - Supplies & Materials	Early Learning PD Materials	100 teachers x \$150	\$15,000	NA	\$15,000
203-205/09 - 03 - Supplies & Materials	Curriculum & Instruction PD Training Materials	412 participants x \$50	\$20,600	NA	\$20,600
		Total supplies & materials:	\$68,062	NA	\$68,062

Using the space below, explain how the costs for supplies & materials above are necessary, reasonable, and cost-effective.

Supplies and materials necessary to support professional development activities. Prices are negotiated with vendors to ensure fair pricing.

### 4. Other charges

Category/ Program/Object Level	Line item	Calculation	Requested	In-Kind	Total
212 - 04 - Other Charges	PD Stipends	\$180,200 x .0925	\$16,669	NA	\$16,669
212 - 04 - Other Charges	Supervising Teachers	\$153,000 x .0925	\$14,153	NA	\$14,153
212 - 04 - Other Charges	PD Workshops	\$1,381,125 x .0925	\$127,754	NA	\$127,754
212 - 04 - Other Charges	Relocation Expenses	50 teachers x \$2,500 for (Airfare; Early lease terminations; Gas; Hotel; Moving truck rental; Moving supplies; and Storage).	\$125,000	NA	\$125,000
212 - 04 - Other Charges	Conditional Teacher Assessment	300 teachers x \$300 per teacher = \$90,000	\$90,000	NA	\$90,000

Category/ Program/Object Level	Line item	Calculation	Requested	In-Kind	Total
	Certification Reimbursement				
212 - 04 - Other Charges	Support to Teacher Pipeline	50 @ \$300 per teacher = \$15,000	\$15,000	NA	\$15,000
212 - 04 - Other Charges	Early Learning Non-Local Conference	27 participants x \$500 =	\$13,500	NA	\$13,500
212 - 04 - Other Charges	Virtual Conference Fees	50 participants x \$500	\$25,000	NA	\$25,000
212 - 04 - Other Charges	Art Certifications	10 participants x \$500	\$5,000	NA	\$5,000
212 - 04 - Other Charges	Local Mileage	70,000 miles x \$.535	\$37,450	NA	\$37,450
212 - 04 - Other Charges	National Board Certifications	35 Teachers x \$2,000	\$70,000	NA	\$70,000
		Total for other charges:	\$539,526	NA	\$539,526

Using the space below, explain how the costs for other charges above are necessary, reasonable, and cost-effective.

Fringe benefits cost required of negotiated salary agreements to pay salaries and wages for professional development activities. Negotiated fair market rate for reimbursement of local mileage cost and relocation expenses.

**5. Equipment**

Category/ Program/Object Level	Line item	Calculation	Requested	In-Kind	Total
NA	NA	NA	NA	NA	NA
		Total for equipment:	NA	NA	NA

Using the space below, explain how the costs for equipment above are necessary, reasonable, and cost-effective.

NA

6. Transfers (indirect costs)

Category/ Program/Object Level	Line item	Calculation	Requested	In-Kind	Total
201/22 - 08 - Transfer	Indirect Fee Transfers	PGCPS Indirect fee charged for grant administration (based on the FY22 approved rate of 3.02%) Calculation - \$4,151,204 (total grant award) - \$211,294 (non-public transfers) = \$3,939,910 (revised grant total) \$3,939,910 (revised total grant number) x (.0302 rate) / 1.0302 rate	\$115,497	NA	\$115,497
203-205/07 - 08 - Transfer	Non-Public Schools	Mandatory allocation for participating non-public schools. FY22 mandatory allocation for participating private schools, based on the total grant allocation of \$4,151,204 District enrollment 128,777 + Non-public enrollment 7,187 = 135,964 \$4,151,204 (district allocation) \$3,997,271 (amount district is using for pd) divided by 135,964 (the total of projected non-public school students + projected public school students) = \$29.40 \$29.40 per pupil x 7,187 non-public school students = \$211,294	\$211,294	NA	\$211,294
Total for transfers:			\$326,791	NA	\$326,791

Using the space below, explain how the costs for transfers (indirect costs) above are necessary, reasonable, and cost-effective.

Cost to organize, implement and provide progress reports, including financial oversight of expenditures.	Total amount requested: \$4,151,204
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## Assurances

Notice of Grant Awards (NOGAs) to LEAs will include a Title II, Part A Assurance page, which must be signed by the LEA Superintendent, agreeing to comply with the terms and conditions of the grant award. This Assurance page must be returned to MSDE within two weeks of receipt of the NOGA.



# Comprehensive Teacher Induction Program (COMAR 13A.07.01) Compliance Report- Required Attachment

Each application shall attach a description of the LEA Comprehensive Teacher Induction Program (CTIP) as required by [COMAR 13A.07.01](#) regardless of whether or not Title IIA funding is used for this purpose. Please attach all supporting documents and data, as appropriate or necessary. This report must include:

## 1. Comprehensive Teacher Induction Program (CTIP) Team Members

- a. List the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.
- b. Provide information on the mentors:
  - total number of mentors
  - total number of mentors broken down by full and part time.
  - total number of probationary teachers
  - total number of probationary teachers served by your CTIP
  - average mentee to mentor ratio (example 10:1)

## 2. Comprehensive Teacher Induction Program (CTIP) Training and Supervision

- a. Describe the training that your mentors receive before and during their tenure as a mentor. Include the timeline and the content of the training.
- b. Describe how school system administrators are trained on the roles and responsibilities of mentors. Include the timeline and the content of the training.
- c. Describe how the efficacy of individual mentors are evaluated. Include who does the evaluation; the criteria used; and the data collected.

## 3. Comprehensive Teacher Induction Program (CTIP) Overview

- a. Describe how your districts determines and defines probationary teachers.
- b. Describe the initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.
- c. Describe the opportunities probationary teacher have for observation, informal feedback, and co-teaching with his/her mentor and/or peers.
- d. Describe how the needs and concerns of new teachers are assessed and addressed through ongoing supports, informal feedback, and follow-up.
- e. Describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

## 4. Comprehensive Teacher Induction Programmatic Evaluation

- a. Please explain how the efficacy of your CTIP is evaluated. Include an explanation of the use of the data, including teacher evaluation data, teacher perception data, and new teacher retention data.

## Appendix

The following Appendices must be included in the proposal for funding, but do not apply to the page limit of the Project Narrative.

- Comprehensive Teacher Induction Program Compliance Report
- A [signed C-1-25 MSDE budget form](#)
- A signed MSDE Assurances Form