



2021

Local ESSA Consolidated Strategic Plan

November 2021

Dr. Monica Goldson
Chief Executive Officer



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
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2021 Local ESSA Consolidated Strategic Plan

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

Due: November 15, 2021

Local School System Submitting this Report:

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Address:

14201 School Lane, Sasser Administration Building Upper Marlboro, MD 20772

Local School System Point of Contact: Veronica Harrison, Director, Strategic Planning & Resource Management

Telephone: (301) 952-6361

E-mail: veronica.harrison@pgcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2021 Local ESSA Consolidated Strategic Plan is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this plan has been developed in consultation with members of the local School system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in plan.



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

11/10/2021

Date



Signature of Local Point of Contact

November 10, 2021

Date

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*Updated as of 11/05/2021 in response to MSDE clarifying questions.

LOCAL ESSA CONSOLIDATED STRATEGIC PLAN

Authorization

The following authorize the 2021 Local ESSA Consolidated Strategic Plan:

- Every Student Succeeds Act (ESSA)
- Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland; and
- Chapter 702 of the Education Article, Annotated Code of Maryland.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 local school systems to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each local school system to develop a comprehensive master plan, to be updated annually. In 2019, the Maryland Commission on Innovation and Excellence in Education updated current education funding formulas and made policy recommendations in the areas applicable to local school systems including early childhood education, high-quality teachers and leaders, college and career readiness pathways, including career and technical education, and more resources to ensure all students are successful.

In 2015, the Every Student Succeeds Act (ESSA) was reauthorized. This Act provides a long-term, stable federal policy that provides additional flexibility and encourages states, local school systems, and schools to innovate while maintaining accountability for results. The ESSA in conjunction with the Bridge to Excellence in Public Schools Act in accordance with the Annotated Code of Maryland §5-401, Annotated Code of Maryland §7-203.3, requires local school systems to develop and submit a 2021 Local ESSA Consolidated Strategic Plan to the Department for review. Each local school system must submit its consolidated plan to the Department by October 15th each year.

In 2019, local school systems transitioned to the Local ESSA Consolidated Strategic Plan for accountability, reporting, and school improvement. School systems were required to submit a plan to improve outcomes for all students. The plan included goals, objectives, and strategies to promote academic excellence among all students to address areas of focus based on the analysis of state standardized data. Reported strategies addressed any disparities in achievement for students requiring special education services, as defined in §5-209 of the Education Article, and students with limited English proficiency, as defined in §5-208 of the Education Article. The Local ESSA Consolidated Strategic Plan will be based on 2020 and 2021 local academic and non-academic data, and 2021 reading and mathematics state assessment data.

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LOCAL ESSA CONSOLIDATED STRATEGIC PLAN PLANNING TEAM MEMBERS

Use this page to identify the members of the school system’s 2021 Local ESSA Consolidated Strategic Plan planning team. The planning team must include representation from the Educational Equity Office. Please include affiliation or title where applicable.

| Name | Affiliation/Title |
|-----------------------|--|
| Adesegun, Tracey | Director, ESSA and Title I |
| Bowers, Jaime | Director, Department of Testing, Research and Evaluation |
| Bowman, Trinell | Associate Superintendent, Special Education |
| Cadet, Jean Paul | Director, Career and Technical Education |
| Coley, Helen | Chief of School Support and Leadership |
| Dickerson, D. Mychael | Chief of Staff |
| Faison, Elizabeth | Associate Superintendent, Student Services |
| Fossett, Mark | Chief Operations Officer |
| Goldson, Monica | Chief Executive Officer |
| Haley, Darrell | Manager, Grants Financial Management Office |
| Harrison, Veronica | Director, Strategic Planning and Resource Management |
| Herbstman, Michael | Chief Financial Officer |
| Hill, Raven | Associate Superintendent for Communications & Community Engagement |
| Holden, Kristi | Director, Office of Professional Learning and Leadership |
| Libby, Kara | Strategic Initiatives Officer |
| McDaniel, Kia | Director, Curriculum and Instruction |
| Murphy, Kristi | Chief of Human Resources |
| Rease, David | Director, Office of Excellence and Equity |
| Spencer, Lisa | Director, Instructional Technology Support |
| Strader, Douglas | Chief Accountability Officer |
| Tyler, Rashida | Specialist, Strategic Planning and Resource Management |
| White, Judith | Chief Academic Officer |
| Whittington, Anthony | Director, Monitoring & Accountability |
| Zuckerman, Andrew | Chief Information and Technology Officer |

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EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

Introduction

Prince George’s County Public Schools (PGCPS) is committed to what matters most—the quality education of our students and the safety and prosperity of the entire PGCPS school community. The 2021-22 PGCPS Local ESSA Consolidated Strategic Plan (LECS Plan) is centered on the school district’s fundamental belief and commitment to excellence in education equity.

According to the National Center of Education Statistics 2014-15 data and 2021 Niche data from the United States Department of Education, PGCPS is one of the nation’s 25 largest public PreK-12 school districts and the second largest in Maryland with 206 schools and centers, more than 131,000 students, and nearly 19,000 employees in SY2020-21.

PGCPS serves a diverse student population from urban, suburban, and rural communities. As shown in the demographic snapshot of SY2020-21 enrollment (Table A), 55.3% of students are Black or African American and an increasing percentage of students (36.5%) represent Latino races. Despite a noticeable decrease in enrollment, attributable largely to the effects of the pandemic, over the past eight (8) years, the shifting demographic composition of the PGCPS student population has outpaced enrollment increases. The Latino-All Races student group grew by 71.5% (from 27,983 in 2013) compared to overall enrollment growth increasing by 6.4% (from 123,741 in 2013). PGCPS’ Free and Reduced Meals (FARMs) student group comprises nearly 66.5% of the student population, increasing from 63.5% in SY20, and the Limited English Proficient (LEP) student group rose to 20.6% from 16.7%. Our Special Education student group declined slightly to 10.5% compared to 11% in SY20.

| Student Group | Number | Percent |
|---|----------------|----------------|
| Latino – All Races | 48,000 | 36.5% |
| Native American / Alaska Native | 381 | 0.3% |
| Asian | 3,637 | 2.8% |
| African American | 72,832 | 55.3% |
| Native Hawaiian/ Pacific Islander | 264 | 0.2% |
| White | 4,836 | 3.7% |
| Two or More Races | 1,710 | 1.3% |
| Total | 131,660 | 100.0% |
| Male | 67,019 | 50.9% |
| Female | 64,640 | 49.1% |
| Special Education (SPED) | 13,880 | 10.5% |
| Limited English Proficient (LEP) | 27,106 | 20.6% |
| Free and Reduced Meals (FARMs) | 87,500 | 66.5% |

Source: PGCPS Data Warehouse – SY21 September 30, 2020 enrollment data.

Nationally, public school districts experienced declines in enrollment for school year 2020-21 attributed to COVID-19. PGCPS experienced an enrollment decrease of approximately 3,500 students in grades K–12 during this period. Based on local economic forecasts and demographic shifts, PGCPS projects annual enrollment growth and expects to sustain the trend with a projected enrollment by the 2022-23 school year of over 138,000 Pre-K through 12th grade students, driven largely by immigration trends in the region¹. Long-term projections of school enrollment predict an increase of more than 6,200 students over the next 10 years to over 143,000 students by SY 2031. PGCPS remains confident that its current enrollment projections are sound and based on both current realities and historical trends.

The FY21 Operating Budget for PGCPS is \$2.3B representing the ninth consecutive year of slight increases in annual funding. Comparable levels of funding resources for PGCPS are projected to continue over the time horizon of this plan. Such resources are supported by federal, state, and local sources including, but not limited to the Coronavirus Aid, Relief, and Economic Security Act (CARES Act); Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA); American Rescue Plan Act (ARP); Maryland Governor’s Emergency Education Relief (GEER) Fund; and the Blueprint for Maryland’s Future (a.k.a. Kirwan). These supplemental funding resources are the result of federal and state legislative actions, which project availability and/or continued infusion of funding resources for targeted education needs for the implementation period of this plan and beyond.

¹ PGCPS Approved FY 2021 Educational Facilities Master Plan. FY22 Amendments to FY21 Approved EFMP.

Educational Equity

In March 2020, the impact of COVID-19 on public education was unprecedented. The global pandemic and resulting health crisis changed, perhaps irrevocably, the way that we interact, instruct and engage in our schools. In April 2020, Prince George’s County Public Schools (PGCPS) quickly pivoted to distance learning for all students, prekindergarten through grade 12. Due to the devastating impact and elevated threat of the COVID-19 pandemic, distance learning, via full-time or hybrid schedules, remained the primary instructional model for the balance of the 2020-2021 school year.

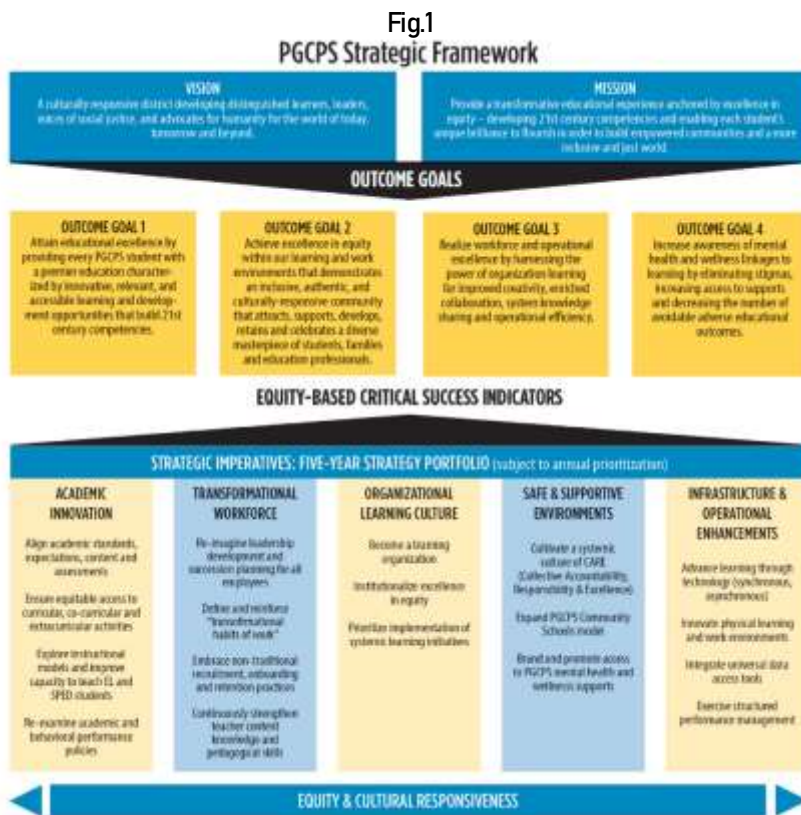
The continued uncertainty of a global pandemic, compounded by the turbulent environment of social change and wide shifts in demographic and socioeconomic trends, elevated the consciousness of educational inequities and barriers in PGCPS. Addressing the challenge to bridge the technology access divide, raise the stakes on culturally responsive policy and practices, and reimagine instructional paradigms, models, and methods for our rapidly changing and increasingly more diverse environment is crucial. PGCPS believes the demand for educational equity in academic opportunities, access, content, and practice is more vital now than ever before.

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. These beliefs are codified in PGCPS’ Education Equity Policy which sets forth 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 and contributes to thriving communities.”

Guided by the PGCPS Strategic Framework (see Fig. 1) of the 2021-2026 PGCPS Equity Strategic Plan, this 2021-22

LECS Plan operationalizes these beliefs and describes how PGCPS is confronting current challenges head-on. 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. The outcomes envisioned for this LECS Plan are aligned to the Outcome goals of the district’s Equity Strategic Plan and focus on methodically rebounding from the impact of disrupted learning experiences due to the pandemic, driving accelerated academic achievement, addressing student social and emotional needs that impede learning, and demonstrating how PGCPS will equitably bridge academic and non-academic performance gaps between accountability student groups in this universal year of recovery. PGCPS is focused on creating a safe, rigorous, culturally responsive environment in

which all PGCPS students can successfully matriculate, and graduate prepared for success in college, careers, and life plans of their choice.



Areas of Focus

In 2019, PGCPs Executives set forth seven goals across two Areas of Focus based on comprehensive needs assessments, data analysis, and root cause analyses. Presently, this 2021 LECS Plan leverages the findings of an extensive research-driven and data-rich strategic internal and external environmental analysis effort undertaken by PGCPs in SY 2020-21. An intense equity scorecard analysis of state and local academic outcomes and non-academic data disaggregated by accountability student groups, PGCPs stakeholder perspectives, needs identification and priorities, and root cause analyses, re-validated and affirmed systemic alignment on these same Areas of Focus and related priority areas for this current LECS Plan. The areas of focus and prioritized goals addressed herein are:

Area of Focus #1: Academic Achievement and Student Growth in ELA and Mathematics

1. *Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands.*
2. *Accelerate the rate of increase of the percentage of students meeting and/or exceeding the state performance standard for proficiency in mathematics and ELA accountability testing at both the elementary and middle school levels.*
3. *Accelerate the pace of growth in performance of SPED and LEP students in state accountability ELA and mathematics accountability assessments.*
4. *Accelerate the pace of closure of double-digit gender gaps in ELA accountability testing performance at the elementary and middle school levels*

Area of Focus #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum).

5. *Reduce chronic absenteeism and improve overall student attendance rates.*
6. *Improve discipline data quality, processes, and practice for enhanced discipline administration, monitoring, and accountability.*
7. *Expand student access and opportunities to well-rounded curriculum at middle and high school grade bands to increase academic achievement and college- and career ready success outcomes.*

Due to the two-year pause in state standardized English and Math assessments (MCAP), student data analyses in this LECS Plan summarizes student performance in ELA and Math using available data from the respective NWEA MAP, PGCPs Benchmark, and/or the Pearson Benchmark assessments administered in SY2020 and 2021. Use of these varying data sources limits the extent to which statistically confident comparisons and trend analysis of student performance growth over time can be performed. Within this LECS Plan, Academic Achievement and Student Growth is defined as the percentage of students scoring at least 60% on the relevant local assessment. Considering many student performance variables imposed by COVID-19, PGCPs correlates this cut-score with student performance at the "met expectations" or "exceeded expectations" levels (akin to MCAP levels 4 and 5 respectively) on state standardized English and mathematics assessments or the equivalent on the MSAA (Multi-State Alternate Assessment). The second Area of Focus is defined consistent with the state's definition of chronic absenteeism and well-rounded curriculum. Analysis of PGCPs discipline data has also been included as a district priority under this focus area based on triangulation of discipline, chronic absenteeism, and attendance data, which revealed potentially related root cause hypothesis when considered in the context of policy changes demanded by school closures and shifts to modified learning models.

Further supporting PGCPs' selection of the two Areas of Focus are findings resulting from the district's equity-based Strategic Planning process and related needs assessment efforts. During the 2020-21 school year, PGCPs partnered with Hanover Research, an independent K-12 research organization, to support the district's strategic planning work. The planning and analysis effort, spanning a 10-month period, was research-based, stakeholder-voice informed, and data-driven. Through diagnostic surveys, focus groups, culture and climate surveys, student equity data analyses, and small group work sessions, valued input and insights were collected from a wide range of stakeholders, including PGCPs staff, parents, students, business leaders, civic leaders, board executives, and

the general community. Both quantitative and qualitative feedback about district strengths, challenges, priorities, needs, and performance demands of greatest importance for PGCPs was provided. Five years of student data was collected across 22 academic and non-academic student outcomes and compiled into an interactive Equity Data Analysis tool. Results of these analyses informed the district's priorities in closing persistently widening equity gaps in certain of the outcomes between historically low-performing student groups and aggregate student performance. Strategies, interventions, and activities to address these priorities within the two Areas of focus are presented herein.

Goal Progress

Prior to the abrupt shift to distance learning, student achievement as measured by standard assessments revealed varying levels of success. Current needs assessment findings revealed targeted successes in some areas of school quality and student success while illuminating acute challenges in other student outcomes. Assessment results confirmed a number of academic performance challenges, which continue to be the focus of innovative, evidence-based interventions and supports. In addition, PGCPs is particularly alarmed by data findings about the precipitously declining performance of Limited English Proficient (LEP) and Special Education (SPED) student groups and the disruption of student progression by all student groups along the proficiency continuum.

With a lens toward equity, academic data analyses included examination of English Language Arts/literacy (ELA) and Mathematics performance among students-in-the-aggregate ("all students") and students receiving special education services, limited English proficient students, as well as numerically significant subgroups of students disaggregated by race and economic factors—recognizing the limitations inherent in conclusions drawn from disparate years, sources, and completeness of data. Comparative trend data analyses of student attendance, access to a well-rounded curriculum, and discipline data sets were also conducted. A summary of findings is presented below and detailed results are included in the Needs Assessment Summary section of this Plan.

Considering student academic proficiency, the 2020-21 NWEA MAP and Pearson Benchmark results revealed a steep drop for PGCPs elementary (grades 3-5) and middle school (grades 6-8) students' ELA proficiency at 9.1% and 12.6% respectively. Moreover, the same results revealed a sharp performance decline for students at the high school level (7.6%), and in specific student subgroups when compared to the aggregate. Most alarmingly, LEP and SPED student group performance was negligible, revealing student proficiency levels just barely above 0% and 1%-2% respectively across all three grade bands. Performance for 2020-21 Mathematics results revealed equally concerning challenges for students in the aggregate as well as for the LEP and SPED student groups. At the elementary level, student performance in grades 3-5 registered 4.3% proficiency. Middle school math and high school (Algebra I) student performance worsened with only 0.2% of tested students scoring at the designated proficiency levels across both grade bands. Likewise, accountability student group disaggregated performance for mathematics at the middle school and high school grade bands fell below 2% and 1% respectively.

When relatively considered, these results reflect a marked change from the trajectory of slight gains realized in pre-pandemic assessment results at the aggregate levels in each grade band. However, of persistent concern to PGCPs is the negligible academic proficiency and ever-widening achievement gaps revealed among our Limited English Proficiency (LEP) and Special Education (SPED) student groups in both ELA and Mathematics. PGCPs recognizes the circumstances of the environment—learning disruptions due to the pandemic, the unfamiliar nature of some of the assessments, and limited mastery of technology—are among the many factors that may have negatively impacted student assessment performance. However, to the extent that the findings are directionally consistent with prior years' performance, PGCPs remains committed to positively transforming these results for all students. Thus, Area of Focus goals and objectives outlined in this Plan seek to accelerate closure of performance gaps between chronically low-performing and historically marginalized student groups and students in the aggregate, while ensuring the recovery, continued improvement, and academic achievement of all students.

PGCPs believes that to maximize learning opportunities, student attendance must be high, students must be engaged, and coursework must be rigorous regardless of the mode of learning in which the student is participating. Therefore, data sets comprising the Student Success and School Quality accountability indicator were also examined with the understanding that changes in the school day structure due to distance and hybrid

learning models, technology access challenges, and attendance monitoring procedures may have impacted these data in ways that are yet uncertain.

Analysis of SY 2021 student attendance and chronic absenteeism data shows the district's Chronic Absenteeism (CA) challenges spanned all grade bands during the pandemic. The analysis revealed a disturbing increase of the CA rates from 2019 levels with elementary school CA increasing to 23.8%, middle school reporting 33.8%, and high school CA rate increasing 2.5 percentage points to 34.7% in 2021. These increases are largely attributed to double-digit increases of chronic absenteeism in PGCPs' most vulnerable student groups (e.g., homeless, FARMS, LEP, Hispanic/Latinx, and SPED). Reporting solid successes, analysis of SY2019-20 access to well-rounded curriculum data sets revealed virtually all (99.1%) PGCPs 5th grade students and 97% of 8th grade students were enrolled in courses that comprise the "well-rounded" clusters for the respective grade bands. In contrast, high school students with access to a well-rounded education remained alarmingly low and dropped slightly to 49.7%, with wide variation in access among accountability subgroups.

Furthering the analysis of data sets crucial to student success, PGCPs discipline data for SY 20 was examined. Showing strong success resulting from a targeted focus on equity, data quality, and policy refinement, analysis concluded that the rate of PGCPs suspension and expulsions dropped by three (3) percentage points to 4% (improving by almost half from 7% in 2019). Particularly noteworthy is that the total number of suspensions and expulsions for Black/African-American and students with disabilities significantly declined, with the number of suspensions and expulsions for students with disabilities less than half that of the 2018-19 rate. However, despite the gains realized, remaining of deep concern is the continued disproportionality of discipline incidents issued across the Black/African American student subgroup, which received slightly more than 75% of the total number of suspensions and expulsions while representing only 55% of the student population. PGCPs is committed to innovative strategies and interventions grounded in equity and culturally responsive practice and policy that will continue the improvements toward eliminating disproportionality.

In addition to these needs assessment findings across the two established Areas of Focus, a summary of findings stemming from an equity analysis of 5-year trend data of PGCPs student behavioral and academic outcomes was performed. This equity analysis supported the findings noted above and revealed the following related concerns noted across ethnic, economic, gender, English learners, and special needs student groups:

- Across most academic outcomes, three (3) student groups (Asian, White, and Non-Economically Disadvantaged) met performance standards at percentages that substantially exceeded their representation in the PGCPs student population. These same three student groups were also overrepresented among students who were identified as eligible to receive gifted services.
- Students with limited English proficiency (LEP) and students receiving special education services (SPED) were consistently underrepresented across academic performance indicators.
- Female students outperform male students across the following academic indicators: a) kindergarten readiness; b) PARCC ELA performance; c) MAP Reading performance; d) students earning a 3.0 grade point average; e) students taking AP exams; f) college enrollment; and g) 4-year college enrollment.
- In addition, female students were slightly more likely to be identified as eligible to receive gifted services. On the other hand, male students were more likely to receive special education services

Informed by these findings of the academic, behavioral, social-emotional, equity analyses and needs assessments at both the district strategic planning and school performance planning levels; goals, actionable strategies, and resources necessary for continued improvements in student outcomes are identified for these Areas of Focus within this plan. The strategies, centered on learning recovery, accelerated academic achievement, 1:1 technology access, social and emotional wellness, and safe and supportive learning environments, have been defined and prioritized. Detailed, evidence-based, action plans, interim milestones, and measurable evaluative criteria will steer execution throughout the implementation of the defined strategies and interventions and will serve as the guideposts for monitoring improvement.

Transformation in PGCPs is a multi-year strategic effort spanning a five-year time horizon from 2021 through 2026. In SY21, targeted strategies and evidenced-based interventions, supported in large part by multi-year

federal state and local funding streams, were implemented in PGCPS with a focus on accelerating learning recovery from teaching and learning disruptions caused by the pandemic. Experiences during this period informed PGCPS' identification of the approaches and priorities presented in this 2021-22 LECS Plan. Strategies and interventions proven most successful as well as additional evidence-based strategies that uniquely serve PGCPS student needs were identified and will be implemented beginning in SY22. School and central office administrators conduct structured progress monitoring reviews to routinely track and evaluate strategies throughout the school year, determine the impact on student development and performance, and prioritize interventions for continuation in the next annual planning cycle. The timelines for full implementation and evaluation of strategies reflected herein vary per objective, with some extending through 2023 for the Career and Technical Education (CTE) domain. The Area of Focus section of this Plan notes the specific timelines established for each strategy/intervention identified. In addition, the [PGCPS Safe Return to In-Person Instruction and Continuity of Services Plan](#) includes more detail about implementation plans that further support the goals and objectives prioritized in this Plan.

LSS Capacity²

With a remarkable increase of in-migration and demographic shifts in the county have come substantial shifts in the geographic distribution of the student population. These changes over time have precipitated a stark imbalance between current/projected enrollment and the capacity of public schools in the county.

Projected overutilization of facility capacity is the primary concern for high schools and middle schools in the district. In addition, many schools are past their useful life. Utilization varies dramatically by geography and by school type across the County, and as enrollment continues to increase, overutilization will continue to be a concern for individual schools. According to the FY21 PGCPs Educational Facilities Master Plan (EFMP) building utilization capacity reflects 50% of PGCPs schools at or above 90% capacity with 69 schools exceeding 100% capacity. Ten of these schools register building utilization above 150%.

With the support of state and local funding authorities, PGCPs has embarked on an ambitious program to modernize or replace its inventory of older schools and to add new capacity in new and replacement facilities. This four-cycle, multi-year program will relieve overcrowded schools, and implement PK-5, 6-8 school/grade configurations across the district. This program strategically addresses the school district's facility needs relative to physical condition, educational adequacy, and over-utilization. Through a strategic focus on infrastructure enhancements, PGCPs plans to accelerate the number of safe and supportive environments conducive to academic excellence. With continued capital funding support through the *Blueprint for Maryland's Future* and local funding sources, PGCPs will continue to invest in long-term improvements that acknowledge the changing demographics and urgency in making substantial facility upgrades and constructing new facilities. PGCPs' goal is to raise the quality and safety of our learning environments and ensure equitable accommodation of the ever-increasing student population across our county.

Conclusion

Aligned to and guided by the District's 2021-2026 Strategic Plan, this 2021-22 Local ESSA Consolidated Strategic Plan reinforces the strategic focus areas and investment priorities to which PGCPs is committed. It demonstrates how the district is using past learnings to inform current and future strategies and conquer historically persistent challenges, which remain. Guided by its commitment to excellence and educational equity, PGCPs is confident that proven strategies for the two Areas of Focus (Academic Achievement and School Quality and Student Success), executed in tandem with new creative and innovative approaches to teaching and learning, demanded by the transformational environment that has emerged, will yield positive student outcomes in learning, achievement, and holistic student development.

² PGCPs Approved FY 2021 Educational Facilities Master Plan. FY22 Amendments to FY21 Approved EFMP.

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AREAS OF FOCUS NEEDS ASSESSMENT SUMMARY



NEEDS ASSESSMENT APPROACH

PGCPS collaborated with Hanover Research (Hanover), an independent K–12 research organization, during the 2020-2021 school year to support the facilitation of a district-wide needs assessment. The process kept a dual focus on equity and cultural responsiveness to guide the district’s short-and-longer term priorities. Over an eight-month period, PGCPS gathered perspectives and feedback from thousands of parents, students, school and central office staff, district leaders and community members which informed the development of its annual planning process. Research activities asked for beliefs of PGCPS’ internal and external stakeholder communities, supported analysis of student academic and behavioral outcome five-year trend data, aided in identifying outcome goals and critical success indicators (CSIs) and most importantly, sustained the engagement of diverse stakeholders throughout the planning process.

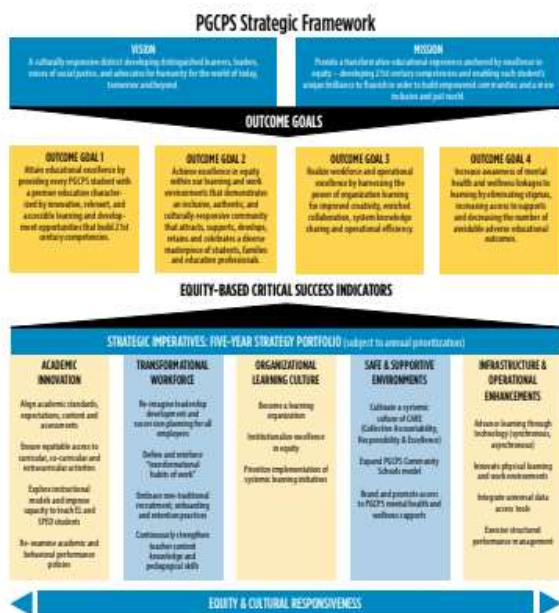


Broad areas examined throughout the strategic planning process included analyzing quantitative data and stakeholder perceptions of priorities surrounding district leadership, teaching, and learning, district culture, and resources. PGCPS’ Director of Excellence and Equity was an integral collaborator during the needs assessment process to ensure that the data analysis focused on the performance of all student groups. This year, the needs assessment team incorporated more qualitative data from stakeholders collected through focus groups and surveys. It also provided PGCPS with an opportunity to focus on the intersectionality of marginalized populations (for example, the academic performance of Hispanic/Latin(x) homeless boys and the suspension rates of Black/African-American boys receiving special education services) to develop targeted interventions to

address opportunity gaps. The equity scorecard, pictured here, was developed to identify groups of students that were over- and under-represented across academic and behavioral outcomes.

PGCPS Strategic Framework

After reviewing qualitative results and quantitative data from the equity scorecard, the needs assessment team developed a strategic framework, seen here, with a revised mission and vision statement grounded in educational equity, outcome goals and equity-based CSI’s. The CSI's will be a disciplined way to collectively measure school-system progress and ultimately guide the annual systemic goal priorities and budget planning process. Having clear outcome goals, measurable critical success indicators, targets and agile strategies are essential to the success of PGCPS’ transformation.



PGCPS’ vision, mission and core values are the compass by which all actions are guided. They embody the ideals to which PGCPS is ultimately held accountable and are the foundation for the strategic framework for the future. PGCPS’ Theory of Action is multi-dimensional in nature and declares that we:

- Identify the unique knowledge, skills and supports needed for students to be college-, career-, and life-engaged and develop a rigorous, accessible, aligned, standards-based curriculum to meet these needs; to ensure clarity, consistency, coherency and equity in what educators will teach and what students will learn.
- Invest in continuous, relevant, professional development of educators, provide instructional strategies, supports, and growth-oriented feedback for implementation in the classroom to increase instructional effectiveness and improve student learning outcomes.

- Embrace a culture of organizational learning and hold ourselves accountable through transparent and disciplined performance management that engages every level of the organization in a continuous cycle of data analysis, goal-setting, action planning, execution and monitoring to build the capacity of district staff, school-based professionals and students to consistently strive for innovation, continuous learning and improvement.
- Develop a district culture that fosters cultural responsiveness and a sense of collective responsibility for student success amongst teachers, students, staff, families and communities to deepen our understanding of students' needs and create a shared purpose for work leading to more effective practices and increased learning.

School Performance Plans

In addition to systemic needs assessments, schools engage in annual needs assessments, which inform goal and objective-setting processes for school improvement. Schools review a comprehensive set of school-based student data to develop School Performance Plans (SPP's) which outline SMART goals, problems of practice, progress indicators, research-based interventions and timelines for implementation. Schools use results from state, district-wide and school level curriculum assessments to complete their SPP's. Problems of Practice are defined which originate from three SMART goals selected as priority areas for school improvement. Typically, schools select a reading and math goal and then one more as tailored to the unique needs of their school population (ELL, Chronic Absenteeism, etc.). Based on the Problem of Practice, each school selects a district-based progress indicator (administered and reported through the Pearson assessment platform) and intermittent progress indicators (administered and reported via the school's internal tracking systems). The SPP and all corresponding data sources allow schools to move beyond compliance to more intentional and robust school improvement planning activities aligned to the district's core commitments--one being equity. Through the SPP structure, school teams are better able to focus on the quality and impact of planned changes to content learning and culturally responsive instructional practice focused on equity in teaching and reaching transformative student outcomes.

As schools look at disaggregated data and develop their SPPs, schools must select strategies that address the gap in student learning identified in the Problem of Practice. From professional learning to engaging in coaching and learning walks, the action steps outline what needs to be done to shift adult practice to reach improved student outcomes.

Plan-Do-Study-Act (School-based monitoring, implementation and planning)



The Prince George's County Public Schools coherence framework represents the interdependence of the multiple areas of the school system that supports the district-wide improvement strategy (Plan, Do, Study, Act).

Adapted from Tushman and O'Reilly's Congruence Model, 2002

Plans without disciplined execution are not likely to yield expected outcomes. Operational execution and management of SPP implementation is rooted in the PGPCS Coherence Framework. The Coherence Framework, seen here, is a model that depicts the interrelationships of various dimensions of the school system's formula for improvement and serves as a guide for critical thinking, analysis, decision-making, prioritization and continuous improvement.

PGPCS partners with the University of Maryland Improvement Science Network to fine-tune the principles of school-based monitoring, implementation and planning via a framework, also known as Plan/Do/Study/Act (PDSA). The district theory of continuous improvement is based upon Improvement Science principles using the PDSA improvement process.

An integral part of PDSA is selecting a strategy aligned to the Problem of Practice which in turn drives the school improvement decisions and plans. As part of PDSA, schools must have clear means to measure both student and teacher performance in relation to the Problem of Practice which identifies a gap in student learning and a gap in adult practice determined through analysis of trend data. Schools' completion of each PDSA cycle indicates they have implemented their plan, collected evidence of reaching targets related to the gap in student learning and gap in adult practice, and then making needed adjustments to engage in the next PDSA cycle.

NEEDS ASSESSMENT SUMMARY

Implications for Data Analysis

The typical data analysis process for the annual needs assessment analyzes student performance year over year on the statewide assessment by subgroup. Due to the pause in MCAP testing, the analysis summarizes local data of student performance on NWEA MAP, the PGCPs Benchmark and the Pearson Benchmark assessments in SY2020 and 2021--limiting the ability to compare student data over time. The table below describes the assessment name, proficiency definition and assumptions for each grade level and content area.

Grade Level Implications – Reading/English Language Arts

| | 2020 Assessment | 2020 Proficiency Definition | 2021 Assessment | 2021 Proficiency Definition |
|--------------------------|---|---|---|--|
| K – 2 | Data unavailable due to non-consistent district measure of proficiency in ELA or math | | NWEA Map Reading Fluency Spring Administration | Students that scored Meets or Exceeds Expectations on the Sentence Reading Fluency section |
| 3 – 5³ | NWEA Map Winter Administration | Students that scored in at least the 61 st percentile based on nationally normed data on the Reading section | Pearson Benchmark Assessment Spring Administration | Students that scored at least 60% on the assessment |
| 6 – 8 | NWEA Map Winter Administration | Students that scored in at least the 61 st percentile based on nationally normed data on the Reading section | Pearson Benchmark Assessment Spring Administration | Students that scored at least 60% on the assessment |
| 9 – 12 | NWEA Map Winter Administration | Students that scored in at least the 61 st percentile based on nationally normed data on the Reading section | Pearson Benchmark Assessment Spring Administration ⁴ | Students that scored at least 60% on the assessment |

Grade Level Implications – Mathematics

| | 2020 Assessment | 2020 Proficiency Definition | 2021 Assessment | 2021 Proficiency Definition |
|--|---|---|---|---|
| K – 2 | Data unavailable due to non-consistent district measure of proficiency in ELA or math | | NWEA Map Spring Administration | Students that scored at least 60% on the assessment |
| 3 – 5 <i>Elementary math includes Math 3, 4, and 5 course enrollment only.</i> | PGCPs Quarterly Benchmark Assessment Winter Administration | Students that scored at least 70% on the assessment | Pearson Benchmark Assessment Spring Administration | Students that scored at least 60% on the assessment |
| 6 – 8⁵ | PGCPs Quarterly Benchmark Assessment Winter Administration | Students that scored at least 70% on the assessment | Pearson Benchmark Assessment Spring Administration | Students that scored at least 60% on the assessment |
| 9 – 12 | Prince George's County Quarterly Benchmark Assessment Winter Administration | Students that scored at least 70% on the assessment | Pearson Benchmark Assessment Spring Administration ⁶ | Students that scored at least 60% on the assessment |

³For SY 2020 and 2021, Elementary School consists of grades 3, 4, and 5 course enrollment only.

⁴ Includes the performance grade 9 - 11 students enrolled in English 10. Seniors excluded due to graduation.

⁵ Middle School math consists of Math 6, 7, and 8, Accelerated 1 and 2, and Foundations for Algebra course enrollment only.

⁶ Includes the performance grade 9 - 11 students enrolled in Algebra 1. Seniors excluded due to graduation.

DATA RANGE FOR AREAS OF FOCUS

The following indicators represent elementary, middle, and high school levels. In the analysis below and related discussions throughout this plan, the indicator and relevant grade level is noted. Data tables supporting each of the following below can be found in the following section, Data Section.

Elementary



Middle



High School



ACADEMIC ACHIEVEMENT IN READING/LANGUAGE ARTS



Elementary School (Grades K – 2) 2021 Assessment: NWEA Map Reading Fluency (Spring)

See Table A



- **30.3% of K – 2 students met proficiency on the NWEA MAP Reading Fluency assessment, scoring a Meets or Exceeds Expectations on the Sentence Reading Fluency section.**
- 31.8% of female students met proficiency, which is three percentage points higher than male students, 28.8%.
- Asian (44.4%), Black/African American (36.4%), Native Hawaiian or Pacific Islander (46.5%), White (41.2%), and students with two or more races (38.0%) exceeded the aggregate proficiency rate for all students.
- American Indian/Alaska Native (16.7%), Hispanic/Latino of any race (19.9%), LEP (16.8%) and Special Education (17.7%) students performed below the aggregate proficiency rate for all students.



Elementary School (Grades 3 – 5) 2021 Assessment: Pearson Benchmark Assessment (Spring)

See Table B



- **9.1% of grades 3 - 5 students met proficiency on the Pearson Benchmark Assessment by scoring at least a 60% or higher.**
- 10.9% of female students met proficiency, which is just 3.5 percentage points higher than male students, 7.4%.
- Asian (19.0%), Black/African American (10.9%), Native Hawaiian or Pacific Islander (16.7%), White (20.3%), and students with two or more races (18.1%) exceeded the proficiency rate for all students.
- American Indian/Alaska Native (7.1%), Hispanic/Latino of any race (4.7%), LEP (1.4%) and Special Education (3.2%) students performed below the aggregate proficiency rate for all students.



Middle School (Grades 6 – 8) 2021 Assessment: Pearson Benchmark Assessment (Spring)

See Table C



- **12.6% of grades 6 -8 students met proficiency on the Pearson Benchmark Assessment by scoring at least a 60% or higher.**
- 16.4% of female students met proficiency, which is 7.7 percentage points higher than male students at 8.7% and the widest gender gap in Reading/Language Arts performance for all grade levels.

- American Indian or Alaska Native (15.6%), Asian (30.0%), Black/African American (12.8%), Native Hawaiian or Pacific Islander (34.3%), White (26.5%), and students with two or more races (20.9%) exceeded the aggregate proficiency rate for all students.
- Hispanic/Latino of any race (9.4%), LEP (0.9%) and Special Education (2.2%) students performed below the aggregate proficiency rate for all students.

H High School (Grade 10 only) 2021 Assessment: Pearson Benchmark Assessment (Spring)

See Table D

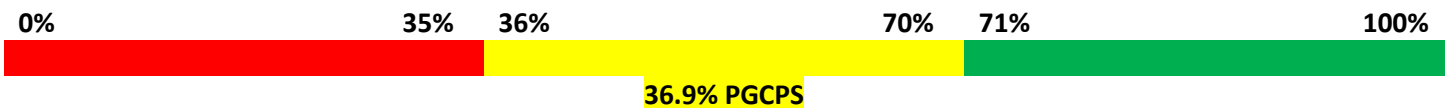


- 7.6% of grade 10 students met proficiency on the Pearson Benchmark Assessment by scoring at least a 60% or higher.**
- 10.0% of female students met proficiency, which is 5.1 percentage points higher than male students at 4.9%.
- American Indian or Alaska Native (14.8%), Asian (14.6%), Black/African American (8.1%), White (18.4%), and students with two or more races (9.5%) exceeded the aggregate proficiency rate for all students.
- Native Hawaiian or Other Pacific Islander students (5.3%), Hispanic/Latino of any race (4.2%), LEP (0.9%) and Special Education (2.2%) students performed below the aggregate proficiency rate for all students.

ACADEMIC ACHIEVEMENT IN MATHEMATICS

E Elementary (Grades K – 2) 2021 Assessment: Pearson Benchmark Assessment (Spring)

See Table E



- 36.9% of grades K - 2 students met proficiency on the Pearson Benchmark Assessment by scoring at least a 60% or higher.**
- 35.4% of female students met proficiency, which is just three percentage points higher than male students at 38.4%.
- Asian (48.9%), Black or African American (41.7%), Native Hawaiian or Other Pacific Islander (55.6%), White (57.7%) and students with Two or more Races (45.3%) exceeded the aggregate proficiency rate for all students.
- American Indian/Alaska Native (38.6%), Hispanic/Latino of any race (27.5%), LEP (25.7%) and Special Education (34.0%) students performed below the aggregate proficiency rate for all students.

E Elementary (Grades 3 – 5) 2021 Assessment: Pearson Benchmark Assessment (Spring)

See Table F



- 4.3% of grades 3 - 5 students met proficiency on the Pearson Benchmark Assessment by scoring at least a 60% or higher.**
- 4.4% of male students met proficiency, which is nearly equivalent to female student performance at 4.2%.
- Asian (15.5%), Black/African American (4.8%), White (14.5%) and students of two or more races (9.4%) exceeded the aggregate proficiency rate for all students.
- American Indian/Alaska Native (1.4%), Hispanic/Latino of any race (1.8%), LEP (1.0%), Native Hawaiian or Other Pacific Islander (2.0%) and Special Education (3.0%) students performed below the aggregate proficiency rate for all students.



Middle (Grades 6 – 8) 2021 Assessment: Pearson Benchmark Assessment (Spring)

See Table G



- 0.3% of grades 6 - 8 students met proficiency on the Pearson Benchmark Assessment by scoring at least a 60% or higher.
- Subgroup performance was less than 2% proficiency on this assessment.



High (Grades 9 – 12) 2021 Assessment: Pearson Benchmark Assessment (Spring)

See Table H



- 0.1% of grades 6 - 8 students met proficiency on the Pearson Benchmark Assessment by scoring at least a 60% or higher.
- Subgroup performance was less than 1% proficiency on this assessment.



Chronic Absenteeism⁷ - *The chronic absenteeism measure identifies the number of students who are expected to attend school for at least 10 days and who were absent 10% or more of the school days while enrolled at that school. For example, a student who is registered to attend a school for 30 days and who is absent 3 of those 30 days is considered chronically absent.*

See Table I



- Elementary school chronic absenteeism rates have increased since 2019, with 23.8% of elementary school students now indicated as chronically absent.
- Nearly all subgroups demonstrated an increase in chronic absenteeism with the most significant rates of increase with American Indian/Alaskan Native (↑12.1%), Hispanic/Latino (↑11.5%), ELL (↑13.6%) and Title 1 (↑10.1%) students.
- The greatest areas of concern for elementary grade students are for Homeless (59.5%), Title 1 (29.9%) and Special Education (29.2%) students.



Chronic Absenteeism - *The chronic absenteeism measure identifies the number of students who are expected to attend school for at least 10 days and who were absent 10% or more of the school days while enrolled at that school.*

See Table J



⁷ Chronic absenteeism rates provided by MSDE. MSDE chronic absenteeism rates were not available through the state in SY2020. For the purposes of the needs assessment, comparisons in PGCPs chronic absenteeism rates were made between the 2019 and 2021 school year.

- Middle school chronic absenteeism rates have significantly increased since 2019, with 33.7% of middle school students now indicated as chronically absent.
- All middle grades subgroups showed an increase in chronic absenteeism with the most significant rates of increase with ELL (↑32.1%), Homeless (↑27%), (Hispanic/Latino (↑25.1%) and Title 1 (↑24.6%) students.
- The highest overall rates of chronic absenteeism for middle grades students were for Homeless (73.8%), ELL (49.2%), Title 1 (44.4%), Hispanic/Latino (41.7%) students.



Chronic Absenteeism - *The chronic absenteeism measure identifies the number of students who are expected to attend school for at least 10 days and who were absent 10% or more of the school days while enrolled at that school. For example, a student who is registered to attend a school for 30 days and who is absent 3 of those 30 days is considered chronically absent.*

See Table K



- High school chronic absenteeism rates have slightly increased since 2019 by 2.5 percentage points, with 34.7% of high school students now indicated as chronically absent.
- The highest rates of chronic absenteeism were for some of our most vulnerable populations of students:
 - Title 1 students (52.5% of students were chronically absent, demonstrating a 15.1% increase from 2019)
 - Homeless students (65.9% of students were chronically absent, demonstrating a .8% increase from 2019)
 - ELL students (54.1% of students were chronically absent, demonstrating a 10.4% increase from 2019).

8



Suspension/Expulsion Rate
2019-20 In-School Suspensions, Out-of-School Suspensions, Expulsions

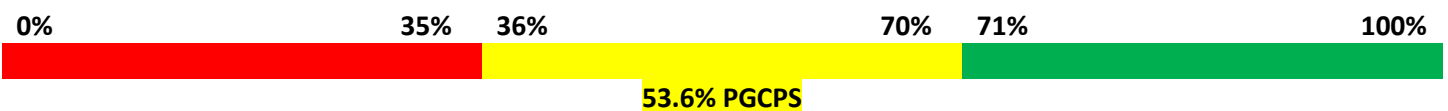


- In 2019, there was a 44% decline in PGCS K – 12 suspension rates, from 7.1 to 4.0%.
- The total number of out-of-school suspensions and expulsions for Black/African-American and students with disabilities significantly declined, with the number of suspensions and expulsions for students with disabilities less than half that of 2018-19.
- Black/African-American students who represent 55% of the student population still represent more than 76% of students suspended or expelled across the school district.



Progress in Achieving English-Language Proficiency

See Table L



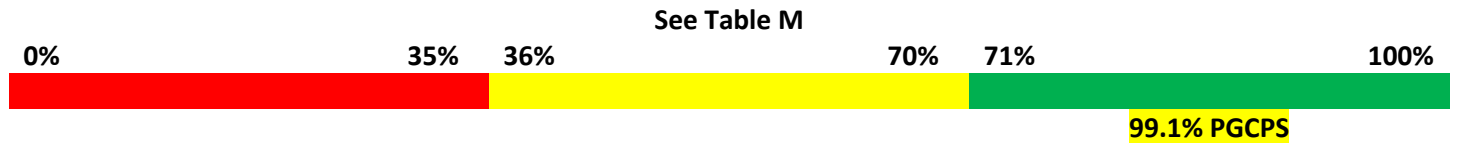
⁸Suspension/Expulsion Rates can be found here:

https://www.marylandpublicschools.org/about/Documents/DCAA/SSP/20192020Student/2020_SuspensionsExpulsionsHRExc.pdf

- For the 2020 testing cycle, 53.6% of PGCPs English Learners made sufficient progress on the ACCESS for ELLs over their previous year's (2019) performance putting them on pace to attain English proficiency in the state-established five-year period.
- In 2020, higher percentages of students at the Level 1.0 baseline met their growth target (59%) than any other proficiency Level, i.e. at Levels 2 (50%), Levels 3 (34%), and Levels 4 (34%) students met their growth target.
- In 2020, higher percentages of students progressed at the prescribed rate at the elementary level than did so at the secondary level. Consequently, program exit rates were highest in the upper elementary grades but slowed considerably beginning in the sixth (6th) grade - the start of middle school.

E

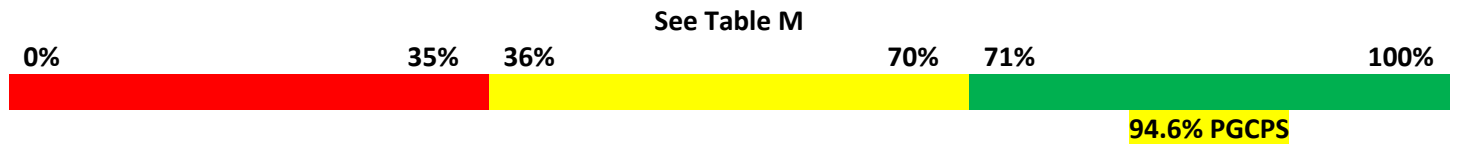
Access to Well-Rounded Education – Percent of 5th grade students who are enrolled in a well-rounded curriculum



- In 2020-2021, virtually all 5th grade students were enrolled in the courses that comprise the well-rounded cluster.
- Nearly all subgroups had 95% or more of students enrolled in well-rounded courses, except for Special Education students with 91.4% of students enrolled.

M

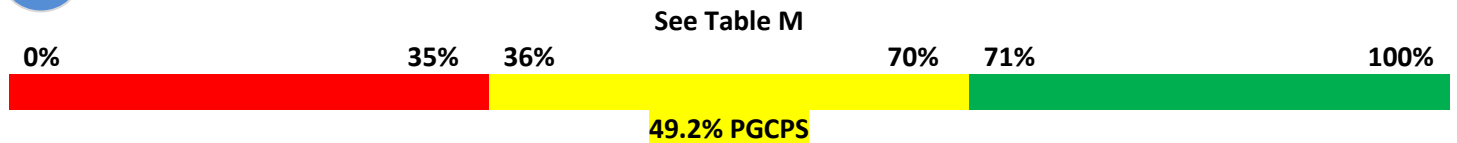
Access to Well-Rounded Education – Percent of 8th grade students who are enrolled in a well-rounded curriculum



- In 2020-2021, 94.6% of 8th grade students were enrolled in the courses that comprise the well-rounded cluster.
- Just 60.1% of 8th graders actually earned credits in these well-rounded courses, with only 27.9% of English Language Learners and 45.2% of Hispanic/Latino students earning credit.

H

Readiness for Postsecondary Success – Percent of 9th graders earning four credits in core academic courses



- In 2020-2021, just 49.2% of 9th grade students earned four credits in core academic courses.
- The greatest area of concern is with the performance of Hispanic/Latino (38.7%), students receiving Free and Reduced Meals (42.8%), students receiving Special Education services (32.7%) and English Language Learners (30.7%).

KEY FINDINGS FROM DATA ANALYSIS

Academic Achievement

PGCPS recognizes the limitations with focusing the needs assessment on the results from one standardized test administered to students virtually during a pandemic. There is concern, however, about the overall academic performance for students across grade levels in Reading/Language Arts and Mathematics. During the first-year administration of assessments on the Pearson platform, the online benchmark exam revealed many challenges for both students and teachers including technological problems and the challenges with an overall loss of instructional time while implementing models of virtual and hybrid instruction.

Mathematics: Math performance plummeted after grade 2, with fewer than 5% of students proficient in grades 3 – 12. District math benchmark data analysis days revealed that students struggled with technology enhanced question types such as multiple select, equation editor, and graphing. The shift from the traditional five days a week, 60–72-minute daily mathematics instructional block to a virtual and hybrid model resulted in less instructional time for students to complete all the learning they would have completed in a typical year. Students continue to struggle with reasoning and modeling items that assess how students can explain their thinking through writing and to clearly communicate a solution path when solving real world problems. In addition, teachers need additional training in high-leverage strategies to meet the needs of English language learners.

Reading English/Language Arts: Hispanic/Latino of any race, Limited English Proficiency and Special Education students are consistently the lowest scoring subgroups with student performance hovering near 0% proficiency in grades 3 – 12. The K – 2 MAP assessment highlighted a need for increased attention to foundational skill instruction in the K-2 Curriculum Instructional Map (CIM) and professional development targeting phonemic awareness, phonics, handwriting, writing, print concepts, etc. Benchmark assessment results from the elementary grades highlighted students' weakness with reading literature, informational text, and writing (grade 3-informative/explanatory writing, grades 4/5-opinion writing). Professional development opportunities will continue to support the implementation of the CIM and benchmark assessment data through teacher planning sessions-office hours, focused PD with school-based reading leaders, scoring sessions, and partnering with the Special Education Office in the implementation of specialized instruction for struggling students. At the secondary level, students continue to struggle with navigating complex texts, informational text, standards that assess vocabulary and how the authors structure texts.

School Quality and Student Success: PGCPS was not surprised to see increases in chronic absenteeism due to the pandemic, however there is grave concern about rates of chronic absenteeism doubling with some groups in the middle grades. All middle grades subgroups showed an increase in chronic absenteeism with the most significant rates of increase with ELL (↑32.1%), Homeless (↑27%), (Hispanic/Latino (↑25.1%) and Title 1 (↑24.6%) students.

In 2019, the school system instituted new disciplinary response levels and restorative interventions in an effort to create safe classroom environments while minimizing out of school consequences. These measures have drastically reduced suspensions and expulsions for minor infractions throughout our school system. Although rates have declined significantly for Black/African-American students, particularly those requiring special education services, they are still disproportionate to rates for students in other subgroups. This will continue to be an area of focus as PGCPS takes steps to equitably meet the needs of all students.

Findings from the Fall MCAP Administration

PGCPS students took the ELA (Grades 3 – 8, HS), Mathematics (Grades 3 – 8, HS), and Science (Grades 5, 8) MCAP assessments from September 20 – October 20, this year. The MCAP tests assessed content standards for students at their SY21 grade level. Student performance was summarized across three levels: approached expectations, met expectations, and exceeded expectations. Preliminary MCAP data analysis shows PGCPS student performance in ELA and Mathematics, on average, fell ten percentage points below the Maryland state average, while Science revealed a 15-percentage point gap in performance. Thus, these data confirmed local data findings used

to determine the area of focus on academic achievement and student growth in ELA and Mathematics for all students.

Selection of Areas of Focus/Goals

With the drastic interruption of in-person instruction and the cancellation of the statewide assessment in 2019 and 2020, PGPCS is prioritizing again the 2018-2019 areas of focus. These areas of focus and goals addressed within this 2021 LECS Plan have a renewed focus on equitable teaching and learning environments for all students and include:

Area of Focus #1: Academic Achievement and Student Growth in ELA and Mathematics

1. *Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands.*
2. *Accelerate the rate of increase of the percentage of students meeting and/or exceeding the state performance standard for proficiency in mathematics and ELA accountability testing at both the elementary and middle school levels.*
3. *Accelerate the pace of growth in performance of SPED and LEP students in state accountability ELA and mathematics accountability assessments.*
4. *Accelerate the pace of closure of double-digit gender gaps in ELA accountability testing performance at the elementary and middle school levels*

Area of Focus #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum)

1. *Reduce chronic absenteeism and improve overall student attendance rates.*
2. *Improve discipline data quality, processes, and practice for enhanced discipline administration, monitoring, and accountability.*
3. *Expand student access and opportunities to well-rounded curriculum at middle and high school grade bands to increase academic achievement and college- and career ready success outcomes.*

DATA SECTION

**TABLE A: PGCPS ENGLISH LANGUAGE ARTS STUDENT PERFORMANCE, 2019, 2020 AND 2021
BY GRADE BAND K-2
ENGLISH LANGUAGE ARTS PERFORMANCE**

| PGCPS ENGLISH LANGUAGE ARTS STUDENT PERFORMANCE, 2019, 2020 AND 2021 | | | | | | |
|--|---------------------|--------------|--------------|------------------------------|------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | Percentage Point Differences | | |
| | 2019 | 2020 | 2021 | 2021 +/- 2020 | 2021 +/- 2019 | 2021 Subgroup +/- All Students |
| | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient |
| ELEMENTARY LEVEL K-2 | | | | | | |
| All Students | * | * | 30.3 | * | * | 0.0 |
| Males | * | * | 28.8 | * | * | -1.5 |
| Females | * | * | 31.8 | * | * | 1.5 |
| Males +/- Females | * | * | -3.0 | * | * | n/a |
| American Indian or Alaska Native | * | * | 16.7 | * | * | -13.6 |
| Asian | * | * | 44.4 | * | * | 14.1 |
| Black or African American | * | * | 36.4 | * | * | 6.1 |
| Hispanic/Latino of any race | * | * | 19.9 | * | * | -10.4 |
| Native Hawaiian or Other Pacific Islander | * | * | 46.5 | * | * | 16.2 |
| White | * | * | 41.2 | * | * | 10.9 |
| Two or more races | * | * | 38.0 | * | * | 7.7 |
| Special Education | * | * | 17.7 | * | * | -12.6 |
| Limited English Proficient (LEP) | * | * | 16.8 | * | * | -13.5 |
| Free/Reduced Meals (FARMS) | * | * | * | * | * | * |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**TABLE B: PGCPS ENGLISH LANGUAGE ARTS STUDENT PERFORMANCE, 2019, 2020 AND 2021
BY GRADE BAND 3-5
ENGLISH LANGUAGE ARTS PERFORMANCE**

| PGCPS ENGLISH LANGUAGE ARTS STUDENT PERFORMANCE, 2019, 2020 AND 2021 | | | | | | |
|---|----------------------------|---------------------|---------------------|-------------------------------------|--------------------------|---|
| Student Subgroup | Percent of Students | | | Percentage Point Differences | | |
| | 2019 | 2020 | 2021 | 2021 +/- 2020 | 2021 +/- 2019 | 2021 Subgroup +/- All Students |
| | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient |
| ELEMENTARY LEVEL 3-5 | | | | | | |
| All Students | 32.9 | 22.9 | 9.1 | -13.8 | -23.8 | 0.0 |
| Males | 23.9 | 20.6 | 7.4 | -13.2 | -16.5 | -1.7 |
| Females | 35.4 | 25.3 | 10.9 | -14.4 | -24.5 | 1.8 |
| Males +/- Females | -11.5 | -4.7 | -3.5 | 1.2 | 8.0 | n/a |
| American Indian or Alaska Native | 37.8 | 25.6 | 7.1 | -18.5 | -30.7 | -2.0 |
| Asian | 59.2 | 40.3 | 19.0 | -21.3 | -40.2 | 9.9 |
| Black or African American | 33.9 | 25.5 | 10.9 | -14.6 | -23.0 | 1.8 |
| Hispanic/Latino of any race | 26.0 | 14.5 | 4.7 | -9.8 | -21.3 | -4.4 |
| Native Hawaiian or Other Pacific Islander | 59.4 | 45.8 | 16.7 | -29.1 | -42.7 | 7.6 |
| White | 55.4 | 48.2 | 20.3 | -27.9 | -35.1 | 11.2 |
| Two or more races | 51.4 | 47.2 | 18.1 | -29.1 | -33.3 | 9.0 |
| Special Education | 4.1 | 4.6 | 3.2 | -1.4 | -0.9 | -5.9 |
| Limited English Proficient (LEP) | 2.6 | 4.5 | 1.4 | -3.1 | -1.2 | -7.7 |
| Free/Reduced Meals (FARMS) | 26.7 | * | * | * | * | * |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**TABLE C - PGCPS ENGLISH LANGUAGE ARTS STUDENT PERFORMANCE, 2019, 2020 AND 2021
BY GRADE BAND MIDDLE SCHOOL
ENGLISH LANGUAGE ARTS PERFORMANCE**

| PGCPS ENGLISH LANGUAGE ARTS STUDENT PERFORMANCE, 2019, 2020 AND 2021 | | | | | | |
|---|----------------------------|---------------------|---------------------|-------------------------------------|--------------------------|---|
| Student Subgroup | Percent of Students | | | Percentage Point Differences | | |
| | 2019 | 2020 | 2021 | 2021 +/- 2020 | 2021 +/- 2019 | 2021 Subgroup +/- All Students |
| | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient |
| MIDDLE SCHOOL LEVEL | | | | | | |
| All Students | 32.9 | 29.3 | 12.6 | -16.7 | -20.3 | 0 |
| Males | 24.8 | 25.9 | 8.7 | -17.2 | -16.1 | -3.9 |
| Females | 41.2 | 32.8 | 16.4 | -16.4 | -24.8 | 3.8 |
| Males +/- Females | -16.4 | -6.9 | -7.7 | -0.8 | 8.7 | n/a |
| American Indian or Alaska Native | 37.8 | 36.7 | 15.6 | -21.1 | -22.2 | 3 |
| Asian | 59.2 | 48.9 | 30.0 | -18.9 | -29.2 | 17.4 |
| Black or African American | 33.9 | 32.1 | 12.8 | -19.3 | -21.1 | 0.2 |
| Hispanic/Latino of any race | 26.0 | 20.8 | 9.4 | -11.4 | -16.6 | -3.2 |
| Native Hawaiian or Other Pacific Islander | 59.4 | 46.0 | 34.3 | -11.7 | -25.1 | 21.7 |
| White | 55.4 | 51.4 | 26.5 | -24.9 | -28.9 | 13.9 |
| Two or more races | 51.4 | 49.5 | 20.9 | -28.6 | -30.5 | 8.3 |
| Special Education | 4.1 | 5.0 | 2.2 | -2.8 | -1.9 | -10.4 |
| Limited English Proficient (LEP) | 2.6 | 1.1 | 0.9 | -0.2 | -1.7 | -11.7 |
| Free/Reduced Meals (FARMS) | 26.7 | * | * | * | * | * |

**TABLE D – PGCPS ENGLISH LANGUAGE ARTS STUDENT PERFORMANCE, 2019, 2020 AND 2021
BY GRADE BAND HIGH SCHOOL
ENGLISH LANGUAGE ARTS PERFORMANCE**

| PGCPS ENGLISH LANGUAGE ARTS STUDENT PERFORMANCE, 2019, 2020 AND 2021 | | | | | | |
|---|----------------------------|---------------------|---------------------|-------------------------------------|--------------------------|---|
| Student Subgroup | Percent of Students | | | Percentage Point Differences | | |
| | 2019 | 2020 | 2021 | 2021 +/- 2020 | 2021 +/- 2019 | 2021 Subgroup +/- All Students |
| | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient |
| HIGH SCHOOL LEVEL (English 10) | | | | | | |
| All Students | 25.4 | 41.9 | 7.6 | -34.3 | -17.8 | 0.0 |
| Males | 19.5 | 37.6 | 4.9 | -32.7 | -14.6 | -2.7 |
| Females | 32.2 | 46.3 | 10.0 | -36.3 | -22.2 | 2.4 |
| Males +/- Females | -12.7 | -8.7 | -5.1 | 3.6 | 7.6 | n/a |
| American Indian or Alaska Native | 33.3 | 37.5 | 14.8 | -22.7 | -18.5 | 7.2 |
| Asian | 59.8 | 62.0 | 14.6 | -47.4 | -45.2 | 7.0 |
| Black or African American | 27.3 | 44.6 | 8.1 | -36.5 | -19.2 | 0.5 |
| Hispanic/Latino of any race | 17.3 | 31.1 | 4.2 | -26.9 | -13.1 | -3.4 |
| Native Hawaiian or Other Pacific Islander | 44.4 | 38.5 | 5.3 | -33.2 | -39.1 | -2.3 |
| White | 46.9 | 72.0 | 18.4 | -53.6 | -28.5 | 10.8 |
| Two or more races | 45.6 | 50.8 | 9.5 | 12.7 | -36.1 | 1.9 |
| Special Education | 4.3 | 8.6 | 1.1 | -7.5 | -3.2 | -6.5 |
| Limited English Proficient (LEP) | 2.0 | 2.4 | 0.3 | -2.1 | -1.7 | -7.3 |
| Free/Reduced Meals (FARMS) | 20.4 | * | * | * | * | * |
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**TABLE E - PGCPS MATHEMATICS STUDENT PERFORMANCE, 2019, 2020 AND 2021
BY GRADE BAND K-2
MATHEMATICS PERFORMANCE**

| PGCPS MATHEMATICS STUDENT PERFORMANCE, 2019, 2020 AND 2021 | | | | | | |
|---|----------------------------|---------------------|---------------------|-------------------------------------|----------------------|---------------------------------------|
| Student Subgroup | Percent of Students | | | Percentage Point Differences | | |
| | 2019 | 2020 | 2021.0 | 2021 +/- 2020 | 2021 +/- 2019 | 2021 Subgroup +/- All Students |
| | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient |
| ELEMENTARY LEVEL K-2 | | | | | | |
| All Students | * | 51.7 | 36.9 | -14.8 | * | 0.0 |
| Males | * | 50.7 | 38.4 | -12.3 | * | 1.5 |
| Females | * | 52.7 | 35.4 | -17.3 | * | -1.5 |
| Males +/- Females | * | -2.0 | 3.0 | 5.0 | * | n/a |
| American Indian or Alaska Native | * | 47.5 | 38.6 | -8.9 | * | 1.7 |
| Asian | * | 60.9 | 48.9 | -12.0 | * | 12.0 |
| Black or African American | * | 53.9 | 41.7 | -12.2 | * | 4.8 |
| Hispanic/Latino of any race | * | 46.0 | 27.5 | -18.5 | * | -9.4 |
| Native Hawaiian or Other Pacific Islander | * | 58.0 | 55.6 | -2.4 | * | 18.7 |
| White | * | 66.3 | 57.7 | -8.6 | * | 20.8 |
| Two or more races | * | 61.7 | 45.3 | -16.4 | * | 8.4 |
| Special Education | * | 29.7 | 34.0 | 4.3 | * | -2.9 |
| Limited English Proficient (LEP) | * | 41.6 | 25.7 | -15.9 | * | -11.2 |
| Free/Reduced Meals (FARMS) | * | * | * | * | * | * |

**TABLE F - PGCPS MATHEMATICS STUDENT PERFORMANCE, 2019, 2020 AND 2021
BY GRADE BAND 3-5**

MATHEMATICS PERFORMANCE

| PGCPS MATHEMATICS STUDENT PERFORMANCE, 2019, 2020 AND 2021 | | | | | | |
|---|----------------------------|---------------------|---------------------|-------------------------------------|--------------------------|---|
| Student Subgroup | Percent of Students | | | Percentage Point Differences | | |
| | 2019 | 2020 | 2021.0 | 2021 +/- 2020 | 2021 +/- 2019 | 2021 Subgroup +/- All Students |
| | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient |
| ELEMENTARY LEVEL 3-5 | | | | | | |
| All Students | 21.8 | 21.1 | 4.3 | -16.8 | -17.5 | 0.0 |
| Males | 21.6 | 21.1 | 4.4 | -16.7 | -17.2 | 0.1 |
| Females | 21.9 | 21.1 | 4.2 | -16.9 | -17.7 | -0.1 |
| Males +/- Females | -0.3 | 0.0 | 0.2 | 0.2 | 0.5 | -4.1 |
| American Indian or Alaska Native | 22.1 | 16.9 | 1.4 | -15.5 | -20.7 | -2.9 |
| Asian | 50.6 | 40.6 | 15.5 | -25.1 | -35.1 | 11.2 |
| Black or African American | 21.1 | 21.9 | 4.8 | -17.1 | -16.3 | 0.5 |
| Hispanic/Latino of any race | 17.5 | 16.7 | 1.8 | -14.9 | -15.7 | -2.5 |
| Native Hawaiian or Other Pacific Islander | 33.3 | 40.4 | 2.0 | -38.4 | -31.3 | -2.3 |
| White | 45.0 | 36.8 | 14.5 | -22.3 | -30.5 | 10.2 |
| Two or more races | 37.7 | 36.0 | 9.4 | -26.6 | -28.3 | 5.1 |
| Special Education | 4.2 | 8.3 | 3.0 | -5.3 | -1.2 | -1.3 |
| Limited English Proficient (LEP) | 9.2 | 10.8 | 1.0 | -9.8 | -8.2 | -3.3 |
| Free/Reduced Meals (FARMS) | 17.0 | * | * | * | * | * |
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**TABLE G - PGCPS MATHEMATICS STUDENT PERFORMANCE, 2019, 2020 AND 2021
BY GRADE BAND MIDDLE SCHOOL
MATHEMATICS PERFORMANCE**

| PGCPS MATHEMATICS STUDENT PERFORMANCE, 2019, 2020 AND 2021 | | | | | | |
|---|----------------------------|---------------------|---------------------|-------------------------------------|--------------------------|---|
| Student Subgroup | Percent of Students | | | Percentage Point Differences | | |
| | 2019 | 2020 | 2021 | 2021 +/- 2020 | 2021 +/- 2019 | 2021 Subgroup +/- All Students |
| | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient |
| MIDDLE SCHOOL LEVEL | | | | | | |
| All Students | 12.1 | 9.3 | 0.3 | -9.0 | -11.8 | 0.0 |
| Males | 11.2 | 9.6 | 0.3 | -9.3 | -10.9 | 0.0 |
| Females | 13.1 | 9.1 | 0.3 | -8.8 | -12.8 | 0.0 |
| Males +/- Females | -1.9 | 0.5 | 0.0 | -0.5 | 1.9 | -0.3 |
| American Indian or Alaska Native | 8.0 | 14.3 | 0.0 | -14.3 | -8.0 | -0.3 |
| Asian | 36.7 | 19.6 | 1.6 | -18.0 | -35.1 | 1.3 |
| Black or African American | 11.7 | 8.6 | 0.3 | -8.3 | -11.4 | 0.0 |
| Hispanic/Latino of any race | 9.0 | 6.9 | 0.1 | -6.8 | -8.9 | -0.2 |
| Native Hawaiian or Other Pacific Islander | 24.6 | 29.2 | 0.0 | -29.2 | -24.6 | -0.3 |
| White | 31.2 | 18.8 | 1.6 | -17.2 | -29.6 | 1.3 |
| Two or more races | 26.5 | 11.8 | 0.7 | -11.1 | -25.8 | 0.4 |
| Special Education | 1.7 | 6.7 | 0.2 | -6.5 | -1.5 | -0.1 |
| Limited English Proficient (LEP) | 1.2 | 1.2 | 0.0 | -1.2 | -1.2 | -0.3 |
| Free/Reduced Meals (FARMS) | 9.0 | * | * | * | * | * |
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**TABLE H - PGCPS MATHEMATICS STUDENT PERFORMANCE, 2019, 2020 AND 2021
BY GRADE BAND HIGH SCHOOL
MATHEMATICS PERFORMANCE**

| PGCPS MATHEMATICS STUDENT PERFORMANCE, 2019, 2020 AND 2021 | | | | | | |
|---|----------------------------|---------------------|---------------------|-------------------------------------|--------------------------|---|
| Student Subgroup | Percent of Students | | | Percentage Point Differences | | |
| | 2019 | 2020 | 2021 | 2021 +/- 2020 | 2021 +/- 2019 | 2021 Subgroup +/- All Students |
| | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient | % Proficient |
| HIGH SCHOOL LEVEL (Algebra 1) | | | | | | |
| All Students | 9.7 | 3.5 | 0.3 | -3.2 | -9.4 | 0.0 |
| Males | 9.5 | 3.1 | 0.2 | -2.9 | -9.3 | -0.1 |
| Females | 10.0 | 3.9 | 0.4 | -3.5 | -9.6 | 0.1 |
| Males +/- Females | -0.5 | -0.8 | -0.2 | 0.6 | 0.3 | -0.5 |
| American Indian or Alaska Native | 15.0 | 4.2 | 0.0 | -4.2 | -15.0 | -0.3 |
| Asian | 30.5 | 12.5 | 0.0 | -12.5 | -30.5 | -0.3 |
| Black or African American | 9.7 | 3.5 | 0.3 | -3.2 | -9.4 | 0.0 |
| Hispanic/Latino of any race | 6.5 | 2.3 | 0.2 | -2.1 | -6.3 | -0.1 |
| Native Hawaiian or Other Pacific Islander | 23.5 | 20.0 | 0.0 | -20.0 | -23.5 | -0.3 |
| White | 31.3 | 10.1 | 0.6 | -9.5 | -30.7 | 0.3 |
| Two or more races | 13.6 | 4.7 | 0.0 | -4.7 | -13.6 | -0.3 |
| Special Education | 0.7 | 0.4 | 0.0 | -0.4 | -0.7 | -0.3 |
| Limited English Proficient (LEP) | 1.0 | 1.4 | 0.1 | -1.3 | -0.9 | -0.2 |
| Free/Reduced Meals (FARMS) | 7.5 | * | * | * | * | * |

TABLE I – ELEMENTARY ATTENDANCE AND CHRONIC ABSENTEEISM RATES

| Subgroup | ATTENDANCE RATE | | | | CHRONIC ABSENTEEISM RATE | | | |
|----------------------------------|-----------------|------|------|-------------------------------------|--------------------------|--------|------|-------------------------------------|
| | 2019 | 2020 | 2021 | Percent Point Change (2019 to 2021) | 2019 | 2020 * | 2021 | Percent Point Change (2019 to 2021) |
| American Indian/Alaskan Native | 94.6 | 94.3 | 93.6 | -1.0 | 14.0 | 16.8 | 26.1 | 12.1 |
| Asian | 95.2 | 95.5 | 94.7 | -.5 | 12.1 | 12.5 | 17.1 | 5 |
| Black/African American | 94.8 | 94.8 | 93.2 | -1.6 | 17.3 | 15.3 | 22.4 | 5.1 |
| Hispanic/Latino | 94.7 | 94.6 | 91.1 | -3.6 | 15.9 | 15.7 | 27.4 | 11.5 |
| Native Hawaiian/Pacific Islander | 95.0 | 94.6 | 94.8 | -.2 | 17.1 | 13.3 | 14.5 | -2.6 |
| White | 94.9 | 94.6 | 95.0 | +.1 | 14.1 | 13.9 | 16 | 1.9 |
| Two or More Races | 94.6 | 94.7 | 94.9 | +.3 | 17.2 | 14.8 | 17.7 | 0.5 |
| ADA/504 | 93.4 | 93.8 | 93.6 | +.2 | 21.9 | 18.9 | 22.1 | 0.2 |
| ELL | 94.9 | 94.7 | 90.6 | -4.3 | 15.1 | 15.1 | 28.7 | 13.6 |
| FARMS | 94.5 | 94.4 | 91.2 | -3.3 | 18.8 | 17.4 | 28.5 | 9.7 |
| Homeless | 88.3 | 87.8 | 83.9 | -4.4 | 54.1 | 50.5 | 59.5 | 5.4 |
| Special Education | 93.4 | 93.3 | 90.9 | -2.5 | 22.8 | 22.5 | 29.2 | 6.4 |
| Title 1 | 94.3 | 94.2 | 90.8 | -3.5 | 19.8 | 18.1 | 29.9 | 10.1 |
| PGCPS | 94.8 | 94.7 | 92.5 | -2.3 | 16.5 | 15.3 | 23.8 | 7.3 |

TABLE J – MIDDLE ATTENDANCE AND CHRONIC ABSENTEEISM RATES

| Subgroup | ATTENDANCE RATE | | | | CHRONIC ABSENTEEISM RATE | | | |
|----------------------------------|-----------------|------|-------------------|-------------------------------------|--------------------------|--------------|-------------------|-------------------------------------|
| | 2019 | 2020 | 2021 | Percent Point Change (2019 to 2021) | 2019 | 2020 | 2021 | Percent Point Change (2019 to 2021) |
| American Indian/Alaskan Native | 95.3 | 94.5 | 90.2 | -5.1 | 11.7 | 17.5 | 33.3 | 21.6 |
| Asian | 96.3 | 96.2 | 93.5 | -2.8 | 8.0 | 7.7 | 18.9 | 10.9 |
| Black/African American | 95.0 | 95.0 | 90.1 | -4.9 | 15.3 | 13.1 | 29.9 | 14.6 |
| Hispanic/Latino | 94.2 | 94.6 | 85.4 | -8.8 | 16.6 | 14.3 | 41.7 | 25.1 |
| Native Hawaiian/Pacific Islander | 95.0 | 94.8 | 92 | -3 | 18.1 | 18.3 | 21.6 | 3.5 |
| White | 94.0 | 94.3 | 92.7 | -1.3 | 17.2 | 16.4 | 22.2 | 5 |
| Two or More Races | 94.5 | 94.2 | 91.6 | -2.9 | 14.8 | 16.1 | 24.3 | 9.5 |
| ADA/504 | 93.5 | 93.5 | 90.7 | -2.8 | 23.2 | 19.2 | 30.1 | 6.9 |
| ELL | 94.1 | 94.7 | 82.4 | -11.7 | 17.1 | 14.4 | 49.2 | 32.1 |
| FARMS | 94.2 | 94.5 | 86.5 | -7.7 | 18.1 | 15.5 | 40 | 21.9 |
| Homeless | 88.9 | 88.3 | 73.1 | -15.8 | 46.8 | 44.2 | 73.8 | 27 |
| Special Education | 92.8 | 93.0 | 85.9 | -6.9 | 23.7 | 21.8 | 40.2 | 16.5 |
| Title 1 | 94.0 | 94.2 | 84.5 | -9.5 | 19.8 | 16.6 | 44.4 | 24.6 |
| PGCPS | 94.7 | 94.9 | 88.5 | -6.2 | 15.6 | 13.6 | 33.7 | 18.1 |
| Statewide | 94.4 | 94.2 | Not Available Yet | Not Available Yet | 17.1 | Not Provided | Not Available Yet | Not Available Yet |
| PGCPS +/- Statewide | +3 | +7 | | N/A | -1.5 | N/A | N/A | N/A |

TABLE K – HIGH ATTENDANCE AND CHRONIC ABSENTEEISM RATES

| Subgroup | ATTENDANCE RATE | | | | CHRONIC ABSENTEEISM RATE | | | |
|----------------------------------|-----------------|------|------|-------------------------------------|--------------------------|-------|------|-------------------------------------|
| | 2019 | 2020 | 2021 | Percent Point Change (2019 to 2021) | 2019 | 2020* | 2021 | Percent Point Change (2019 to 2021) |
| American Indian/Alaskan Native | 92.5 | 92.5 | 90.8 | -1.7 | 35.2 | 26.3 | 30.6 | -4.6 |
| Asian | 94.8 | 94.7 | 93.6 | -1.2 | 15.4 | 14.4 | 18.4 | 3 |
| Black/African American | 92.4 | 92.5 | 89.8 | -2.6 | 27.7 | 23.1 | 29.7 | 2 |
| Hispanic/Latino | 89.0 | 89.3 | 82.5 | -6.5 | 42.2 | 35.2 | 45.4 | 3.2 |
| Native Hawaiian/Pacific Islander | 92.6 | 92.3 | 89.3 | -3.3 | 30.4 | 23 | 27.2 | -3.2 |
| White | 91.2 | 91.7 | 90.9 | -0.3 | 30.7 | 24.3 | 26.9 | -3.8 |
| Two or More Races | 91.7 | 91.7 | 89.8 | -1.9 | 29.3 | 25.3 | 29.2 | -0.1 |
| ADA/504 | 90.8 | 90.6 | 89 | -1.8 | 34.4 | 28.6 | 34.9 | 0.5 |
| ELL | 88.0 | 88.2 | 77.4 | -10.6 | 43.7 | 39.2 | 54.1 | 10.4 |
| FARMS | 90.6 | 90.8 | 85.1 | -5.5 | 36.0 | 30.1 | 40.9 | 4.9 |
| Homeless | 81.6 | 80.2 | 76.1 | -5.5 | 65.1 | 64.2 | 65.9 | 0.8 |
| Special Education | 89.9 | 89.3 | 83.9 | -6 | 37.0 | 33.6 | 43.6 | 6.6 |
| Title 1 | 90.3 | 89.7 | 78.8 | -11.5 | 37.4 | 33.9 | 52.5 | 15.1 |
| PGCPS | 91.3 | 91.4 | 87.4 | -3.9 | 32.3 | 27.2 | 34.7 | 2.4 |
| Statewide | 91.1 | 91.4 | N/A | N/A | 28.1 | N/A | N/A | N/A |
| PGCPS +/- Statewide | +2 | 0 | N/A | N/A | +4.2 | N/A | N/A | N/A |

TABLE L – PROGRESS IN ACHIEVING ENGLISH LANGUAGE PROFICIENCY

| OVERALL PROFICIENCY LEVELS | | | | |
|--|---------------|-------------|---------------|-------------|
| Level | County | Elem | Middle | High |
| 1 – Entering | 23% | 22% | 21% | 25% |
| 2 – Emerging | 21% | 19% | 25% | 25% |
| 3 – Developing | 35% | 33% | 41% | 38% |
| 4 – Expanding | 19% | 22% | 12% | 12% |
| 5 – Bridging | 2% | 3% | 1% | 1% |
| 6 - Reaching | 0% | 0% | 0% | 0% |
| HIGHER LEVELS (4,5,6) BY DOMAIN AREAS | | | | |
| Domain | County | Elem | Middle | High |
| Listening | 57% | 61% | 59% | 41% |
| Speaking | 14% | 20% | 7% | 2% |
| Reading | 26% | 30% | 12% | 24% |
| Writing | 15% | 16% | 11% | 15% |

| HIGHER LEVELS (4,5,6) BY COMPOSITE AREAS | | | | |
|---|---------------|-------------|---------------|-------------|
| Composite Area | County | Elem | Middle | High |
| Oral (Listening + Speaking) | 36% | 46% | 30% | 12% |
| Literacy (Reading + Writing) | 17% | 20% | 9% | 16% |
| Comprehension (Listening + Reading) | 37% | 42% | 28% | 28% |

**TABLE M – WELL-ROUNDED CURRICULUM
GRADES 5, 8, 9**

| PGCPS STUDENT PERFORMANCE, 2021 | | | | | |
|--|-----------------------|-------------------------------|-----------------------|-------------------------------|-------------------------|
| Subgroup | Grade 5 Access | Grade 5 Credits Earned | Grade 8 Access | Grade 8 Credits Earned | Grade 9 On Track |
| Hispanic | 99.3% | 69.4% | 94.4% | 45.2% | 38.7% |
| American Indian or Alaska Native | 100.0% | 81.3% | 91.4% | 71.4% | 48.3% |
| Asian | 99.3% | 83.8% | 93.6% | 77.4% | 72.9% |
| Black or African American | 98.9% | 84.1% | 94.9% | 68.3% | 54.8% |
| Native Hawaiian or Pacific Islander | 95.7% | 91.3% | 84.0% | 72.0% | 66.7% |
| White | 99.2% | 87.1% | 93.1% | 71.0% | 60.9% |
| 2+ Races | 100.0% | 84.3% | 92.7% | 73.4% | 54.8% |
| Free and Reduced Meals (FARMS) | 99.1% | 74.3% | 94.7% | 53.3% | 42.8% |
| Special Education (SPED) | 91.4% | 71.0% | 86.3% | 50.3% | 32.7% |
| Limited English Proficiency (LEP) | 99.7% | 62.4% | 92.6% | 27.9% | 30.7% |
| All Students | 99.1% | 78.6% | 94.6% | 60.1% | 49.2% |

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AREAS OF FOCUS: REPORTING REQUIREMENTS



AREAS OF FOCUS

Local ESSA Consolidated Strategic Plan

Maryland remains committed to addressing significant gains and progress for all students. Based on ESSA and Section 5-401 Education Article, Annotated Code of Maryland, the reporting requirements regarding the performance of students performing below expectations must be addressed to include goals, objectives, and strategies. Local school systems are required to analyze their 2020 local academic and non-academic, and 2021 state, local academic, and non-academic data as part of the completion of the needs assessment, and report on the implementation of goals, objectives, and strategies and/or evidence-based interventions to address areas of focus to determine effectiveness on student achievement.

In addition, demonstrate the capacity in implementing evidence-based interventions to support mitigating learning loss, the evaluation of the effectiveness of the strategies/evidence-based interventions. Goals must incorporate the requirements of the [Educational Equity regulation, COMAR 13A.01.06](#) to demonstrate equity to address comprehensive supports and improvement.

Ensuring Equity

Equity does not mean creating equal conditions for all students, but rather targeting resources based on individual students' needs and circumstances. Despite some progress and achievement, opportunity gaps persist at all levels of the educational system and education leaders can and must do more to advance equity. As school systems develop their Local ESSA Consolidated Needs Assessment Summary and Local ESSA Consolidated Strategic Plan, they must include how all students regardless of their ability (cognitive, social/emotional, and physical), ethnicity, and family structure, gender identity, and expression, language. Additionally, national origin, nationality, race, religion, sexual orientation, and socio-economic status, or other individual characteristics will have equitable access to the educational rigor, resources, and supports that are designed to maximize the students' academic and career success and social/emotional well-being are afforded equitable access to resources that support their diverse learning needs.

Ensuring equity requires looking through an equity lens for programs, practices, decisions, or actions, and the impact on all students to address the problem with the strategic focus for marginalized student groups.

Considerations for Specific Student Groups

School systems must consider goals, objectives, and strategies/evidence-based interventions to address any disparities in the achievement identified for any segment of the performance of the following specific student groups.

- Students requiring special education, as defined by § 5-209;
- Students with limited - English proficiency, as defined by § 5-208; and
- Students of any student group failing to meet, or failing to make progress towards meeting state performance standards, including any segment of the population that is, on average, performing at a lower achievement level than the student population as a whole.

Local ESSA Consolidated Strategic Plan Needs Assessment Summary

Under ESSA, local school systems are required to conduct a needs assessment and align funding to identified needs. To support local school systems in this reporting, the Maryland State Department of Education (MSDE) in collaboration with local school system feedback is guiding for the *Local ESSA Consolidated Strategic Plan Needs Assessment Summary*. This summary will allow local school systems to:

- Provide all needs assessment data in one place;
- Identify and reflect on strengths and challenges to identify prioritized needs based on data analysis and root cause findings;
- Identify focus areas for federal, state, and local funding for the Local ESSA Consolidated Strategic Plan that contains evidence-based interventions to address prioritized needs; and

- Consider how/if federal, state, and local funds can be braided to strategically support local school system (LSS) needs.

To complete the *Local ESSA Consolidated Strategic Plan Needs Assessment Summary*, the LSS should first design and implement a local needs assessment to determine and prioritize needs. The MSDE recommends reviewing and analyzing academic and non-academic data, and that the local needs assessment be consolidated to eliminate the necessity to conduct and analyze multiple needs assessments across the school system. Local School Systems should consider the following components:

- The capacity of the LSS and the schools within the LSS.
- Design of the local needs assessment. Consider design requirements, tools, processes, data collection, analysis, onsite review, and plan development.
- Pre-K to Grade 12 data collection sources and methods.
- Contributing elements. Consider demographics, equity, policies, supports, climate, culture, professional practices, district and school leadership, student variables, student engagement, student opportunities, family and community stakeholders, external partners/stakeholders, vendors, and the labor market. When considering equity, the LSS may reference the [Educational Equity regulation COMAR 13A.01.06](#).
- Review Team/Focus Group/Stakeholder Group representation, roles, and responsibilities. Consider engaging LSS central office personnel, school personnel, local boards of education members, students, family and community stakeholders, and other external partners.
- Design of onsite review process to promote continuous improvement.

Upon completion of the local needs assessment, the LSS should prioritize needs, identify the needs, and outline the improvement process. As school systems are engaged in discussions to draft the needs assessment, the following components should be considered in designing the local needs assessment summary. School systems are not required to respond to each bullet below. These are examples to consider as you complete the needs assessment. Consider the following:

- Results of a root cause analysis.
- [Four Domains for Rapid School Improvement](#).
- Development of a theory of action for improvement.
- Identification of evidence-based interventions/strategies.
- Reference the [Educational Equity regulation COMAR 13A.01.06](#), examine the results of the needs assessment with an equity lens.
- Consideration of how the results of the needs assessment inform the creation of a plan.
- Consideration of how the results of the needs assessment inform immediate next steps for individual schools and the LSS.
- Development of monitoring processes that connect back to the needs assessment.
- Consideration of how the results from the monitoring processes inform future needs assessments and improvement plans.

**AREA OF FOCUS #1:
ACADEMIC ACHIEVEMENT
READING/ENGLISH
LANGUAGE ARTS AND
MATHEMATICS**



LOCAL ESSA CONSOLIDATED STRATEGIC PLAN REPORTING REQUIREMENTS

(Complete a separate plan for each area of focus)

Area of Focus #1: Academic Achievement: Reading/English Language Arts and Mathematics

1. Based on the analysis of local academic and non-academic data, identify the area of focus where the local school system did not meet the goals (*areas where the local school system is performing below expectations*). In the response, provide the rationale for selecting the area of focus, including the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement to improve student performance and to measure and address learning loss. As school systems respond to area of focus #1, refer to page 13 to guide your response to address specific student groups.

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

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 reveals 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.

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

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:

- **RELA 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.

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

Historically, PGPCS has identified several root causes for declines in student academic performance. This year, staff are still working to uncover the root causes of the challenges experienced due to 18 months of virtual/hybrid instruction while still navigating the current complexities of in-person learning during the ongoing pandemic. Some of the persistent root causes that have historically driven similar results are listed below:

In RELA, students at all grade levels struggle with understanding complex text – in particular, narrative and informational text. There are significant numbers of elementary students reading below grade level, particularly students receiving special education services and English Language Learners. Root causes historically identified as drivers of student performance challenges in RELA include the need for strengthened assessment literacy, enhanced professional development for reading leaders/coaches, increased teacher implementation fidelity of curriculum resources and supports, and increased collaboration with planning and lesson implementation among classroom, SPED, and ESOL teachers.

In Math, middle-grade mathematics teachers need professional development with an emphasis on demonstrating and applying conceptual understanding, procedures, knowledge, and application among the major standards. Elementary students have also struggled with standards focused on mathematical reasoning and modeling.

For both RELA and Math, the district provides supportive services and specialized instruction for students receiving special education services. However, the quality of implementation varies across the district among special education teachers likely contributing to student underperformance. Also, PGPCS has identified that teacher professional development opportunities surrounding high-leverage strategies to support English-language learners is inadequate.

d. Identify and describe evidence-based interventions to measure and address learning loss (*up to 1,000 characters*).

PGPCS 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. PGPCS 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).

Additional instructional time is provided for students to receive in-person/virtual tutoring and small group instruction, particularly in the middle grades. In addition, evidence-based **supplemental resources** will be used in K-12 including DreamBox Math Learning, BookNook Math Tutoring, Do The Math, Lexia, Read 180/System 44, Newsela, Voyager Passport, I-Ready, Phonics for Reading, Achieve 3000 and NoRedInk.

Teachers in schools with increasing numbers of English Learners will have the opportunity to participate in Quality Teaching for English Learners (QTEL) training. The QTEL Learning PD Series consists of activities specifically designed to foster teacher expertise engaging English Learners in deep, generative learning. During these courses, teachers experience and understand powerful models of learning which they can turn into school practices that cultivate global competencies and academic development for English Learners and all other students.

The four modules in the series are:

- Module 1: A Pedagogy of Promise for English Learners
- Module 2: Pedagogical Scaffolding for English Learners

- Module 3: QTEL’s Three-Part Lesson Architecture for English Learners
- Module 4: QTEL Principles for Distance Learning with English Learners

Participants will learn:

- How to design learning experiences that challenge and support English Learners
- What scaffolding is and how it can support students to engage in rigorous academic work
- How to plan and structure lessons and tasks that maximize English Learners’ participation in activity and development of conceptual understanding and language at the same time

Students with disabilities are included in the tutoring opportunities and interventions available to all students. The interventions implemented are adaptive and are designed to meet students at their current academic level in order to differentiate supports appropriately to meet individual student needs.

Area of Focus # 1: Academic Achievement: Reading/English Language Arts and Mathematics

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

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the <u>Education Equity regulation COMAR 13A.01.06</u> in your evaluation. |
|--|---|---|-------------|---|---|
| READING/ENGLISH LANGUAGE ARTS | | | | | |
| Accelerate the rate of increase in the percentage of students meeting/or exceeding the state performance standard for proficiency in mathematics and ELA accountability testing at both the elementary and middle school levels. | By June 2022, PGCPS will revise the Curriculum Instructional Map to include an increased emphasis on foundational skills through explicit instruction during whole and small groups for emergent and at risk readers, including ESOL and SPED. | <p>Strategies Provide ongoing professional learning and follow-up opportunities (classroom-based coaching, videos, and webinars) that promote components of structured literacy within the K-5 Curriculum Instructional Map</p> <p>Evidence-based Interventions Language Essentials for the Teaching of Reading and Spelling, Coaching sessions grounded in Science of Reading principles</p> | 09/21-05/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) <ul style="list-style-type: none"> ▪ Transitional Supplemental Instruction (Kirwan) | <ul style="list-style-type: none"> ▪ Professional development evaluations ▪ School visit summaries ▪ Learning walks ▪ Progress Monitoring MAP Reading Fluency with the Oral Adaptive Assessment in K-3 and the I-Ready Diagnostic |
| | By March 2022, the RELA department will increase teacher leaders' capacity as measured by observations relative to the Framework for Teaching (FFT) model. This includes supporting teachers with lesson planning, making instructional decisions | <p>Strategies To build capacity of reading leaders by developing skills to respectfully promote adult learning and utilize feedback to improve instructional practice.</p> <p>Evidence-based Interventions <i>Mentoring Matters: Developing Professional Expertise Through Learning-focused Relationships</i></p> | 11/21-3/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento | <ul style="list-style-type: none"> ▪ Professional development evaluations ▪ School visit summaries ▪ Informal and Formal Observations using FFT protocols |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|--|---|---|------------|---|--|
| | based on assessments, and differentiation of instruction for special populations. | seminar offers practical tools, templates and tips for developing learning-focused relationships for educators and instructional coaches. | | <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) <ul style="list-style-type: none"> ▪ <i>Transitional Supplemental Instruction (Kirwan)</i> | |
| Accelerate the rate of increase in the percentage of students meeting/or exceeding the state performance standard for proficiency in mathematics and ELA accountability testing at both the elementary and middle school levels. | By May 2022, the percentage of K-2 students meeting and/or exceeding expectations on the Sentence Fluency Assessment will increase by 5% each year. | <p>Strategies The Elementary R/ELA Office will provide ongoing training in order to build assessment literacy and interventions for instructional planning with teachers, reading leaders, ESOL and SPED teachers.</p> <p>Evidence-based Interventions:</p> <ul style="list-style-type: none"> ▪ Lexia Core5 will be used for K-3 at risk students to advance their reading skills in the areas of phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. ▪ Voyager Passport is a K – 5 small group reading intervention program that provides comprehensive, explicit, and systematic instruction in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension), and embedded language and writing. ▪ i-Ready is an adaptive assessment and instruction program that diagnoses students' learning needs, creates personalized learning paths, | 10/21-5/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) <ul style="list-style-type: none"> ▪ <i>Transitional Supplemental Instruction (Kirwan)</i> | |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the <u>Education Equity regulation COMAR 13A.01.06</u> in your evaluation. |
|--|--|--|--------------|---|---|
| | | <p>provides reports of student progress, and includes a teacher toolbox with digital instructional resources for on level, remediation, and enrichment.</p> <ul style="list-style-type: none"> ▪ Phonics for Reading is a sequential, systematic and highly explicit program for students in grades 3-5, who need extra support due to gaps in phonics skills. | | | |
| Accelerate the rate of increase of the percentage of students meeting and/or exceeding the state performance standard for proficiency in ELA accountability testing at all levels. | By June 2022, the RELA department will increase teacher leaders' capacity as measured by observations relative to the Framework for Teaching (FFT) model. This includes supporting teachers with lesson planning, making instructional decisions based on assessments, and differentiation of instruction for special populations. | <p>Strategies: Utilize research-based strategies/structured literacy to support curriculum implementation in grades and provide continued professional development for grade 3-5 teachers in lesson planning, writing instruction, and data analysis.</p> <p>Evidence-based interventions:</p> <ul style="list-style-type: none"> ▪ i-Ready ▪ Utilize principles of Universal Design for Learning | 9/21–06/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) <ul style="list-style-type: none"> ▪ <i>Striving Readers</i> | <ul style="list-style-type: none"> ▪ Formal and Informal Observations ▪ Learning Walks ▪ Professional Development Evaluations/Reflections ▪ Student Formative Assessments ▪ Benchmark Data |
| | By June 2022, the RELA department will increase teacher leaders' capacity as measured by observations relative to the Framework for Teaching (FFT) model. This includes supporting teachers with lesson | <p>Strategies</p> <ul style="list-style-type: none"> ▪ Revise ELA curriculum to provide students additional practice with complex texts, ensure that texts are culturally relevant and include additional resources and support to improve teacher pedagogy and practice. | 9/21 – 06/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA | <ul style="list-style-type: none"> ▪ Curriculum Surveys ▪ Learning Walks ▪ PD Evaluation Data ▪ MCAP & Benchmark Assessment Data |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|-------|---|--|----------|--|--|
| | <p>planning, making instructional decisions based on assessments, and differentiation of instruction for special populations.</p> | <ul style="list-style-type: none"> ▪ PD focused on Culturally Responsive Teaching and the Brain, developing learning goals and formative assessments and using academic language ▪ ESOL Advanced course – will focus on improving foundational skills to help scaffold learning for students ▪ Teacher coaching – To support teachers with content learning and provide them with strategies for making RELA lessons more accessible for English language learners and students receiving special education services <p><u>Evidence-based interventions:</u></p> <ul style="list-style-type: none"> ▪ Newsela – Promotes equitable learning for all students through the use of differentiated texts/activities ▪ SORA – Library of eBooks for students ▪ Read 180/System 44 – Helps struggling readers in grades 6- 8 accelerate their literacy growth using differentiation. ▪ Lexia Power Up – Helps address gaps in fundamental literacy skills in order to build the higher-order skills students need to comprehend literary and informational text ▪ Achieve 3000 – Helps struggling readers in grades accelerate | | <ul style="list-style-type: none"> <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (ARP TSI Supplemental Grant) | |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|--|--|--|-------------|---|---|
| | | literacy growth via differentiated instruction | | | |
| Accelerate the pace of closure of double-digit gender gaps in ELA accountability testing performance at the elementary and middle school levels. | By June 2022, ELA team will revise and supplement the elementary/middle grades curricular resources. | <p>Strategies</p> <ul style="list-style-type: none"> Professional development focused on the components of the Student Learner Profile and adoption of the Instructional framework specifically targeting practices which improve male student engagement in reading and writing Supplement curriculum with high-interest, culturally diverse reading materials such as Newsela and SORA ebooks Develop teacher awareness on classroom observation tool objective -- Framework for Teaching ⁹(Demonstrating Knowledge of Students) to ensure teachers are using strategies that respect students' intersecting identities | 08/21-06/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other | <ul style="list-style-type: none"> Classroom Observations Professional development feedback Revised ELA curricular resources |
| MATHEMATICS | | | | | |
| Reverse the decline in aggregate student performance in state accountability testing performance. | By June 2022, Increase the leadership capacity of elementary mathematics leaders as measured by observations relative to the Framework for Teaching (FFT) model. | <p>Strategy</p> <ul style="list-style-type: none"> Monthly meetings with school based math leaders to support the facilitation of collaborative planning, monitor mathematics instruction, and use data to inform instruction. Math EC/ILT coaching support <p>Evidence Based Interventions</p> <ul style="list-style-type: none"> DreamBox Learning is a digital supplemental resource that | 9/21-6/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento | <ul style="list-style-type: none"> Artifact review PDSA cycle capture sheet, reflection sheet Predictive Insight Data Informal observations of how DreamBox data is discussed and used to inform instruction. |

⁹ Charlotte Danielson, Framework for Teaching (2020).

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|-------|--|--|-------------------|---|--|
| | | <p>delivers experiential mathematics instruction using virtual manipulatives, visual and auditory clues and multiple representations.</p> <ul style="list-style-type: none"> ▪ MATHia is a digital supplemental resource that provides instructional support and real time feedback to teachers and students. | | <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source) | |
| | <p>By June 2025, the percentages of students scoring at Levels 1 or 2 on the elementary MCAP mathematics assessments will be reduced by five (5) percentage points per year over the next four (4) testing cycles.</p> | <p>Strategy</p> <ul style="list-style-type: none"> ▪ Coaching support for teachers working with a cohort of students over a 4-year period. ▪ Monitor implementation of the curriculum instructional changes in math, based on the new MCAP evidence statements. ▪ Monitor the embedded curriculum supports that include Math Talks, 3-Read Protocol, Group Work Feedback, writing and modeling strategies. <p>Evidence Based Interventions</p> <ul style="list-style-type: none"> ▪ Book Nook Math virtual math tutoring will be provided to select schools for grades K-3 and 4th - 5th graders at all schools ▪ Carnegie Learning virtual math tutoring will be provided after school | <p>09/21-6/25</p> | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) Supplemental Instruction & Tutoring | <ul style="list-style-type: none"> ▪ Coaching cycles ▪ Learning Walks ▪ Informal Observations ▪ K-12 Mathematics Look Fors ▪ Pre and post assessment data |
| | <p>By June 2022, increase math content knowledge and pedagogical practices of classroom teachers as measured by observations</p> | <p>Strategies</p> <ul style="list-style-type: none"> ▪ Quarterly content professional development with a focus on instructional strategies that provide access to grade level content for all learners. | <p>9/21-6/22</p> | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant | <ul style="list-style-type: none"> ▪ Artifact review ▪ Session evaluations ▪ Pre and post assessment data. |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR <u>13A.01.06</u> in your evaluation. |
|--|--|--|------------|---|---|
| | relative to the Framework for Teaching (FFT) model. | <ul style="list-style-type: none"> ▪ Monthly PLCs (professional learning communities) that focus on instructional strategies that provide access to core content for all learners. ▪ Coaching support for HS math teachers at targeted schools ▪ Monitor implementation of the curriculum instructional changes in math, based on the new MCAP evidence statements. ▪ Monitor the embedded curriculum supports that include Math Talks, 3-Read Protocol, Group Work Feedback, writing and modeling strategies. <p>Evidence Based Interventions Do The Math will be purchased for all schools for in person tutoring for grades K-5.</p> | | <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source) | |
| Reverse the decline in aggregate student performance in state accountability mathematics testing in grades 6-8 | By May 2022, the math curriculum and professional learning will provide teachers and administrators with progress monitoring tools and resources to drive all decisions for meeting the needs of a diverse student population and improving student achievement. | <p>Strategies</p> <ul style="list-style-type: none"> ▪ Embedded curriculum supports Literacy Strategies, Group Work Feedback, & Assessment Analysis and Instructional Planning tools. ▪ Monthly/Quarterly PL opportunities for Math teachers & ILTs on the teaching of instructional strategies to meet the needs of diverse student populations. ▪ Monthly/Quarterly PL opportunities for Math ILTs and administrators on monitoring tools and strategies to address diverse student populations. <p>Evidence-based Interventions</p> | 09/21-5/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source) | <ul style="list-style-type: none"> ▪ PL Agendas ▪ Session Evaluation Data ▪ Learning Walk Data |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|--|--|---|-------------|--|---|
| | | <ul style="list-style-type: none"> ▪ Universal Design for Learning (UDL) ▪ Specially Designed Instruction(SDI) ▪ WIDA Can Do Descriptors includes the use of evidence-based strategies for adapting content, methods, and/or instructional delivery to address the unique and individual needs of students with disabilities and English language learners. | | | |
| | By June 2022, PGCPS will launch small-group tutoring for middle grade students to provide additional opportunities to engage with reasoning and modeling problems. | <p>Strategies Small group tutoring sessions designed to provide intensive, grade-level, virtual mathematics instruction for targeted middle school students.</p> <p>Evidence-based Interventions Carnegie Learning MATHia a high-quality instructional resource aligned with current course content and formative assessment data drives weekly tutoring session topics and individualized instruction.</p> | 09/21-06/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source) | <p>Ongoing informal and formative assessment data will provide the tutor with timely feedback on each student and allow for personalized instruction.</p> <ul style="list-style-type: none"> ▪ Pre/Post Assessments ▪ Check-Point Assessments ▪ Observing and Interviewing ▪ Journal Entries ▪ Feedback Discussions ▪ Surveys (Students/Parents/Teachers) |
| ENGLISH LANGUAGE LEARNERS – MATHEMATICS/RELA | | | | | |
| Accelerate the pace of growth in performance of SPED and LEP | By June 2022, ESOL and RELA will provide training and support for Middle | <p>Strategies Title III/ESOL will work collaboratively with RELA to provide quarterly</p> | 07/21-6/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG | <ul style="list-style-type: none"> ▪ Professional learning calendar, agendas, evaluations, and |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the <u>Education Equity regulation COMAR 13A.01.06</u> in your evaluation. |
|--|---|---|------------|--|--|
| students in state mathematics and Reading/English Language Arts accountability testing. | School RELA teachers to increase ELs performance in Reading. | training for Middle School RELA teachers to include professional development focused on incorporating strategies for ELs in the Middle School RELA classes. | | <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input checked="" type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source) | school/ classroom visit summaries <ul style="list-style-type: none"> ▪ Informal observations will be conducted to evaluate the implementation of strategies from the quarterly training and how they have allowed for ELs to access the content. |
| | By June 2022, secondary mathematics teachers will fully implement the Secondary Academic Language Toolkit in classroom instruction to meet the needs of English language learners in mathematics. | <u>Strategies</u> Title III/ESOL and Mathematics will collaborate to implement the Academic Language Toolkit for Mathematics and provide training and monitor implementation of strategies in the classroom. | 07/21-6/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source) | <ul style="list-style-type: none"> ▪ Professional learning calendar, agendas, evaluations, and school/ classroom visit summaries ▪ Informal observations will be conducted to evaluate the implementation strategies from the Academic Language Toolkit for Mathematics and how they have allowed for ELs to access the content. |
| Accelerate the pace of growth in performance of SPED and LEP students in state mathematics and Reading/English | By June 2022 Middle School mathematics teachers will integrate the Speak Agent tools in classroom instruction to increase overall student mathematics performance. | <u>Strategies</u> Mathematics and Title III/ESOL will collaborate to provide Speak Agent for all middle school mathematics teachers who will provide support for enhancing vocabulary and academic language for ELs aligned to the curriculum. | 07/21-6/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A | <ul style="list-style-type: none"> ▪ Professional learning calendar, agendas, evaluations, and school/ classroom visit summaries ▪ Informal observations will be conducted to evaluate the implementation of Speak Agent with a focus on how the tools |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the <u>Education Equity regulation COMAR 13A.01.06</u> in your evaluation. |
|---|---|--|------------|--|--|
| Language Arts accountability testing. | | | | <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source) | are used and have allowed for ELs to access the content. |
| SPECIAL EDUCATION – MATHEMATICS/RELA | | | | | |
| Accelerate the pace of growth in performance of SPED and LEP students in state accountability mathematics accountability assessments. | By June 2022, PGCPS will develop and implement a comprehensive professional learning plan to support development, implementation and progress monitoring of specially designed instruction (SDI). | Strategies <ul style="list-style-type: none"> ▪ Monthly IEP Coaching Clinics offered with a focus on problem-centered, one-on-one or small group learning for special education teachers related to developing, implementing, and evaluating standards-based Individualized Education Program (IEPs) (e.g., writing effective, data-driven PLAAFPs, writing effective goals and objectives, progress monitoring, implementing SDI, etc.). ▪ Develop and utilize an SDI Fidelity Tool to support and evaluate the implementation of evidence-based strategies and specially designed instruction. ▪ Use the evidence-based practice of Behavioral Skills Training (BST) to provide modeling, opportunity for rehearsal, and strategic feedback to school-based special education leaders around targeted skills necessary to develop, implement, and evaluate standards-based IEPs. | 09/21-6/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) <ul style="list-style-type: none"> ▪ <i>Maryland State Department of Education Local Implementation for Results: Access, Equity Progress Grant</i> ▪ <i>Medicaid</i> | <ul style="list-style-type: none"> ▪ Monthly collaboration involving DSE, Administrative Area Offices Two and Three, and Department of Curriculum and Instruction ▪ PGCPS Department of Special Education Random IEP Audit ▪ Monthly IEP Clinic attendance and participant feedback ▪ Quarterly SDI Focus Walks-SDI Fidelity Tool ▪ Intervention usage and quarterly summary reports ▪ Technical Assistance Quarterly Summary Report |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the <u>Education Equity regulation COMAR 13A.01.06</u> in your evaluation. |
|-------|---|---|------------|--|--|
| | | <ul style="list-style-type: none"> ▪ Develop and provide professional development on understanding and implementation of selected high leverage practices. ▪ Monitor implementation of evidence based mathematics interventions across grade levels. <p><u>Evidence-Based Interventions</u></p> <ul style="list-style-type: none"> ▪ iReady Math ▪ iReady Math Tutoring | | | |
| | By June 2022, PGCPS will increase the capacity of special educators and support staff across all grade levels on mathematics content knowledge, pedagogical practices, and evidence based instructional strategies to improve mathematics achievement as measured by observations relative to the Framework for Teaching (FFT) model. | <p><u>Strategies</u></p> <ul style="list-style-type: none"> ▪ Provide quarterly math content training and coaching for select grade level mathematics and special education teachers with a focus on building teacher's content and pedagogical knowledge as well as developing a deep conceptual understanding of the mathematics to be taught. ▪ Provide a mathematics professional learning institute for K-8 educators with a focus on the essential structured literacy approach to mathematics aligned to the Maryland College and Career Ready Standards with strategies for infusing multisensory instruction. ▪ Provide coaching sessions on core mathematical standards and instructional strategies for multisensory approaches to explicitly teach mathematics. | 09/21-6/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) <ul style="list-style-type: none"> ▪ <i>Maryland State Department of Education Local Implementation for Results: Access, Equity Progress Grant</i> ▪ <i>Medicaid</i> | <ul style="list-style-type: none"> ▪ Comprehensive PLO Plan to support mathematics instruction ▪ Quarterly mathematics coaching documentation and participant training feedback ▪ Participant attendance, feedback and coaching documentation |
| | By June 2022, PGCPS will increase the use of effective co-teaching | <p><u>Strategies</u></p> | 09/21-6/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C | <ul style="list-style-type: none"> ▪ Co-teaching participants' attendance and feedback ▪ Collaborative Learning Walks |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the <u>Education Equity regulation COMAR 13A.01.06</u> in your evaluation. |
|--|---|--|------------|--|--|
| | models used in the middle and high school classrooms to deliver mathematics instruction. | Provide training and technical assistance to co-teaching models in the mathematics classroom. | | <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) <ul style="list-style-type: none"> ▪ Maryland State Department of Education Local Implementation for Results: Access, Equity Progress Grant ▪ Medicaid | |
| Accelerate the pace of growth in performance of SPED students in state ELA accountability assessments. | By June 2022, PGCPS will develop and implement a comprehensive professional learning plan to support development, implementation and progress monitoring of specially designed instruction (SDI). | <p>Strategies</p> <ul style="list-style-type: none"> ▪ Monthly IEP Coaching Clinics offered with a focus on problem-centered, one-on-one or small group learning for special education teachers related to developing, implementing, and evaluating standards-based IEPs (e.g., writing effective, data-driven PLAAFPs, writing effective goals and objectives, progress monitoring, implementing specially designed instruction, etc.). ▪ Develop and utilize an SDI Fidelity Tool to support and evaluate the | 09/21-6/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) | <ul style="list-style-type: none"> ▪ Monthly collaboration involving DSE, Administrative Area Offices Two and Three, and Department of Curriculum and Instruction ▪ Monthly IEP Clinic attendance and participant feedback ▪ Quarterly SDI Focus Walks-SDI Fidelity Tool ▪ Intervention usage and quarterly summary reports ▪ Technical Assistance Quarterly Summary Report |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR <u>13A.01.06</u> in your evaluation. |
|-------|--|---|-------------------|--|---|
| | | <p>implementation of evidence-based strategies and specially designed instruction.</p> <ul style="list-style-type: none"> ▪ Use the evidence-based practice of Behavioral Skills Training (BST) to provide modeling, opportunity for rehearsal, and strategic feedback to school-based special education leaders around targeted skills necessary to develop, implement, and evaluate standards-based IEPs. ▪ Develop and provide professional development on understanding and implementation of selected high leverage practices. ▪ Monitor implementation of evidence based reading interventions across grade levels. <p><u>Evidence-Based Interventions</u></p> <ul style="list-style-type: none"> ▪ SpellRead ▪ Lexia ▪ SPIRE ▪ Corrective Reading ▪ Quick Reads ▪ Read 180/System 44 | | <ul style="list-style-type: none"> ▪ <i>Maryland State Department of Education Local Implementation for Results: Access, Equity Progress Grant</i> ▪ <i>Medicaid</i> | |
| | <p>By June 2022, PGCPS will develop and implement a professional learning plan with coaching on the core components of reading language to support elementary and middle school reading achievement.</p> | <p><u>Strategies</u></p> <ul style="list-style-type: none"> ▪ Provide a reading professional learning institute for elementary and middle school educators with a focus on adding essential components of Structured Literacy as aligned to the Maryland College and Career Ready Standards with strategies for infusing current curricula with intervention strategies to boost | <p>09/21-6/22</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento | <ul style="list-style-type: none"> ▪ Comprehensive PLO Plan to support Reading Instruction at middle school. ▪ Participant attendance, feedback and coaching documentation. |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|-------|---|--|--------------------|--|--|
| | | <p>comprehension and achievement.</p> <ul style="list-style-type: none"> ▪ Provide coaching sessions on RELA collaborative planning and lesson observations for middle teachers in the implementation of reading instruction. | | <input type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) <ul style="list-style-type: none"> ▪ MSDE Local Implementation for Results: Access, Equity Progress Grant ▪ Medicaid | |
| | <p>By May 2022, PGCPS will increase the use of effective co-teaching models used in the middle and high school classrooms to deliver mathematics instruction.</p> | <p>Strategies Provide training and technical assistance to co-teaching teams at the middle and secondary levels on planning and implementing effective co-teaching models in the Reading and English classroom.</p> | <p>09/21-05/22</p> | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) <ul style="list-style-type: none"> ▪ MSDE Local Implementation for Results: Access, Equity Progress Grant ▪ Medicaid | <ul style="list-style-type: none"> ▪ Co-Teaching participant's attendance and feedback ▪ Collaborative Learning Walks |

AREA OF FOCUS #2: SCHOOL QUALITY AND STUDENT SUCCESS

**(Student Attendance, Discipline, and
Access to Well-Rounded Curriculum)**



LOCAL ESSA CONSOLIDATED STRATEGIC PLAN REPORTING REQUIREMENTS

(Complete a separate plan for each area of focus)

Area of Focus #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum)

1. Based on the analysis of local academic and non-academic data, identify the area of focus where the local school system did not meet the goals (*areas where the local school system is performing below expectations*). In the response, provide the rationale for selecting the area of focus, including the implementation of strategies and/or evidence-based interventions to support student achievement. Describe priority strategies and/or evidence-based interventions to address disparities in achievement to improve student performance and measure and address learning loss. As school systems respond to area of focus #1, refer to page 13 to guide your response to address specific student groups.

a. Description. Describe **Area of Focus #2** and how it aligns with your system’s educational equity policy. Describe the rationale for selecting the areas of focus (*up to 1,000 character*).

PGPCS selected this area of focus in order to address the ongoing challenges presented by the global pandemic and to continue to tackle unsatisfactory levels of chronic absenteeism and suspensions/expulsions across the school system. While PGPCS saw large decreases in rates of out-of-school discipline, even before in-school learning abruptly ended in March 2020; rates of chronic absenteeism rose to unprecedented levels during the 2020-2021 school year. This area of focus aligns with PGPCS’ Educational Equity Policy, which “*affirms the right of all students to have equitable access to a quality education that promotes college and career readiness, social/emotional learning and supports the holistic wellbeing of the student.*” This alignment emphasizes the roles “holistic academic wellbeing and social/emotional learning supports” play in students’ engagement in the learning environment, academic performance, and overall child development.

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

PGPCS believes that to maximize learning opportunities, student attendance must be high, students must be engaged, and coursework must be rigorous regardless of the mode of learning in which the student is participating. Therefore, PGPCS identified the key areas for Area of Focus 2 after reviewing the following data:

Chronic Absenteeism:

- Rates have increased since SY2019, with 23.8% of ES students, 33.7% of MS students and 34.7% of HS students indicated as chronically absent.
- Several groups showed significant increases since 2019, including Title 1, Homeless students and English Language Learners. In general, rates of chronic absenteeism for homeless students is approaching or exceeding 60% at all grade levels.

Student Discipline:

- In SY2020, there was a 44% decline in PGPCS K – 12 suspension rates, from 7.1 to 4.0%.
- The total number of out-of-school suspensions and expulsions for Black/African-American and students with disabilities significantly declined, but Black/African-American students are still overrepresented in discipline data.

Well-Rounded Curriculum Access/Success Rates:

- In 2020-2021, virtually all 5th grade students and 94.6% of middle school students were enrolled in the courses that comprise the well-rounded cluster. Just 60.1% of 8th graders earned credits in these courses.

- In 2020-2021, just 49.2% of 9th grade students earned four credits in core courses with Hispanic/Latino (38.7%), students receiving Free and Reduced Meals (42.8%), students receiving Special Education services (32.7%) and English Language Learners (30.7%) showing the greatest cause for concern.

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

PGCPS staff is still working to uncover the root causes of the challenges we have seen due to 18 months of virtual/hybrid instruction while still navigating the current complexities of in-person learning during this pandemic. PGCPS may not know the long-term mental health, developmental and academic gaps that this pandemic has created for students for years to come. Data shows that the abrupt transition to virtual learning was most challenging for our vulnerable communities and populations, including Title 1 students, English Language Learners, and Hispanic/Latino students. While PGCPS quickly ensured that students had meals, technology, and hotpots to access virtual learning, staff had to reinvent methods to provide high-quality instruction, interventions, and support to families traditionally offered in-person.

d. **Identify evidence-based interventions** to measure and address learning loss (**up to 1,000 characters**).

PGCPS believes that all staff shares the responsibility for a safe and supportive school environment; the support of everyone in our community is essential to the success of our students. PGCPS has deepened alliances with **community partners** to ensure our most vulnerable populations receive wrap-around support. Homeless families and students will also have access to **counseling sessions and resources** as needed. PGCPS has also secured funding to ensure that schools can provide **incentives** for positive behavior programs and attendance. In addition, teams will also be doing **targeted outreach** to students that became disconnected from the school system during the last year. Further, PGCPS will measure and improve learning opportunities for students by expanding the provision of **mental health clinicians** from 93 to 140 for this school year. Mental health teams will support staff with using **trauma-sensitive practices** within the classroom. Middle school students will participate in **mental health courses** to help them identify positive mental health behaviors and encourage them to seek help in difficult situations. Elementary students will also have access to a new **social-emotional learning platform** to build skills necessary for problem-solving, conflict resolution, and decision making. Finally, PGCPS will continue ensuring that **core and co-curricular programming** are accessible to all students.

Area of Focus #2 School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum)

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

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|---|---|--|-------------|---|---|
| CHRONIC ABSENTEEISM | | | | | |
| Substantially reduce chronic absenteeism and improve overall student attendance rates | For SY2021-22, Improve overall chronic absenteeism rate and attendance rates. | <p>Strategies</p> <ul style="list-style-type: none"> ▪ ALL Here digital attendance Program ▪ School-based funding for PBIS and attendance incentives ▪ Outreach to 6000+ disengaged youth since August 2020 ▪ Utilize the attendance taskforce to address data quality issues and ensure uniform training, policies and interventions are implemented system-wide ▪ Provide individual and group counseling sessions for homeless students and families through evenings, weekends and summers ▪ Provide mental health clinicians who offer counseling services ▪ Deliver trauma sensitive schools workshops ▪ Provide calm space tools ▪ Implement suicide prevention program | 08/21-06/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) Blueprint for MD (Kirwan), GEER Grant | <ul style="list-style-type: none"> ▪ All Here data metrics ▪ Attendance rates disaggregated by subgroups ▪ Outreach communication logs ▪ Feedback from mental health counselors ▪ GEER Grant re-engagement timeline and logs |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|-------|---|---|-------------|---|--|
| | | <ul style="list-style-type: none"> ▪ Utilize knowledge and skills acquired from suicide intervention training ▪ Offer threat assessment training and develop student support plans ▪ GEER Grant external partners work with PGPCS to re-engage students | | | |
| | <p>For SY2021-22, reduce chronic absenteeism rate and improve attendance rates for Hispanic/Latinx, English Language Learner and homeless students.</p> | <p>Strategies</p> <ul style="list-style-type: none"> • Ensure students are referred to the School Support Teams to address issues. • Connect students with Mental Health service providers through community schools network • Ensure all family communication is translated as appropriate • Connect families with community resources such as Maryland Multicultural Center and LAYC • Provide Individual and group counseling sessions for homeless students and families evenings, weekends, and summers • Provide Individual and group counseling sessions for homeless students and families evenings, weekends, and summers • Provide mental health clinicians who offer counseling services | 08/21-06/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) Blueprint for MD (Kirwan), ARP Homeless/McKinney Vento | <ul style="list-style-type: none"> ▪ Student Support Team referrals ▪ Community agency referrals ▪ Feedback from mental health counselors ▪ Student attendance rates |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|--|---|--|-------------|--|---|
| | | <ul style="list-style-type: none"> • Deliver trauma sensitive schools workshops • Provide calm space tools • Implement suicide prevention program • Utilize knowledge and skills acquired from suicide intervention training • Provide threat assessment training and develop student support plans | | | |
| STUDENT DISCIPLINE | | | | | |
| Reduce the systemic rate of suspensions and expulsions by decreasing the disproportionate rate of suspensions and expulsions of African American and SPED student groups across all three (3) grade bands. | For SY2021-22, reduce the number of suspensions and expulsions for Black/African-American students. | <p>Strategies</p> <ul style="list-style-type: none"> ▪ Provide systemic, mandatory Implicit bias training via online platform and additional in-person learning opportunities for school-based staff. ▪ Continue ensuring staff are trained in restorative practices, social-emotional learning and Positive Behavior Interventions and Supports to support transformation of school climates and culture. ▪ Deliver peer mediation training to schools as a method of intervention and support ▪ Provide individual and group counseling sessions for homeless students and families evenings, weekends, and summers | 08/21-06/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input checked="" type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) Blueprint for MD (Kirwan) | <ul style="list-style-type: none"> ▪ Classroom Observations ▪ Weekly discipline reports ▪ Professional development session attendance and course descriptions ▪ Suspension and expulsion data |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|-------|--|---|-------------|--|--|
| | | <ul style="list-style-type: none"> ▪ Provide mental health clinicians who offer counseling services ▪ Deliver trauma sensitive schools workshops ▪ Provide calm space tools ▪ Implement suicide prevention program ▪ Utilize knowledge and skills acquired from suicide intervention training ▪ Offer threat assessment training and develop student support plans | | | |
| | <p>For SY2021-22, reduce the number of suspensions and expulsions for students receiving special education services.</p> | <p>Strategies</p> <ul style="list-style-type: none"> ● Provide training for staff members on de-escalation strategies, classroom management, Response to Intervention and Multi-Tiered Systems of Support ● Use of Quaver Social Emotional Learning with K-5 students ● Provide Individual and group counseling sessions for homeless students and families evenings, weekends, and summers ● Provide mental health clinicians who offer counseling services ● Deliver trauma sensitive schools workshops ● Provide calm space tools ● Implement suicide prevention program | 08/21-06/22 | <ul style="list-style-type: none"> <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (funding source) Blueprint for MD (Kirwan), Maryland Safe Schools | <ul style="list-style-type: none"> ● Professional development session attendance and course descriptions ● Suspension and expulsion data |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|--|---|---|-------------|--|--|
| | | <ul style="list-style-type: none"> Utilize knowledge and skills acquired from suicide intervention training Offer threat assessment training and develop student support plans | | | |
| Improve discipline data quality, process, and practice for enhanced discipline administration, monitoring, and accountability. | In SY2022, PGCPS will provide mandatory training to 100% of school-based discipline managers. | <p>Strategies</p> <ul style="list-style-type: none"> Offer two training pathways for discipline managers: full training for new staff + refresher course for experienced team members | 08/21-06/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source) | <ul style="list-style-type: none"> Session attendance logs Review discipline manager in student information system |
| | In SY2022, PGCPS will reduce discipline data quality errors. | <p>Strategies</p> <ul style="list-style-type: none"> Consolidate the number of discipline managers per school Develop an online Discipline Manager Portal Community to support continuous, asynchronous learning opportunities Strategic Data Project training offered through the Center for Education Policy Research | 08/21-06/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other (funding source) | <ul style="list-style-type: none"> Weekly discipline Certify reports |
| CAREER AND TECHNICAL EDUCATION (CTE) | | | | | |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|--|---|---|-------------|--|--|
| Expand student access and opportunities to well-rounded curriculum at the high school grade band to increase academic achievement and college- and career – ready success outcomes | To increase overall student enrollment in CTE Programs of Study | <p>Strategies</p> <ul style="list-style-type: none"> CTE Explorers Camp for rising 9th graders CTE Open House CTE Town Hall CTE FAQ document <p>Interventions</p> <ul style="list-style-type: none"> We will continue training counselors of special education students to help them support students with awareness of CTE programming. We will also continue our partnership with the ESOL team to ensure that our strategies are inclusive of all language learners. | 07/21-04/22 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (Perkins) | <ul style="list-style-type: none"> Enrollment data Student interest forms Town hall attendance data disaggregated by subgroup |
| | To increase the number of students completing the Technical Skills Assessments (TSA) and gaining Industry Certification | <p>Strategies</p> <p>TSA Bootcamp; Assessment Literacy Training; TSA Parent Night; Interactive TSA Training/Prep Sessions</p> <p>Interventions</p> <p>Continued translation of informational materials to broaden student/family outreach and offer translators for parent nights and training sessions.</p> | 07/21-04/22 | <input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (Federal Perkins) | <ul style="list-style-type: none"> TSA certification data Student/parent training participation rates Program completion rates aggregated by student demographics |
| | By June 2024, PGCPs will double its retention rate of industry-based career changer CTE faculty over the | <p>Strategies</p> <p>Develop a comprehensive professional development program with the assistance of</p> | Ongoing | <input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG | Quarterly monitoring of certification status with the Division of Human Resources |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|-------|---|---|--------------------------------|--|--|
| | baseline SY2018-19 retention rate. | external stakeholders such as UMES, Bowie State, Trinity, etc. for industry-based career changers that includes training in pedagogy and instructional delivery and PRAXIS preparation. | | <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (Federal Perkins) | |
| | By January 1, 2025, Prince George's County Public Schools will increase by 20 points the percentage of 12 th grade LatinX students, and double the percentage of 12 th grade LEP students that complete a CTE program of study, earn an industry-recognized occupational or skills credential, and/or complete an apprenticeship program over the SY2017-18 baseline percentages. | Strategies <ul style="list-style-type: none"> ▪ Promote evening school CTE option for students who may have to work during the day to support their families. ▪ Expand the school system's internal school-based learning pre apprenticeship program to focus on including more students with the highest risk factors. ▪ Expand partnerships with local industry-based partners such as Employ Prince George's and the Prince George's County Workforce Development Board to provide post-graduation apprenticeship placements for CTE students who attain industry certification prior to graduation. | October through March annually | <input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input checked="" type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input checked="" type="checkbox"/> Other (Federal Perkins) | Collaboration with the Evening High School Program |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|-------|--|--|---|---|--|
| | By June 2024, Prince George's County Public Schools will meet or exceed the statewide goal of 45% of its graduating seniors either completing a CTE program of study, earning industry-recognized occupational or skills credentials, and/or completing an apprenticeship program. | Required CTE-focused PD for school based leadership that includes a component that reminds leaders that <i>CTE concentrator level enrollment</i> is a state accountability indicator | Quarterly starting in October 2019 through April 2023 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other | Quarterly High School Principals meetings and the Annual Summer Leadership Institute |
| | By June 2024, Prince George's County Public Schools will meet or exceed the statewide goal of 45% of its graduating seniors either completing a CTE program of study, earning industry-recognized occupational or skills credentials, and/or completing an apprenticeship program. | Provide on-going training for school leaders, schedulers, and Professional School Counselors on the aspects, rigor, and expectations of CTE Programs of Study. | Three times per school year through 2023 | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other | Professional development rosters |
| | By June 2024, Prince George's County Public Schools will double its retention rate of industry-based career changer CTE faculty over the baseline SY2018-19 retention rate. | Develop a comprehensive professional development program with the assistance of external stakeholders such as UMES, Bowie State, Trinity, etc. for industry-based career changers that includes training | Ongoing | <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I SIG <input type="checkbox"/> Title II Part A <input type="checkbox"/> Title III EL <input type="checkbox"/> Title III Immigrant | Quarterly monitoring of certification status with the Division of Human Resources |

| Goals | Objectives | Identify priority strategies and/or evidence-based interventions. Describe the impact of the LSS's educational equity policy on the selection of interventions to address needs. | Timeline | Funding Source (s) | Describe how you will evaluate the effectiveness of the intervention(s) / strategies. Describe how you will use an equity lens as described in the Education Equity regulation COMAR 13A.01.06 in your evaluation. |
|-------|------------|--|----------|--|--|
| | | in pedagogy and instructional delivery and PRAXIS preparation. | | <input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V RLIS <input type="checkbox"/> IDEA <input type="checkbox"/> McKinney Vento <input checked="" type="checkbox"/> Local Funding <input type="checkbox"/> State Funding <input type="checkbox"/> ESSER Funds II or III <input type="checkbox"/> Other | |

TRANSFERABILITY OF FUNDS



TRANSFERABILITY

OVERVIEW

Under the ESEA, LEAs may transfer funds they receive by formula under certain programs to other programs to better address State and local needs. The ESSA amended the transferability authority by changing the programs from and to which an LEA may transfer funds and removing limits on the amount of funds that may be transferred. This guidance addresses those changes.

Except as provided in this guidance, the *Guidance on the Transferability Authority* [available at www2.ed.gov/programs/transferability/finalssummary04.doc] remains applicable.

TRANSFERS BY LEAs

Updates to programs from which an LEA may transfer funds

Updated Programs from which an LEA May Transfer Funds

- Title II, Part A – Supporting effective instruction state grants
- Title IV, Part A – Student support and academic enrichment grants
(ESEA section 5103(b)(2).)

An LEA may not transfer funds it receives under any other ESEA program.

Updates to programs to which an LEA may transfer funds

Updated Programs to which an LEA May Transfer Funds

- Title I, Part A – Improving basic programs operated by LEAs
- Title I, Part C – Education of migratory children
- Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk
- Title II, Part A – Supporting effective instruction state grants
- Title III, Part A – State grants for English language acquisition and language enhancement
- Title IV, Part A – Student support and academic enrichment grants
- Title V, Part B – Rural education
(ESEA section 5103(b).)

TRANSFERABILITY OF FUNDS CHART

Local school systems may transfer ESSA funds by completing this page as part of the Local ESSA Consolidated Strategic Plan submission. Receipt of this chart as part of the Local ESSA Consolidated Strategic Plan will serve as the required 30 day notice to MSDE. An LEA may transfer all or a portion of funds it receives under each of the programs listed below. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

TRANSFERABILITY OPTION WILL NOT BE UTILIZED

| Total FY 2022 Allocation | Funds Available for Transfer | \$ Amount to be transferred <u>out of each</u> <u>program</u> | Programs to which an LEA May Transfer Funds | \$ Amount to be transferred into the program |
|---------------------------------------|---|---|--|---|
| \$ | Title II, Part A – Supporting effective instruction state grants | | <input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs | |
| | | | <input type="checkbox"/> Title I, Part C – Education of migratory children | |
| | | | <input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk | |
| | \$ | | <input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants | |
| | | | <input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement | |
| | | | <input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants | |
| | | | <input type="checkbox"/> Title V, Part B – Rural education | |
| \$ | Title IV, Part A – Student support and academic enrichment grants | | <input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs | |
| | | | <input type="checkbox"/> Title I, Part C – Education of migratory children | |
| | | | <input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk | |
| | | | <input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants | |
| | \$ | | <input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement | |
| | | | <input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants | |
| | | | <input type="checkbox"/> Title V, Part B – Rural Education | |

**COMPREHENSIVE SUPPORT
AND IMPROVEMENT (CSI),
TARGETED SUPPORT AND
IMPROVEMENT (TSI)
SCHOOLS,
AND
SIG IV SCHOOLS**



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COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)



COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

Please provide responses to address schools with areas of identification

1. Comprehensive Support and Improvement (CSI) Schools.

- a. For school systems with CSI schools, as a school system how are you supporting your schools identified for low achievement? *(Up to 1,000 characters).*

Not Applicable.

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

PGCPS supports two CSI schools classified for low graduation rates. These schools are Northwestern High School and High Point High School. The schools are supported by staff members from the ESSA Title I and Monitoring and Accountability Departments. During SY19 and SY20, each school developed MSDE CSI Intervention Plans in collaboration with internal and external agency staff. A monitoring and support structure exists for direct oversight, monitoring, and execution of the plans for each CSI school. The Central Support Team (CST), composed of cross-divisional stakeholders and external agencies meets monthly to address the operational components for executing each school’s plan. In addition, the Turnaround Executive Support Team serves as an advisory board and decision-making authority to resolve issues, allocate resources, and assure quality implementation of the CSI plans. Student academic performance data, attendance, and discipline data are but a few of the data sets monitored via the CSI Intervention Plans, which are regularly analyzed by the CST to determine progress to established goals. In executing the Intervention Plans, schools receive direct assistance in implementing evidence-based strategies targeting improvement goals defined in each school’s Intervention Plan.

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TARGETED SUPPORT AND IMPROVEMENT (TSI) SCHOOLS, AND SIG IV SCHOOLS



TARGETED SUPPORT AND IMPROVEMENT (TSI) SCHOOLS, AND SIG IV SCHOOLS

Please provide responses to address schools with areas of identification.

2. Targeted Support and Improvement (TSI) Schools.

- a. For school systems with TSI schools, please list schools identified as a Targeted Support and Improvement (TSI) schools, the student groups identified in each school, and the number of students being served in each school (*up to 1,000 characters*).

PGCPS Targeted Support and Improvement Schools

| Schools | Asian | Black or African American | Economically Disadvantaged | English Learner | Hispanic/Latino of any race | Special Education | Two or more races | White | Total | Enrollment |
|--|-------|---------------------------|----------------------------|-----------------|-----------------------------|-------------------|-------------------|-------|-------|------------|
| Allenwood Elementary | | | | 1 | | 1 | | | 2 | 322 |
| Andrew Jackson | | | | | 1 | 1 | | | 2 | 499 |
| Ardmore Elementary | | | | | | 1 | | | 1 | 434 |
| Avalon Elementary | | | | | | 1 | | | 1 | 285 |
| Baden Elementary | | | 1 | | | | | | 1 | 198 |
| Barnaby Manor ES | | | | | | 1 | | | 1 | 459 |
| Bladensburg ES | | | | | | 1 | | | 1 | 714 |
| Bladensburg High | | | 1 | 1 | | | | | 2 | 1933 |
| Bowie High | | | 1 | 1 | | | | | 2 | 2406 |
| Brandywine Elementary | | | | | | | | 1 | 1 | 434 |
| Capitol Heights Elementary | | | | | | 1 | | | 1 | 297 |
| Carmody Hills ES | | | | 1 | | 1 | | | 2 | 412 |
| Central High | | | 1 | 1 | 1 | 1 | | | 4 | 777 |
| Clinton Grove Elementary | | | | 1 | | | | | 1 | 219 |
| Community Based Classrooms | | 1 | 1 | | 1 | | | | 3 | 68 |
| Cora L. Rice ES | | | 1 | | 1 | 1 | | | 3 | 606 |
| Croom High | | 1 | 1 | | | 1 | | | 3 | 48 |
| Crossland High | | | 1 | 1 | 1 | | | | 3 | 957 |
| Deerfield Run Elementary | | | | | | 1 | | | 1 | 582 |
| District Heights ES | | | | | | 1 | | | 1 | 386 |
| Dr. Henry A. Wise, Jr. High | | | 1 | | | 1 | | | 2 | 2294 |
| Drew Freeman MS | | | | 1 | | | | | 1 | 838 |
| Duval High | | | 1 | 1 | | | | | 2 | 2206 |
| Dwight D. Eisenhower Middle | | | | | | 1 | | | 1 | 1112 |
| Edward M. Felegy ES | | | | | | 1 | | | 1 | 738 |
| Eleanor Roosevelt High | | | | 1 | | | | | 1 | 2546 |
| Fairmont Heights High | | | 1 | | 1 | 1 | | | 3 | 910 |
| Forest Heights ES | | | | | | 1 | | | 1 | 309 |
| Fort Foote Elementary | | | | | | 1 | | | 1 | 291 |
| Francis Scott Key ES | | | | | | 1 | | | 1 | 445 |
| Francis T. Evans Elementary | | | | | | 1 | | | 1 | 363 |
| Frederick Douglass High | | | | | | 1 | | | 1 | 1115 |
| Friendly High | | | 1 | | | 1 | | | 2 | 816 |
| G. James Gholdson MS | | | | | | 1 | | | 1 | 949 |
| Gladys Noon Spellman ES | | | | | | 1 | | | 1 | 510 |
| Glenn Dale Elementary | 1 | | | | | | | | 1 | 571 |
| Greenbelt Elementary | | | | | | 1 | | | 1 | 550 |
| Gwynn Park High | | | 1 | | | 1 | | | 2 | 1025 |
| Highland Park Elementary | | | | | | 1 | | | 1 | 251 |
| Hillcrest Heights ES | | | | | 1 | 1 | | | 2 | 420 |
| Hyattsville Elementary | | | | | | 1 | | | 1 | 477 |
| Imagine Foundations at Leeland PCS | | | 1 | | | | | | 1 | 467 |
| Imagine Foundations at Morningside PCS | | | 1 | | | 1 | | | 2 | 405 |
| Indian Queen Elementary | | | 1 | | | | | | 1 | 291 |

| Schools | Asian | Black or African American | Economically Disadvantaged | English Learner | Hispanic/Latino of any race | Special Education | Two or more races | White | Total | Enrollment |
|---------------------------------|-------|---------------------------|----------------------------|-----------------|-----------------------------|-------------------|-------------------|-------|-------|------------|
| J. Frank Dent ES | | | | | | 1 | | | 1 | 246 |
| John Bayne ES | | | | | | 1 | | | 1 | 375 |
| Kettering Elementary | | | | 1 | 1 | 1 | | | 3 | 386 |
| Kingsford Elementary | | | | | | 1 | | | 1 | 495 |
| Lamont ES | | | | | | 1 | | | 1 | 493 |
| Largo High | | | 1 | | | 1 | | | 2 | 909 |
| Laurel High | | | 1 | 1 | | 1 | | 1 | 4 | 570 |
| Magnolia Elementary | | | | | | 1 | | | 1 | 513 |
| Mattaponi Elementary | | | 1 | | | | | | 1 | 352 |
| Melwood Elementary | | | | | | 1 | | | 1 | 430 |
| Northview Elementary | | | | | | 1 | | | 1 | 598 |
| Oxon Hill Elementary | 1 | | | | | | | 1 | 2 | 228 |
| Oxon Hill High | | | | 1 | | 1 | | | 2 | 1467 |
| Parkdale High | | | 1 | 1 | | | | | 2 | 2453 |
| Port Towns ES | | | | | | 1 | | | 1 | 983 |
| Potomac High | | | 1 | 1 | 1 | 1 | | | 4 | 1187 |
| Princeton ES | | | | 1 | | 1 | | | 2 | 286 |
| Robert R. Gray ES | | | | | | 1 | | | 1 | 349 |
| Rosaryville Elementary | | | | | 1 | | | | 1 | 404 |
| Rose Valley Elementary | | | | 1 | | 1 | | | 2 | 324 |
| Samuel Chase ES | | | | | | 1 | | | 1 | 301 |
| Samuel P. Massie Academy | | | | | | 1 | | | 1 | 564 |
| Springhill Lake ES | | | | | | | | 1 | 1 | 815 |
| Suitland ES | | | | | | 1 | | | 1 | 505 |
| Suitland High | | | 1 | | | | | | 1 | 2047 |
| Surrattsville High | | | 1 | | 1 | | | | 2 | 673 |
| Tall Oaks High | | 1 | 1 | | | | | | 2 | 101 |
| Tayac Elementary | | | | | | 1 | | | 1 | 336 |
| Thurgood Marshall Middle School | | | 1 | | | 1 | | | 2 | 762 |
| Valley View Elementary | | | | | | 1 | | | 1 | 337 |
| Walker Mill Middle | | | | 1 | | 1 | | | 2 | 760 |
| William Beanes Elementary | | | | | | 1 | | | 1 | 428 |
| William Paca Elementary | | | | | | 1 | | | 1 | 544 |
| William W. Hall Academy | | | | 1 | | 1 | | | 2 | 558 |

- b. If the LEA’s TSI schools conduct a root cause analysis, describe trends in the findings of the root cause analysis in the LEA’s TSI schools, if there are any.

While PGCPs does not perform root cause analyses uniquely for TSI schools, cross-functional teams lead schools through a series of data analyses efforts throughout the year, focusing on the performance of the subgroups most heavily identified within TSI schools. Special Education, English Language Learners, and Economically Disadvantaged student groups continue to perform at or below the 5% of Title I schools across the state and comprise the vast majority of PGCPs TSI school designations. The result of the data analysis is highlighted during Area Office's quarterly "STAT Days." Collaborative planning sessions among school clusters identify critical areas for improvement and yield specific goals, objectives, and actions plans which are documented within each TSI School Performance Plan. The analysis results in identifying strengths, challenges, unique needs, and root causes associated and linked to underperforming student and service groups' performance. Trends of data analysis findings for TSI schools rarely fluctuate and generally confirm widening SPED and ESOL student performance gaps relative to aggregate student performance. SMART Goals are developed specifically to the cause(s) for the TSI designation(s), based on individual school- and student-specific environments and needs. Implementation steps are linked to progress monitoring metrics used for ongoing resource management oversight and continuous school improvement for the identified underperforming student group(s).

- c. Describe the process the local school system is using to plan and implement its support for TSI schools. (up to 1,000 characters).

TSI Implementation Process

To support our TSI schools, PGCPS employs an evidence-based school improvement process based on the Continuous Cycle for Improvement Model (Plan, Do, Study, Act) to develop TSI action plans. With this model, schools are required to implement strategies and activities aligned to specific, measurable, attainable, relevant, and time-bound (SMART) goals identified in the School Performance Plans (SPP) annually. The cyclical process entails the following:

- School teams revisit the “Do” and “Study” components of the disciplined inquiry method to assess student and adult successes or challenges to develop action items to adapt, adopt, or abandon (“Act”).
- Based on the analysis of the quarterly and intermittent progress indicators related to the evidence-based strategy, schools update the Implementation Tool (“Plan”).
- Title I staff conduct on-site and virtual visits to assist schools with implementing the ESSA evidence-based strategies identified for the TSI-classified student group(s) (e.g., participating in collaborative planning, learning walks, delivering PD, and providing technical assistance).
- The visits often involve cross-divisional staff.

d. How are you supporting TSI schools by their student group identifications? Please provide funding sources. (up to 1,000 characters).

TSI Monitoring and Support:

TSI-identified Title I schools are monitored by Title I Integrated Support Teams (IST) on an ongoing basis through various monitoring activities (learning walks, collaborative meetings, and virtual visits). The teams collect strategies that support TSI identification and report quarterly on the Title I Monitoring Tool. The ESSA & Title I team and the Monitoring & Accountability Office partner in monitoring implementation plans for TSI subgroups. The teams meet quarterly to discuss the goals and progress of TSI schools. Schools present multiple data sets and evidence during quarterly data-stat meetings. The meetings consist of an ongoing review of the Implementation Tool and Progress Monitoring Reflection Tool embedded in the School’s Performance Plan to determine progress for the identified groups. ISTs provide a continuing analysis of requisitions and financial spend-down of grants funds. Funding sources supporting TSI schools include Title I, Title III, and General Operating budgets.

e. Please provide the name(s), position, address and email address of the staff with primary responsibility for administering/coordinating the LEA's TSI program.

| Name | Position | Address | Email Address |
|-------------------------|--------------------------------------|----------------------------------|--|
| Dr. Douglas Strader | Chief - Accountability | Sasscer Admin. Building | Douglas.strader@pgcps.org |
| Dr. Helen Coley | Chief – School Leadership & Support | John E. Howard Leadership Center | Hcoley@pgcps.org |
| Dr. Judith White | Chief- Academics | Sasscer Admin. Building | Judith.white@pgcps.org |
| Dr. Tracey Adesegun | Director-ESSA & Title 1 | John Carroll Leadership Center | Tracey.adesegun@pgcps.org |
| Dr. Kia McDaniel | Director-Academics | ISSC | Kia.mcdaniel@pgcps.org |
| Mr. Anthony Whittington | Director-Monitoring & Accountability | Sasscer Admin. Building | Ant.whittington@pgcps.org |

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CODE OF MARYLAND REGULATIONS (COMAR) REPORTING REQUIREMENTS



[Code of Maryland Regulations \(COMAR\) Reporting Requirements](#)

(Click the link above to access the Educational Equity regulation)

Title 13A STATE BOARD OF EDUCATION Subtitle 01 STATE SCHOOL ADMINISTRATION

Chapter 06 Educational Equity

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

.01 Purpose

.01 Purpose.

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

- A. Each Maryland public school will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being;
- B. Each local school system's procedures and practices provide for educational equity and ensure that there are no obstacles to accessing educational opportunities for any student; and
- C. Achievement will improve for all Maryland students and achievement gaps will be eliminated.

.02 Scope.

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

.03 Definitions.

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

B. Terms Defined.

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

.04 Requirements — Educational Equity in Maryland.

- A. The Maryland State Department of Education shall establish systems of structure and support for school systems, students, teachers, and other stakeholders that ensure educational equity and excellence.
- B. Each local school system shall develop an educational equity policy and regulations, to be reviewed every 3 years, with the goal of providing educational equity to all students.
- C. The policy and regulations shall:
 - (1) Be designed to create and maintain environments that are equitable, fair, safe, diverse, and inclusive;
 - (2) Be based on the goal of providing educational equity for all students;
 - (3) Direct the identification and utilization of resources to provide equitable access to educational opportunities and services, by among other steps, the use of disaggregated student data to analyze trends and identify gaps and equitable solutions;
 - (4) Identify partnerships with the Maryland State Department of Education, local government agencies, and stakeholders to support educational equity;
 - (5) Provide tailored and differentiated professional learning to build capacity for cultural responsiveness to address areas of inequity identified by the school system;
 - (6) Ensure equitable access to effective teachers for all students;
 - (7) Require that an equity lens be used in all staff recruiting, hiring, retention, and promotion processes;
 - (8) Require that an equity lens be used in reviews of staff, curriculum, pedagogy, professional learning, instructional materials, and assessment design;
 - (9) Provide the access and opportunity for all students to successfully read on level by the end of grade 2;
 - (10) Direct that equity be addressed in the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan;
 - (11) Identify the school system’s process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent practices in each school;
 - (12) Identify the method of evaluation to measure the effect of equitable practices in the school system and schools; and
 - (13) Designate an individual responsible for the facilitation, monitoring, and implementation of the system equity initiatives within the Local ESSA Consolidated Strategic Plan.

.05 Monitoring and Reporting.

- A. Each local school system shall:
 - (1) Address implementation of the equity policy through its Local ESSA Consolidated Strategic Plan;
 - (2) Beginning September 1, 2019, include its equity initiatives as an integrated component of its Local ESSA Consolidated Strategic Plan; and
 - (3) Beginning September 1, 2020, and every 3 years thereafter, in its Local ESSA Consolidated Strategic Plan, submit to the State Superintendent an analysis of the results of the accountability measures related to data collected on achieving equity goals and objectives that will be published and made accessible to the public.
- B. The Maryland State Department of Education shall:
 - (1) Conduct needs assessments for the Department and local school systems;
 - (2) Convene the Network for Equity and Excellence in Education with representation from each local school system and other stakeholders to review statewide progress and to develop implementation and peer review guidelines for this chapter;
 - (3) Develop a guide for implementation of equity initiatives at the local level which includes sample components of high-quality equity policies, guidance around how to apply an equity lens within priority birth—age 21 focus areas as defined by the Department, and strategies on how to measure and evaluate the application of an equity lens; and

- (4) Review and assess progress of the Department and local school systems on implementing the requirements of this chapter.
- C. Beginning December 1, 2020, and every 3 years thereafter, the State Superintendent shall report progress on the implementation of this chapter to the State Board, publish the data, and make it easily accessible for public viewing.
- D. Beginning in 2020 and annually thereafter, the State Board of Education and the Superintendent will recognize schools, school staff, and local school systems that demonstrate the most significant advances in promoting equity and excellence.

Administrative History:

Effective date: November 18, 2019 (46:23 Md. R. 1066)

Please refer to the Executive Summary for PGCPs' Plan for Educational Equity

COMAR 13A.04.07

GIFTED AND TALENTED EDUCATION



(Click the link above to access the Gifted and Talented Education regulation)

| Gifted and Talented Early Submission Date | |
|---|---------------------------------|
| 1 st submission to the MSDE GT Program Manager for review: | Window opens August 2, 2021 |
| Conditional approval granted to LSSs | On or before September 30, 2021 |

COMAR 13A.04.07 Gifted and Talented Education

COMAR 13A.04.07.06 specifies that local school systems shall report the following information in their Local ESSA Consolidated Strategic Plan.

1) The process for identifying gifted and talented students

Revisions to the Identification Process

Due to the COVID-19 pandemic, PGCPs was not able to universally test students in grades 1 and 3, new registrants in grades 2, 4, and 5, and grades 6-8 nominations with a cognitive ability assessment. We were not able to provide testing for Prince George’s County private and homeschooled students. In an effort to ensure screening and identification were completed equitably, we had to change our universal screening grade levels from grade 1 and 3 to grades 1 and 5 for SY 2020-2021 only. PGCPs used MSDE approved achievement assessments in grade 1 instead of cognitive ability assessments. Grade 5 screenings included reviewing all existing cognitive ability and achievement data. Teacher checklists and report cards grades were also reviewed.

Grade 1 Students

All grade 1 students were tested using iReady Reading and Math on-line achievement assessments. A multiple criteria screening process was used for screening and identification. The process included iReady Reading national percentile, iReady Math national percentile, modified teacher checklist of gifted characteristics, and report card grades.

Grade 5 Students

All grade 5 students’ cognitive and achievement assessment data from the previous 2 years was reviewed in order to universally screen students. A multiple criteria screening process was used for identification. Current grade 5 students had an Otis Lennon School Ability Assessment (OLSAT) score from grade 3, MCAP Reading and Math scores from grade 3 and 4, and NWEA Reading Growth scores from grade 3 and 4. The screening process included the cognitive ability test data, achievement test data, teacher checklist, and report card grades.

Twice-Exceptional Learners

In order to provide screening opportunities for twice exceptional learners, all grade 1-4 students with a special education disability code for Autism and Speech/Language data were gathered. A record review of the IEP, psychological testing, cognitive ability testing, achievement assessments, and grades were reviewed in order to screen gifted services.

Private/Homeschooled Students

PGCPs was not able to provide testing for private or homeschooled Prince George’s County residents during SY 2020-2021, but we did accept education testing from a licensed psychologist. We were able to complete 32 screenings with independent testing.

Parent/Teacher Nominations

PGCPs was not able to provide any additional testing for parent or teacher nominations. If students had valid assessment data, screening was completed at any grade level.

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

*The number of GT students in each school and local school system will be derived from 2020-21 Attendance Data Collections provided to the MSDE Office of Accountability

*The local school system does not need to include any information in this cell.

3) The percentage of gifted and talented students identified in the local school system in 2020-21*

*Local school systems must report the percentage and how it was calculated in this cell.

In SY 2020-2021, PGCPs TAG enrollment was 10.5% in grades 2-12.

Data was gathered on October 12, 2020, for all grade 2-12 enrolled students. There were 109,697 total students enrolled in grades 2-12 and 11,607 total TAG students.

4) The schools that have been exempted from the identification of a significant number of gifted and talented students and the rationale in 2020-21

Prince George's County Public Schools currently does not conduct universal testing and screening in its Special Schools and Early Childhood Centers because the schools and centers service students with extreme handicapping conditions. The exempted schools include C. Elizabeth Rieg, James E. Duckworth, and Margaret Brent Regional Schools, and Chapel Forge, Frances Fuchs, H. Winship Wheatley, and Kenmoor Early Childhood Centers.

5) The continuum of programs and services

Revisions to the Continuum of Programs and Services

PGCPs provides comprehensive instructional services for TAG identified students at all levels (per COMAR). At the elementary school level, instructional services are provided using three (3) delivery models: 1) TAG Pull-Out (TPO); 2) TAG in the Regular Classroom (TRC); and 3) TAG Center (TC). At the middle school level, students either participate in the TAG Center Program or take Honors courses. At the high school level, TAG-identified students can enroll/participate in a variety of specialty programs in selected schools, and can enroll in a wide variety of Honors, Advanced Placement (AP), and/or Dual Enrollment courses.

Due to the COVID-19 pandemic, PGCPs quickly became a one-to-one school district with every student, including TAG students, having their own device (iPad, Chromebook or laptop). Supplemental technology resources were purchased for teachers and students. Training was provided for all the technology resources so effective integration of technology was implemented. In many cases, hot spots and internet access were provided for students without access.

TALENTED AND GIFTED PROGRAMS

TAG Pull-Out Program - Elementary School

The TAG Pull-Out Program provides TAG-identified students who attend an attendance area school with an enriched, thematic, and interdisciplinary educational experience beyond PGCPs' core curricula. The TAG Pull-Out curriculum components include enrichment units that provide opportunities for developing critical and creative thinking skills, as well as advanced research skills through independent study and Junior Great Books Shared Inquiry. TAG Pull-Out groups meet two (2) hours per week from October through June.

The modifications for the COVID-19 pandemic included removing Junior Great Books from the TAG Pull-Out Program and adding Renzulli Learning and First in Math. *Renzulli Learning is an interactive online system that provides students with a personalized learning environment, allowing teachers to easily [differentiate instruction](#) to increase engagement and achieve higher academic performance. Renzulli Learning has resources that promote and enable ALL students to pursue their interests, providing equity, innovation, and creativity for grades Pre-K through 12. Students are empowered by doing creative, imaginative projects that provide rigorous learning outcomes.* First in Math, an interactive math program comprised of unique online games at all levels, offers opportunities for individualized math practice, fluency, skill-building, strategic problem-solving, and acceleration utilizing a system of engaging motivation and positive feedback.

TAG in the Regular Classroom Program - Elementary School

The TAG in the Regular Classroom (TRC) Program provides TAG-identified students with enriched, accelerated, and differentiated services within the regular classroom setting. This program takes an enriched approach to language arts, integrating the areas of literature, reading, and composition. Opportunities for math acceleration also exist in TRC Schools, as do other forms of acceleration including curriculum compacting, content acceleration, and grade skipping. Differentiated instructional strategies in the heterogeneous classroom include the following: pre-assessments, curriculum compacting, tiered assignments, flexible grouping, independent study, acceleration, concept-

5) The continuum of programs and services

based/interdisciplinary units, learning/interest centers, Jacob's Ladder curriculum, author studies, Kaplan's Depth and Complexity Model, and enrichment clusters.

In grades 2 through 6, it is recommended that at least seven (7) TAG-identified students form a cluster group within a class. The pace and rigor of instruction for these gifted students should be based on student readiness, interests, and learning profile.

The TAG TRC Program was not modified during the pandemic. TRC teachers were expected to differentiate, enrich, and accelerate instruction using all the resources, including a variety of technology tools such as google classroom, google drive, google slides, Jam board, pear deck, Nearpod, Screencastify, Kami, etc. Afterschool enrichment opportunities were limited and fewer were available during the pandemic. Due to Wednesday being an asynchronous day, the pacing was modified.

TAG Center Program – Elementary and Middle School

The TAG Center Program provides TAG-identified students with full-day advanced, enriched, and accelerated educational experiences to meet the unique and specialized instructional, social, and emotional needs of gifted learners. Placement in the TAG Center is through the PGCPs Lottery process. Space is limited at each location.

Specially selected and trained teachers implement the program in the six (6) TAG Elementary Center Schools, four (4) TAG Middle School Centers, and the one (1) K-8 Academy TAG Center. Approved TAG Center resources and support documents in Reading/Language Arts, Mathematics, Social Studies, Science, World Languages, and Interrelated Arts serve as the instructional guides for the program. Specific components of the TAG Center Program provide accelerated and enriched instruction in all content areas. The centers implement a laboratory approach to science instruction, and integrate the areas of literature, reading, and composition in language arts utilizing the *William and Mary Language Arts Curriculum for Highly Able Learners*, *Junior Great Books*, and author studies. The Social Studies curriculum includes a multicultural emphasis and advanced study/research skills, while the World Language curricula includes International Culture and Language (ICAL) (grades 2-5); Introduction to Spanish or French – Grade 6; Spanish I or Chinese I – Grade 7; and Spanish or Chinese II – Grade 8. As is the case with the TRC Program, opportunities for math acceleration also exist in the TAG Centers, including high school algebra and geometry at the middle school level. An interrelated arts component incorporates the study of the fine arts with off-site educational, scientific, and artistic enrichment opportunities.

Continuity to the TAG Center Middle School Program is guaranteed to TAG Center Elementary students that have been placed via lottery, and continuity to the International Baccalaureate Program at the high school level is guaranteed for TAG Center Middle School students who have been placed via lottery.

The TAG Center Programs were not modified during the pandemic. TAG Center teachers were still expected to differentiate, enrich, and accelerate instruction using all the resources, including a variety of technology tools such as google classroom, google drive, google slides, Jam board, pear deck, Nearpod, Screencastify, Kami, etc. Afterschool enrichment opportunities were limited and fewer were available during the pandemic. Due to Wednesday being an asynchronous day, the pacing was modified.

PGCPS TALENTED AND GIFTED SERVICES

Honors Courses – Middle and High School

All middle and high schools offer *honors courses* in English and social studies. Per the Talented and Gifted Programs Administrative Procedure 6142.2, TAG identified students in boundary middle and high schools are automatically scheduled for *honors courses*. On the other hand, placement in advanced mathematics courses is based on readiness assessments and/or completion of prerequisites.

During the COVID-19 pandemic, Honors teachers were still expected to differentiate, enrich, and accelerate instruction using all the resources, including a variety of technology tools such as google classroom, google drive, google slides, Jam board, pear deck, Nearpod, Screencastify, Kami, etc. Due to Wednesday being an asynchronous day, the pacing was modified.

Advanced Placement Courses - High School

5) The continuum of programs and services

The Advanced Placement program allows students to pursue college-level studies while still in high school and is designed to prepare students to take and pass the AP course examinations administered nationally by the Educational Testing Service. College credit is awarded to students who pass end-of-course examinations with scores that are pre-determined by specific colleges or universities. A minimum of eight (8) AP courses are offered in every PGPCS high school.

Dual Enrollment Courses - High School

PGPCS currently has formal agreements, i.e. Memoranda of Understanding, with Prince George's Community College and Bowie State University. As part of these agreements, the list of courses that receive both high school and college credit has been identified. Additionally, both colleges share student grades directly with PGPCS. If students are participating in Dual Enrollment at an institution where PGPCS does not have a formal agreement, grades must be submitted to the Department of College and Career Readiness and Innovative Programs, to be added to the high school transcript.

High school juniors and seniors, with a 2.5 minimum GPA, are eligible to take the *Accuplacer* test at their high schools, free of charge, during the school year. The *Accuplacer* is a college placement exam that is administered online, and it is a prerequisite for eligibility to take college level courses for academic credit. Students are only permitted to take the *Accuplacer* exam twice in a given school year during discrete testing windows.

During the COVID-19 pandemic, entrance criteria for Dual Enrollment courses were modified because testing was not able to be administered. The entrance criteria is now an unweighted 3.0 GPA for placement into college level courses. The college courses were delivered in multiple formats. Our Dual Enrollment students were unable to participate in face-to-face courses, so they participated in asynchronous online courses (as long as they had 6 credits earned with face-to-face, remote, or hybrid courses), synchronous remote (virtual) courses, or hybrid courses. The hybrid courses are a combination of synchronous and asynchronous lessons.

The College Readiness team developed an online virtual check-in system with students to ensure they had the support they needed to succeed.

Prince George's Community College Underage Student Procedure

Prince George's Community College's administrative procedure for allowing underage students access to college-level courses is as follows:

Prince George's Community College may accept for special admission certain underage students (who) are designated as "talented and gifted" but who are yet recipients of a high school diploma or a high school equivalency certificate. Students will be considered for such admission provided one of the below criteria have been met and documented. Additionally, the student must take the college's placement exam and score with non-developmental results in all three sections".

- Identification by the student's Board of Education or private school governing board as talented and gifted.
- Completion of at least the 7th grade and a standardized test score of 1200 on the SAT (with no less than 500 in either subpart- -mathematics or verbal) or a 22 on the ACT. Designation as a PSAT/NMSQT Finalist or Semifinalist will also suffice.
- Admission to a recognized gifted and talented program in the state of Maryland or identification by local, professionally qualified individuals or entities as having outstanding abilities in a particular area such as art or music which qualifies them for advanced study in that area. The college reserves the right to determine whether it will recognize a program or professional entity as meeting this criterion prior to accepting the recommendation.

Students who are homeschooled may, in lieu of the first two criteria listed, be assessed by a psychometrist or other professional qualified to administer and interpret the results of a recognized achievement test which places the student at the 90th percentile or higher using norms for college-bound students. The college reserves the right to determine whether it will recognize the validity of such tests, and it requires that students check with the Director of Recruitment and Admissions.

High School Specialty Programs - High School

5) The continuum of programs and services

At the high school level, PGCPs offers TAG-identified students enrollment opportunities in a number of themed programs of study at selected school sites, and advanced placement course options at all high schools. TAG identified high school students can choose to participate in specialty programs and/or accelerated courses based on personal interest and/or program requirements. Not all TAG-identified high school students take advantage of these programs and/or advanced placement courses, however. Specialty courses of study include Visual and Performing Arts, International Baccalaureate, Aerospace, Academy of Health Sciences, and Science and Technology.

During the pandemic, Specialty Program and Advanced Academic Programs were still expected to deliver their programs with fidelity by using all the resources, including a variety of technology tools such as google classroom, google drive, google slides, Jam board, pear deck, Nearpod, Screencastify, Kami, etc.

The Science and Technology Program team purchased online software to allow students to access the very complicated platforms on their Chromebooks such as SolidWorks, architecture grafting, drafting and graphics and Tynker, a Google-based platform, to do coding in real time. Manipulatives were a limiting factor in that we could not put a robot into every student’s hand. Online platforms allowed us to provide the students with simulations and to help the teachers focus more on spatial design and three-dimensional thinking. Labster was used for lab experiments and was especially helpful for the students in the Advanced Placement (AP) courses.

Teachers organized the learning into a problem-based style to provide the students with more autonomy and to promote their own thinking and learning. Additional challenges were provided to get ideas and for the students to share. On asynchronous Wednesdays each Science and Technology Program increased their interaction with career individuals and the exposure of students to careers in STEM.

6) Data-informed goals, targets, strategies, and timelines for 2021-22.

Goals must be established using the equity lens as defined in COMAR 13A.01.06, Educational Equity. Consult with your local school system equity point of contact.

Goal: Universally test all grade 1, 2, and 4 students and all new registrants in grades 3 and 5 for TAG screening and identification with a cognitive ability assessment. (Note: During the pandemic, we were not able to administer the cognitive ability assessments. We typically only test 2 grade levels universally)

| Target(s) | Strategy(ies) | Timeline(s) |
|---|--|--|
| By June 30, 2022, identify at least 10% of PGCPs students in grades 2-12 for gifted education services. | Universally assess all grade 1, 2, and 4 students for TAG screening. | Grade 1 OLSAT Administration – November 2021 Grade 2 CogAT Administration – December 2021 Grade 4 CoGAT Administration – January 2022 |
| Target(s) | Strategy(ies) | Timeline(s) |
| By June 30, 2022, identify at least 10% of PGCPs students in grades 2-12 for gifted education services. | Assess all new registrants in grades 3 and 5 for TAG screening. | Grade 3 OLSAT Administration for new PGCPs Registrants – October 2021 Grade 5 CoGAT Administration for new PGCPs Registrants – January 2022 |
| Target(s) | Strategy(ies) | Timeline(s) |
| By June 30, 2022, identify at least 10% of PGCPs students in grades 2-12 for gifted education services. | Assess and screen parent, teacher, and self-nominations in grades 6-8. | Teacher nomination window – September 8, 2021 – December 1, 2021 Parent and Self-nomination window – September 8, 2021- January 15, 2022 |

6) Data-informed goals, targets, strategies, and timelines for 2021-22.

Goals must be established using the equity lens as defined in COMAR 13A.01.06, Educational Equity. Consult with your local school system equity point of contact.

Goal: Increase the number of Hispanic/Latinx students participating in gifted education services district-wide by 2%.

| Target(s) | Strategy(ies) | Timeline(s) |
|--|--|--------------------------------|
| By June 30, 2021, PGCPs TAG Hispanic/Latinx enrollment will be at least 21% of the overall TAG population. | Universal testing in grades 1, 2, and 4, new registrant testing in grades 3, and 5, and parent, teacher, and self-nominations in grades 6-8. | See above timeline for Goal 1. |
| Target(s) | Strategy(ies) | Timeline(s) |
| By June 30, 2021, PGCPs TAG Hispanic/Latinx enrollment will be at least 21% of the overall TAG population. | Review Access WIDA assessment data, ESOL enrollment, and date of entry to US education as supplemental data points in the screening process. | December 2021 – February 2022 |
| Target(s) | Strategy(ies) | Timeline(s) |
| By June 30, 2021, PGCPs TAG Hispanic/Latinx enrollment will be at least 21% of the overall TAG population. | Continue to implement Talent Development/Gifted Best Practices in the selected 11 Title I Schools participating in the MSDE Javits Project. This is year 3 of the project and the focus is classroom implementation of strategies with all K and 1 students. | Ongoing |
| Target(s) | Strategy(ies) | Timeline(s) |
| By June 30, 2021, PGCPs TAG Hispanic/Latinx enrollment will be at least 21% of the overall TAG population. | Pilot a new observation checklist based on the work of Michelle DuBois | December 2021 – February 2022 |

Goal: Increase the number of special education students and students with 504s participating in gifted education services district-wide by 1%.

| Target(s) | Strategy(ies) | Timeline(s) |
|---|--|--------------------------------|
| By June 30, 2021, at least 4% of all PGCPs TAG students will be students who are twice exceptional. | Universal testing in grades 1, 2, and 4, new registrant testing in grades 3, and 5, and parent, teacher, and self-nominations in grades 6-8. | See above timeline for Goal 1. |
| Target(s) | Strategy(ies) | Timeline(s) |
| By June 30, 2021, at least 4% of all PGCPs TAG students will be students who are twice exceptional. | Continue to provide professional learning to PGCPs classroom educators and special educators in order to increase nominations of potential twice exceptional learners. | Ongoing |
| Target(s) | Strategy(ies) | Timeline(s) |
| By June 30, 2021, at least 4% of all PGCPs TAG students will be | Complete record reviews of all mainstreamed students with | Ongoing |

6) Data-informed goals, targets, strategies, and timelines for 2021-22.

Goals must be established using the equity lens as defined in COMAR 13A.01.06, Educational Equity. Consult with your local school system equity point of contact.

| | | |
|---|---|--------------------|
| students who are twice exceptional. | Autism and Speech/Language disabilities to ensure possible twice exceptional learners were not overlooked. | |
| Target(s) | Strategy(ies) | Timeline(s) |
| By June 30, 2021, at least 4% of all PGCPs TAG students will be students who are twice exceptional. | Publish and distribute communication resources specific to nominating, identifying, and serving twice exceptional learners. PGCPs has a Twice Exceptional Resource Guide for PGCPs Staff, Twice Exceptional Google Site for staff, and Twice Exceptional monthly Newsletters. | Ongoing |

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COMAR 13A.07.01 COMPREHENSIVE TEACHER INDUCTION AND MENTORING



Comprehensive Teacher Induction Program

Title 13A STATE BOARD OF EDUCATION

Subtitle 07 SCHOOL PERSONNEL

.01 Scope.

This chapter applies to a comprehensive induction program for new teachers. The purpose of this regulation is to provide guidance for local school systems to establish a high-quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality, and helps inductees achieve success in their initial assignments,

resulting in improved student learning and higher retention in the profession.

The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support.

Recognizing that "one-size-fits-all" induction programs do not meet the needs of new teachers, these regulations establish the components of an induction program, allowing local school systems to build on their current programs.

.04 General Requirements.

A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.

B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.

Local school systems shall use the Maryland Teacher Professional Development Planning Guide to develop the program, which shall include the following professional learning activities:

- (1) Before the school year begins, orientation programs for all teachers new to the local school system;
- (2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
- (3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
- (4) Follow-up discussions of the observations and co-teaching experiences;
- (5) Ongoing professional development designed to address new teacher needs and concerns; and
- (6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.

D. The district shall consider the need for staffing to:

- (1) Plan and coordinate all induction activities;
- (2) Supervise new teacher mentors;
- (3) Communicate with principals and other school leaders about induction activities; and
- (4) Oversee the evaluation of the comprehensive induction program.

E. The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 Participation in the Comprehensive Induction Program.

A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities designed for veteran teachers for a minimum of 1 year.

B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:

- (1) A reduction in the teaching schedule;
- (2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support; or
- (3) Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline, or attendance challenges.

Comprehensive Teacher Induction Program

SECTION A- COMPREHENSIVE TEACHER INDUCTION PROGRAM (CTIP) TEAM MEMBERS

1. Please list the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.

- Dr. Kristi Holden, Director of Professional Learning, Office of Professional Learning and Leadership
 - Oversees the CTIP under the direction of the Chief of Human Resources
- Eric Stephens, Supervisor, Teacher Leadership Programs, Office of Professional Learning and Leadership
 - Manages and coordinates the day-to-day functions of the various mentoring and induction programs and supports

Please provide information on your mentors.

| Type of Mentor | Amount |
|--------------------------------|--|
| Full Time Mentors | 54 Office of Professional Learning and Leadership (OPLL) |
| Part Time Mentors | 232 School-based and content specific mentor teachers |
| Full Time New Teachers | 832 |
| <i>Total Number of Mentors</i> | 278 |

1. Please provide the total number of probationary teachers being served by your CTIP.

- 832

2. Please provide the average mentee to mentor ratio (example: 15:1).

- 3:1 (includes all teacher leaders serving in a part time or full-time mentoring capacity)
- 15:1 (OPLL full-time mentor teachers)

SECTION B- COMPREHENSIVE TEACHER INDUCTION PROGRAM TRAINING AND SUPERVISION

1. Please describe the training that your mentors receive before and during their tenure as a mentor. When does this training occur? What is the content?

The PGCPs mentoring program is anchored in the New Teacher Center Instructional Program and Practice Standards in alignment with the Charlotte Danielson Framework for Teaching (FFT). Training, coaching, and on-going support for new mentors is the work of OPPL’s New Mentor Academy (NMA). The NMA is designed to provide targeted support and professional development for newly hired mentor teachers in the Office of Professional Learning and Leadership. Led by an instructional supervisor and seasoned mentor teachers, the NMA team plans monthly coaching/learning sessions, assigns mentor coaches, and identifies resources useful in the successful induction of new mentors in their preparation to support new teachers. At the beginning of the school year, or at the start of the mentor effective assignment date, all new mentors engage in monthly “Learning and Leading” series of professional learning modules to build their capacity as mentor teachers. Prior to being assigned a new teacher caseload, new mentors receive 3 weeks of mentoring and coaching training designed to acclimate them to their new role. New mentors are also paired with a veteran mentor for the entire school year, allowing new mentors to enhance their skills under the tutelage of a seasoned mentor coach.

PGCPs is partnering with the New Teacher Center (NTC) during SY 21-22 to provide mentor teachers with monthly training and targeted coaching and feedback focusing on excellence and equity. Through this partnership, OPLL mentor teachers will be better positioned to support the district’s equity goals of building a culturally responsive transformational workforce and enhancing the organizational learning culture.

NTC will facilitate 8 days of professional learning for OPLL teacher mentors. Through this professional learning, participants will:

- Develop instructional leadership skills
- Use data to support the improvement of teaching and learning
- Learn to support teachers in creating optimal learning environments in which they create emotionally, intellectually, and physically safe environments

- Learn about best practices for creating equitable, culturally responsive, and standards-aligned curriculum and instruction and meeting the diverse needs of every learner

Mentor Teacher professional learning activities with NTC will be ongoing through the year and will cover the following proposed topics:

- Instructional Mentoring for Equitable Learning
- Using data to support the improvement of teaching and learning
- Conducting observations and providing instructional feedback
- Assessing growth and deepening practice

2. Please describe how school system administrators are trained on the roles and responsibilities of mentors. When does this training occur? What is the content?

After being paired with a new teacher, mentors will conduct an introductory meeting with the respective administrator or their designee. The purpose of this preliminary meeting is to discuss the overall mentoring program, identify goals and objectives for the mentee(s), share mentor/mentee expectations, develop a plan for frequency of contact, and identify metrics for measuring teacher progress.

A key component of PGCPs' work with the NTC will be fostering a more comprehensive, collaborative partnership between the mentor, mentee, administrator, and other key personnel instrumental to the new educator's development. NTC will assess the current professional learning and development state for early career teachers and the coaching/school leadership teams who support them during the planning phase. District leaders will then have the opportunity to define a long-term strategy to support early career teachers in line with the metrics used to define the overall academic strategy of the district. System leaders and their teams will also create an implementation plan that includes, but is not limited to, the following components:

- Mentor role and expectations
- Communication expectations of mentors
- Metrics and benchmarks to monitor progress
- System-wide communication plan to increase stakeholder buy-in

Once the program begins, NTC will continue to collaborate with system leaders in program planning and capacity-building efforts that include continued customization of professional learning, review of program data, and developing long-term plans to build a self-sustaining mentor program for PGCPs.

3. Who evaluates the efficacy of individual mentors? What are the criteria and how is the data collected?

Mentor efficacy is evaluated by the supervisor and follows the criteria and rubric established by the Standards for Excellence (SFE) observation and evaluation instrument. At the beginning of the school year, goal-setting conferences are held with each mentor teacher. Instructional specialists or supervisors conduct formal and informal teacher observations each year. Mentors who are in their on-cycle year receive two formal observations as required by the PGCPs Evaluation system. Periodic informal observations are similarly conducted for mentors who are in their off-cycle year. All mentors receive an end-of-year evaluation rating which is captured in *eDoctrina*, the system's employee evaluation and professional learning data warehouse. End-of-year evaluation data from mentees are analyzed to help gauge each mentor's level of impact over the course of the school year.

SECTION C- COMPREHENSIVE TEACHER INDUCTION PROGRAM OVERVIEW

1. Please describe your initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.

The core of the PGCPS induction and mentoring program is to advance equity and opportunity that lead to increased student outcomes. The goal is to provide standards-aligned support to teachers as they create and sustain optimal learning environments in which the diverse needs of every learner are addressed with unwavering attention to equity and continuous academic, social, and emotional growth. This section provides a synopsis of services for new teachers, starting with the initial orientation process extending throughout the school year.

Pre-Service Week Activities - As part of the initial orientation process, all new educators are invited to the following [activities](#):

- New Employee Orientation (mandatory)
- Laptop Distribution (for eligible new hires)
- Professional Educator Induction Program - Through this program, new teachers receive guidance and training designed to assist them in developing their skills and understanding in implementing curricula and programs required by the school system.
- [New Teacher Boot Camp \(NTBC\)](#) - This voluntary pre-service component of the Professional Educator Induction Program (PEIP) prepares teachers with professional learning sessions on technology, instructional strategies, student engagement, professional responsibilities, wellness, and self-care.

Professional Educator Induction Program (PEIP) - Under the Supervision of the Office of Professional Learning and Leadership, PEIP is the seminal event of the August Pre-Service Induction. During this three-day training new teachers are introduced to school system leaders and fellow educators, and receive information regarding curriculum, systemic initiatives, and priorities. PEIP provides initial system-wide professional development for newly hired teachers. In this program, newly hired teachers receive guidance and training to build their understanding of district programs and curricula required by the school system. Training is differentiated by content, grade, and/or program at the introductory level, including the instructional programs and best practices for getting off to a good start. New teachers completing the core module series receive one continuing professional development credit that may be applied for recertification. PEIP is reinforced by continuous workshops and seminars through-out the school year, provided at the school site, by the area offices, and through specific content area offices that oversee the curricula. In addition, OPLL provides new teachers with mentor support by content area. The attendance for this year's three-day PEIP totaled 546 new educators, which included paraprofessionals promoted to full-time teaching positions for the 21-22 SY. Attendees included resident teachers from *Teach for America* and the *Notre Dame of Maryland University (NDMU) Special Education Alternative Certification Program*. In addition to the initial August training, follow-up sessions focusing on content as well as instructional strategies and pedagogy are available throughout the year to further assist new teachers with their professional development needs and to encourage reflection upon their practice.

New Teacher Boot Camp (NTBC) – Under the supervision of the Office of Professional Learning and Leadership (OPLL), NTBC is a voluntary pre-service component of PEIP. This program provides an opportunity for new teachers to connect with experienced educators, engage in meaningful learning experiences, and familiarize themselves with quality instruction and resources within PGCP. NTBC provides teachers with the knowledge of how to create and maintain success throughout the school year. NTBC training is conducted primarily by OPLL mentor teachers, with assistance from school-based and central office teacher leaders and specialists. For SY 21-22, 222 new teachers participated in the voluntary three-day New Teacher Boot Camp.

Internationally Trained Teacher Support Network (ITTSN) - Launched in 20-21 SY, this induction program supports the district's equity goal of retaining diverse employees. An Internationally Trained Teacher (ITT) has had both training and teaching experience primarily outside of the US Education System. The Internationally Trained Teacher Support Network Program is designed to:

- establish a network of PGCP ITT's,
- create high-quality professional learning opportunities for all incoming ITT's to PGCP,
- build an ITT teacher leadership pipeline within the school district,

- promote understanding of experiences of ITTs as they adapt to new educational practices, environments, and expectations.

The 2021-22 cohort of ITT's will be supported through the specialized New Teacher Boot Camp training, quarterly Meet and Greet sessions, and ongoing meetings during their first year to support their induction into the culture of PGCPs.

Full Time Mentor Teachers – Under the supervision of OPLL, mentor teachers are assigned to provide direct mentoring and coaching services to resident teachers in the Prince George’s County Resident Teacher Program, teachers holding conditional certificates, non-tenured teachers, and tenured teachers new to PGCPs. Mentor teachers also support the school community by collaborating with principals, school-based teacher leaders, and other resource providers to ensure that beginning educators experience the support needed to become effective educators. The OPLL mentoring program has been restructured to support the recent hiring of conditionally certified teachers to meet coursework and PRAXIS requirements leading to certification. The OPLL Mentor Teacher Program consists of full-time mentor teachers who were former classroom teacher leaders hired to support new teachers through leadership of the following initiatives:

| MENTORING AND INDUCTION SUPPORTS | |
|---|--|
| Advancing Equity, Growth, and Inclusion through Mentorship | New for SY 2021-2022, OPLL’s talented team of mentor teachers has expanded to include the former consultant teachers previously operating under the Peer Assistance and Review Office. With our increased mentor staff, we are better positioned to deliver a more equitable mentoring program that supports the district’s goal of providing every first-year teacher--both certified and conditional--with a dedicated mentor teacher. Veteran teachers new to Prince George’s County Public Schools (PGCPs) are also eligible to receive mentoring support. In the future, mentoring services will also be extended to include long-term substitutes and paraprofessionals filling classroom vacancies. |
| Conditional Educator Program (CEP) | Under the direction of the Office of the Chief of Human Resources, this newly formed pilot provides full tuition funding for identified conditional educators seeking coursework toward fulfilling their certification requirements. Through the CEP, educators holding conditional certification can take up to 12 fully funded courses through Prince George’s Community College. Through the CEP, conditional certificate holders can also take CPD courses leading to initial certification at no cost. Eligible candidates undergo routine transcript analysis and certification coaching to ensure courses taken are appropriate and lead to the desired areas of certification. This initiative is facilitated through a cross-divisional collaboration with the Certification Office, the Office of Professional Learning and Leadership, Human Resources Operations and Staffing, and PGCC faculty. |
| PEIP XP | Facilitated by the Office of Professional Learning and Leadership, PEIP XP was launched in May 2019 and continues to provide distance learning instructional support for new teachers. In response to the need to increase educator effectiveness in the area of distance learning as a result of Covid-19, PEIP XP ensures our novice teachers receive professional learning around the latest digital instructional technologies. PEIP XP offers teachers a robust digital learning experience as an additional layer of support throughout the induction phase. PEIP XP sessions are facilitated by OPLL mentor teachers throughout the school year and are delivered in both synchronous and asynchronous platforms. |
| Continuing Professional Development (CPD) Courses – | Through the Office of Professional Learning and Leadership, PGCPs offers targeted professional development courses to all employees. CPD courses are MSDE approved and satisfy teacher initial certification requirements and the renewal of professional certificates. The core CPD team is comprised of a CPD Coordinator, a CPD Liaison, and course instructors consisting of school-based and central office teacher leaders and specialists. |
| Special Education Mentor Workforce | This network of support is designed to support new and non-tenured special education teachers. Professional learning supports are monthly and include topics such as creating and implementing IEP goals and objectives, Maryland Online training, co-teaching, and differentiating instructions. Training sessions are delivered by the OPLL mentor teachers with SPED content backgrounds. |

| MENTORING AND INDUCTION SUPPORTS | |
|--|---|
| National Board-Certified Teacher Program (NBCT) | The PGCPS NBCT Program provides ongoing training to new educators on best practices for 21 st Century teaching and learning. Under the direction of the OPLL, the NBCT program hosts virtual conferences and symposiums that provide teacher leaders with strategies for working with novice teachers. NBCT's are instrumental in supporting schools to establish or enhance school-based New Teacher Academies across the district's 13 clusters. |
| Teacher Leader Academy (new for 21-22 SY) | In response to the need to establish a greater level of peer-to-peer school-based mentoring support, the TLA was launched to identify and support a cadre of teacher leaders to provide day-to-day support to new teachers in their respective buildings. This work, previously funded and supported through a USDE grant, is now facilitated and sustained by the TLA work stream leads and OPLL mentor teachers. |
| edTPA/PPAT Performance Assessment Training | This new program was designed to assist conditional certificate holders with successfully completing the requisite performance assessments necessary for obtaining a Standard Professional Certificate. |

Ongoing Professional Learning

Pre-Service Professional Learning - Prior to the start of school, probationary teachers participate in pre-service training focused on preparing them with the tools to successfully begin their teaching careers. Educators engage in content specific systemic professional learning, along with mandatory social and emotional learning. For SY 21-22, all training is delivered virtually in both synchronous and asynchronous formats.

PRE-SERVICE WEEK – AUGUST 27-September 7, 2021

| DATE | PROFESSIONAL DEVELOPMENT FOCUS |
|----------------------|---|
| August 27 | <p>Full Day – School-based, Principal Led</p> <p>Focus on: Welcome/Goal Setting</p> <p>Recommended Topics:</p> <ul style="list-style-type: none"> ▪ Theme: Change, Transformation, Innovation ▪ Knowing Your “Why” ▪ Team Building ▪ Reopening Plan ▪ Teacher Evaluation |
| August 30 | <p>Full Day- School-based, Principal Led</p> <p>Focus on: Systems, Structures & Expectations</p> <p>Recommended Topics:</p> <ul style="list-style-type: none"> ▪ Systems, Structures & Expectations ▪ Attendance (Staff and Students) ▪ Curriculum Bridging Guides Overview ▪ Department Meetings / Collaborative / Team Planning ▪ Virtual Platforms |
| August 31 | <p>Full Day; Independent</p> <p>Focus on: Educators plan and set up physical or virtual classrooms.</p> |
| September 1-2 | <p>Two Full days; Virtual</p> <p>PGCPS Professional Development Day</p> <p>Focus on: Content-Specific Sessions</p> |

| | |
|--------------------|--|
| September 3 | Full Day; In-Person Focus on: Orientation (AM) / Review Opening Day Procedures (PM) |
| September 7 | Full Day; Independent Focus on: <ul style="list-style-type: none"> ▪ Educators’ opportunity to plan and set up physical or virtual classrooms ▪ Staff review modules as time permits |

Professional Educator Induction Program (PEIP) 2.0 - Since its launch in 2014, the PGCPs Professional Educator Induction Program (PEIP) 2.0, an extension of PEIP, continues to offer a series of monthly Professional Development sessions provided by OPLL Mentors and Teacher Leaders. During PEIP 2.0 new teachers learn more about the fundamentals for effective pedagogy, student engagement, formative and summative assessment and content delivery. Some of the coursework in this yearlong program include but are not limited to: Wellness and Mindfulness Trainings, Virtual Classroom Management, Goal Setting, Engaging Students Virtually, Special Education Case Management, Framework for Teaching, Technology Training, Communicating with Teachers and Parents, Designing and Utilizing Assessments. More information about this program can be found on the New Teacher Academy/PEIP 2.0 site at <https://tinyurl.com/PGCPSPEIP2-0>.

PEIP XP – Facilitated by the Office of Professional Learning and Leadership, PEIP XP was launched in May 2019 as a distance learning induction support structure. In response to the need to increase educator effectiveness in the area of distance learning as a result of Covid-19, PEIP XP ensures our novice teachers receive professional learning around the latest digital instructional technologies. PEIP XP offers teachers a robust digital learning experience as an additional layer of support throughout the induction phase. PEIP XP sessions are facilitated by OPLL mentor teachers throughout the school year and are delivered in both synchronous and asynchronous platforms.

Systemic Training - PGCPs provides systemic professional learning opportunities for probationary teachers throughout their professional careers in the school system. Central to this effort is the ongoing support available to teachers through mentoring and coaching which begins during the teachers’ induction phase into PGCPs. Mentors’ certified expertise crosses all content areas and levels of pedagogy. Prioritizing the needs of non-certified, non-tenured teachers, PGCPs’ professional learning offerings are tailored to the needs of new teachers inclusive of offerings in the areas of content, pedagogy, graduate study, and technology implementation.

2. Please describe what opportunities probationary teachers have for observation, informal feedback, and co-teaching with his/her mentor or peers. How are the needs and concerns of new teachers assessed and addressed through ongoing supports, informal feedback, and follow-up?

Direct mentoring services are provided throughout the year to new teachers. Mentors support probationary teachers by providing instructional coaching around the Framework for Teaching (FFT). The instructional coaching support is framed through the Impact Cycle, which is an evidence-based approach to improving teachers’ instructional pedagogy and is based on the work of Jim Knight, one of the leading researchers in the area of instructional coaching. In addition to one-to-one mentoring services, mentor facilitated Professional Learning Communities (PLCs) allow mentors to deliver professional learning, coaching and mentoring across content/grade levels and schools, creating opportunities for networking and peer to peer collegial support and exchanges to build a nested community of learners. Mentors engage in routine peer observations and instructional coaching cycles with the mentors using the Charlotte Danielson Framework for Teaching rubric aligned to the system’s observation and evaluation system. Mentee baseline data is collected at the beginning of the mentoring/coaching cycle either through peer observation or feedback from administrator informal/formal observations. Mentors use the observable data to provide specific mentoring to support the identified areas of need. After a period of coaching, modeling, and reflecting, a post-support peer observation is conducted to measure teacher growth over time, or in cases where little to no growth is evident, to determine next steps for improving teacher proficiency in the supported area(s).

Understanding that new teachers often learn best through observing seasoned colleagues, when feasible, peer shadowing opportunities are coordinated between administrator and the mentor teacher to allow the mentee to observe a job-alike colleague to witness accomplished teaching. Opportunities for mentee reflection and take-aways are provided throughout the shadowing experience. Mentors routinely collaborate with their novice teachers to co-plan and co-teach lessons. Mentors also model instructional strategies and technology integration while mentees observe and reflect.

3. Please describe how your district uses action (growth) plans and relevant data to improve the instructional practice of your probationary teachers.

Below is an excerpt from the PGCPs Unit 1 Teacher Growth Plan/ Educator Handbook:

Growth Plan

The Growth Plan reflects a comprehensive strategy for advancing effective teaching by identifying areas for growth and improvement. The plan is developed collaboratively between the employee and Supervisor and should be monitored and updated regularly. The strategies identified on the Growth Plan for implementation by the employee are designed to improve the cited performance concerns. Failure to meet the expectations of the Growth Plan may result in, but is not limited to, an extension of the Growth Plan, a negative final evaluation rating, and/or adverse action up to termination. The Growth Plan form provided in the evaluation platform is the required form and it cannot be altered. The Growth Plan must be completed in the evaluation platform. No other form of Growth Plan will be used as documentation if recommending that an Off-Cycle Educator be placed On-Cycle.

The Supervisor must provide notification of a Growth Plan in writing to the Educator and their Instructional Director. The development and implementation of the Growth Plan may occur at any time up to the last duty day for the Educator. Growth Plans may extend into the next school year if expectations were not met in the previous school year.

Mentor Teacher Support for Teachers on a Growth Plan

Mentor teachers provide intensive instructional coaching and support to new, non-tenured, and probationary teachers based on the FfT. When novice teachers are referred to the mentoring program, administrators submit evidence including informal and formal observation data and the established action (growth plan), when applicable, that details the area(s) in need of development, and the progress monitoring plan for advancement. The action (growth) plan is used as a guide to establish preliminary SMART Goals and initiate the basis of any mentoring and coaching partnership. Mentor teachers conduct informal peer observations throughout the year. All relevant data sources are instrumental in arranging mentees into cohorts. Cohort training sessions will be held throughout the year to provide differentiated professional learning for groups of teachers. Additionally, mentor teachers will use the Impact Cycle (Identify, Learn, Improve) to plan coaching cycles to promote significant improvements in pedagogy and content knowledge to bolster student achievement in their one-to-one support sessions with individual mentees.

SECTION D- COMPREHENSIVE TEACHER INDUCTION PROGRAMMATIC (CTIP) EVALUATION

1. Please explain how the efficacy of your mentoring program will be evaluated. Be sure to include how you plan to use teacher evaluation data, teacher perception data, and new teacher retention data.

The CTIP is evaluated through the district’s retention rate of new educators, FfT observation and evaluation data; end of year impact surveys; and the number of conditionally certified teachers moving from a Conditional Certificate to a Standard Professional Certificate. Increased coordination with the Employee Evaluation Office will occur to extract quarterly FfT observation data for new teachers to identify trends and patterns, establish systemic focus areas for new educators, and customize professional learning designed to target specific areas of improvement. Currently PGCPs has a 90% new teacher retention rate.

Ongoing and end-of-year mentee evaluations will be enhanced and utilized to capture mentee perception data and overall satisfaction. In recent years, OPLL has collaborated with the Office of Research and Evaluation to improve its surveys and metrics to better gauge the impact of the district’s CTIP.

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ESSA FEDERAL AND STATE GRANT APPLICATIONS AND OTHER REPORTING REQUIREMENTS



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List of the ESSA Federal and State Grant Applications and Other Reporting Requirements.

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

| FEDERAL GRANT APPLICATIONS | |
|-----------------------------------|---|
| Title I, Part A | Improving Basic Programs Operated by Local Education Agencies |
| Title I, Part D | Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk |
| Title II, Part A | Preparing, Training, and Recruiting High-Quality Teachers and Principals |
| Title III, Part A | English Language Acquisition, Language Enhancement, and Academic Achievement |
| Title IV, Part A | Student Support and Academic Grants |
| STATE GRANT APPLICATION | |
| Fine Arts | |
| EQUITABLE SERVICES | |
| Appendix H | Equitable Services |

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APPENDX A TITLE I, PART A: IMPROVING BASIC PROGRAMS



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**Title I, Part A: Improving Basic Programs
2021-2022 Title I, Part A Application and Monitoring Tool**

**Title I, Part A Application and Monitoring Tool Release Date:
June 18, 2021**

Federal Grant Application Submission Timeline

**1st Submission to the Title I
Specialists for Review
August 2-31, 2021**

**Submission for Conditional Approval
September 30, 2021**

**First Submission through Local ESSA
Consolidated Strategic Plan
October 15, 2021**

**FINAL Submission through Local
ESSA Consolidated Strategic Plan
November 15, 2021**

| | |
|----------------------|--|
| Local School System: | Prince George’s County Public Schools |
| Title I Coordinator: | Dr. Tracey J. Adesegun |
| Telephone Number: | 301-618-8390 |
| Email Address: | adesegun@pgcps.org |
| Submission Date: | September 28, 2021 |

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2021-2022 Title I, Part A Application

ATTESTATION

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

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


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.

| | | | |
|--|--|---------------------------------|---------------------------|
| <u>Dr. Monica E. Goldson</u> |  | <u>Prince George's County</u> | <u>September 28, 2021</u> |
| <i>LEA Superintendent Name (Please Print or Type)</i> | <i>LEA Superintendent Signature</i> | <i>Local Educational Agency</i> | <i>Date</i> |
| <hr/> | | | |
| <u>Dr. Tracey J. Adesegun</u> |  | <u>Prince George's County</u> | <u>September 28, 2021</u> |
| <i>Title I Coordinator Name (Please Print or Type)</i> | <i>Title I Coordinator Signature</i> | <i>Local Educational Agency</i> | <i>Date</i> |

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.

| | | | |
|---|--|---------------------------------|--------------------|
| Dr. Monica E. Goldson |  | Prince George's County | September 28, 2021 |
| <i>LEA Superintendent Name (Please Print or Type)</i> | <i>LEA Superintendent Signature</i> | <i>Local Educational Agency</i> | <i>Date</i> |

| | | | |
|--|---|---------------------------------|--------------------|
| Dr. Tracey J. Adesegun |  | Prince George's County | September 28, 2021 |
| <i>Title I Coordinator Name (Please Print or Type)</i> | <i>Title I Coordinator Signature</i> | <i>Local Educational Agency</i> | <i>Date</i> |

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). Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being. 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. Additionally, the LEA ensures that 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 provides 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.)
- Assures their educational equity point of contact is included in the completion of the application

| | | | |
|--|--|---------------------------------|-------------------|
| <i>Dr. Monica E. Goldson</i> |  | <i>Prince George’s County</i> | <i>11/10/2021</i> |
| <i>LEA Superintendent Name (Please Print or Type)</i> | <i>LEA Superintendent Signature</i> | <i>Local Educational Agency</i> | <i>Date</i> |
| <i>Dr. David Rease, Jr.</i> |  | <i>Prince George’s County</i> | |
| <i>Equity Point of Contact Name (Please Print or Type)</i> | <i>Equity Point of Contact Signature</i> | <i>Local Educational Agency</i> | <i>Date</i> |
| <i>Dr. Tracey J. Adesegun</i> |  | <i>Prince George’s County</i> | |
| <i>Title I Coordinator Name (Please Print or Type)</i> | <i>Title I Coordinator Signature</i> | <i>Local Educational Agency</i> | <i>Date</i> |

Attestation - Section 1112

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. The LEA must include a written process explaining how all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components.
2. The LEA must include a written process explaining how the application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), [Equity Point of Contact/Office](#), other appropriate school personnel, and with the parents of children in schools served under this part. (Section 1112(a)(1)(A))

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this component. **Staff Responsible for Attestation 1112**

| Application: The LEA will respond to each assurance (Check One) | Attestation – Section 1112 Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review |
|--|--|----------------------|---|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 1. The LEA ensures that all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components listed above. <i>Required Attachment #1</i> <u>Attestation: Multiple Stakeholders</u> | 1112(a)(1)(A) | Examples of activities demonstrating that the LEA meets statutory requirements for the programmatic and fiscal implementation and oversight of the Title I, Part A program and documentation supporting the implementation of the written process must include: <ol style="list-style-type: none"> 1. Sign-in, agenda, and notes (SAN) from LEA Title I Meetings demonstrating collaboration with other LEA offices* 2. Written communication demonstrating collaboration with other LEA offices 3. LEA fiscal monitoring of school-level budgets 4. Other documentation to support the LEA has implemented its written process, if applicable. <i>*Agenda topics and notes must reflect the specific component of Title I, Part A and the sign-in sheets must reflect the involvement of pertinent LEA offices.</i> |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 2. The LEA ensures that this application is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), Equity Point of Contact/Office , other appropriate school personnel, and with the parents of children in schools served under this part. <i>(Required Attachment #2)</i> <u>Attestation Written Process - Timely & Meaningful Consultation</u> | 1112(a)(1)(A) | Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. SANE from stakeholder meetings demonstrating timely and meaningful consultation regarding the Title I application 2. Written communication from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application 3. Survey data from stakeholder engagement demonstrating timely and meaningful consultation regarding the Title I application, if applicable 4. Other documentation to support the LEA has implemented its written process, if applicable. |

A. STAFF CREDENTIALS AND CERTIFICATIONS

Resources:

[Staff Credentials: Glossary of Terms](#)

[Disparity Data Chart](#)

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. A written process to ensure the LEA:
 - has all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements.
 - coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
 - identifies (using the previous school year data) disparities, plan to address disparities, and processes for the implementation (planning, interim check-in, analysis of outcomes) that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. Per the Maryland ESSA Consolidated Plan, LEAs will be expected to address the data with a specific focus on how the support will differ for schools that receive Title I, Part A funds. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
 - has a timeline to notify parents.
2. Listing of the percentage and number of teachers who have met and not met licensure and certification status for the 2021-2022 school year in each Title I School including the area of certification. If applicable, provide a written action plan for teachers who meet conditional certification status with timeline to complete certification requirements.*
3. Listing of the percentage and number of paraprofessionals who have met and not met qualification status for the 2021-2022 school year.*
4. Data used to identify disparities (from 2020-2021), accompanied by communication [from the LEA office generating the data \(Human Resources, Accountability/Data, etc.\)](#) demonstrating data was generated from LEA records. The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White). The MSDE has provided a [sample chart](#) that **may** be used in required attachment #4.

*The data will be submitted on the submission for Conditional Approval and updated, as needed, for the Final Submission with the Local ESSA Consolidated Strategic Plan on November 15th.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this component. [Staff Responsible for Staff Credentials & Certification](#)

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Staff Credentials and Certification Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|-----------------------------|---|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>1. The LEA ensures that it has a written process that all teachers in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.</p> <p>Required Attachment #1 <u>A.1.a Written Process- State Certification & Licensure Requirements</u> <u>A.1.b Written Process- Human Resource Timeline & Coordination</u> <u>A.1.c Written Process- Identification & Addressing Disparities</u> <u>A.1.d Written Process- Timeline to Notify Parents</u></p> <p>Required Attachment #2 <u>A.2. Percentage and Number of Teachers who have met and not met licensure and certification status</u></p> | 1111(g)(2)(J) 1112(c)(6) | Documentation supporting the implementation of the written process which must include: 1. List of teachers and their certification status for each Title I school including: <ul style="list-style-type: none"> ○ Number and percentage of teachers who have certification and licensure in Title I schools for the 2021-2022 school year. ○ Number and percentage of teachers who do not have certification and licensure in Title I schools for the 2021-2022 school year. 2. Copies of 2021-2022 Principal Attestations with dates and signatures for each Title I school. 3. Other documentation to support the LEA has implemented its written process, if applicable. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>2. The LEA ensures it has a written process to include multiple coordinated efforts with certification and licensure notification between Human Resources, the Title I Office and school administration.</p> <p>Required Attachment #1 <u>A.1.a Written Process- State Certification & Licensure Requirements</u></p> | 1111(g)(2)(J) 1112(c)(6) | Documentation supporting the implementation of the written process which must include: 1. Multiple* dated communications and meetings between Human Resources, the Title I Office, and school administration (SAN/emails) 2. Other documentation to support the LEA has implemented its written process, if applicable. * Regular, ongoing collaboration throughout the year (based on the frequency in the written process) |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Staff Credentials and Certification Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|-------------------------------------|--|
| | <p><u>A.1.b Written Process- Human Resource Timeline & Coordination</u></p> <p><u>A.1.c Written Process- Identification & Addressing Disparities</u></p> <p><u>A.1.d Written Process- Timeline to Notify Parents</u></p> | | |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>3. The LEA ensures that all paraprofessionals working in Title I schools meet applicable State qualification requirements.</p> <p>Mark N/A if</p> <ul style="list-style-type: none"> ▪ there are no paraprofessionals in the Title I schools; ▪ paraprofessionals are not assigned instructional duties <p><i>Required Attachment #1</i></p> <p><u>A.1.a Written Process- State Certification & Licensure Requirements</u></p> <p><u>A.1.b Written Process- Human Resource Timeline & Coordination</u></p> <p><u>A.1.c Written Process- Identification & Addressing Disparities</u></p> <p><u>A.1.d Written Process- Timeline to Notify Parents</u></p> <p><i>Required Attachment #3</i></p> <p><u>A.1.3 Listing of the percentage and number of paraprofessional who have met and not met licensure and certification</u></p> | <p>1112(c)(6) 1111(g)(2)(J)</p> | <p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. List of paraprofessionals and their qualifications - AA degree or higher, completed two years of study at an institution of higher education, and/or PRAXIS to include: <ul style="list-style-type: none"> ○ Number and percentage of paraprofessionals who have met qualifications status ○ Number and percentage of paraprofessionals who have not met qualifications status 2. Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2021-2022 must include: <ul style="list-style-type: none"> ○ Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers 3. Other documentation to support the LEA has implemented its written process, if applicable. |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Staff Credentials and Certification Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|--|--|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>4. The LEA ensures it has a written process and evidence of implementation to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers.</p> <p>Required Attachment #1 <u>A.1.a Written Process- State Certification & Licensure Requirements</u> <u>A.1.b Written Process- Human Resource Timeline & Coordination</u> <u>A.1.c Written Process- Identification & Addressing Disparities</u> <u>A.1.d Written Process- Timeline to Notify Parents</u></p> <p>Required Attachment #4 <u>A.1.4 Data used to identify disparities</u></p> | 1111(g)(1)(B) 1112(b)(2) | Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. The implementation of the procedures (from 2020-2021 SY) for identifying and, if applicable addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced, out-of-field teachers) 2. Multiple* SAN and email documenting processes for the implementation (planning, interim check-in, analysis of outcomes) of identifying and addressing disparities in collaboration with human resources, certification, or other LEA offices showing disparity data, teacher placement, teacher support, etc. 3. Other documentation to support the LEA has implemented its written process, if applicable. <p>* Regular ongoing collaboration throughout the year (based on the frequency in the written process)</p> |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>5. The LEA ensures it has a written process that includes timelines/dates used to annually notify parents about:</p> <p>a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children.</p> <p>b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade</p> | 1112(e)(1)(A) (i)(I-III) 1112(e)(1)(B) (ii) 1112(e)(1)(B) (i) | Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. Multiple dated communications at the beginning of the school year which must include: <ul style="list-style-type: none"> o A copy of the dated cover letter sent to parents, which includes notice of parent's right to request teacher qualification information o Communication/ notification to parents (newsletter, memo, letter, school calendars, etc.) 2. Copies of requests for information from parents on teacher and/or paraprofessional qualifications, if applicable. 3. Evidence that parents have been provided information on the level of achievement and academic growth on State academic assessments of their students. |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Staff Credentials and Certification Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|---|---|-----------------|---|
| | <p>level. A timely notice has been provided to parents.</p> <p>c. information on the level of achievement and academic growth of the student, If applicable and available, on each of the State academic assessments required under this part.</p> <p><i>Required Attachment #1</i></p> <p><i><u>A.1.a Written Process- State Certification & Licensure Requirements</u></i></p> <p><i><u>A.1.b Written Process- Human Resource Timeline & Coordination</u></i></p> <p><i><u>A.1.c Written Process- Identification & Addressing Disparities</u></i></p> <p><i><u>A.1.d Written Process- Timeline to Notify Parents</u></i></p> | | <ol style="list-style-type: none"> 4. A dated written notice to parents regarding when their child has been assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. This notice must include the teacher's name and content area. 5. Copies of the timely responses provided to parents, if applicable 6. Other documentation to support the LEA has implemented its written process, if applicable. |

B. SCHOOLWIDE PROGRAMS

Resources

[Schoolwide Program Non-Regulatory Guidance](#)

[MSDE Schoolwide Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all Schoolwide Program Schools.
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)).
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty. **Not applicable**
4. Written Process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom.
5. Written process for how the LEA supports programs that coordinate and integrate (A) CTE content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I schoolwide program Plans, which should be submitted prior to the Program Review date. [The specific due date will be determined between the MSDE Title I POC and LEA Title I Coordinator.](#)

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

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

YES NO

If Yes, continue below. Check one:

Federal funds Federal, State, local funds.

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

YES NO

(Required Attachment #3)

| Application: The LEA will respond to each assurance (Check One) | Schoolwide Programs Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|---|---|
| <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> N/A | 1. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LEA ensures in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families. i. Describe how the LEA will assist schools in consolidating funds for schoolwide programs. ii. If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs. | 1114(a)(1) | 1. SANE documentation demonstrating collaboration on the consolidation of funds 2. LEA Budget documents to support the consolidation of funds and the individual funding sources 3. Methodology of how percent contribution from each program was calculated 4. Disbursement method for consolidated funds |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 2. The LEA ensures the implementation of a Schoolwide Program includes the following four components: <ul style="list-style-type: none"> ▪ Comprehensive Needs Assessment ▪ Schoolwide program Reform | 1114(b)(2) 34 C.F.R. § 200.26(a) 1114(b)(6) | 1. Selected copies of Schoolwide Plans Documentation supporting the implementation of the four Schoolwide Components: Comprehensive Needs Assessment: 1. Qualitative and quantitative data collected, including culture/climate, |

| Application: The LEA will respond to each assurance (Check One) | Schoolwide Programs Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|---|--|---|--|
| | <p>Strategies*</p> <ul style="list-style-type: none"> ▪ Parent, Family and Stakeholder Engagement ▪ If applicable, coordination and Integration of Federal, State, and Local services and programs. <p>*MSDE's Title I Office strongly encourages LEAs to implement "evidence-based" interventions/strategies/activities/program, Tiers 1-3. At minimum the interventions/strategies/activities/ program for non-CSI schools should demonstrate a rationale that meet the "Demonstrate a Rationale" requirement. (Level 4)</p> <p>To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEAs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (<u>Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments</u>)</p> <ul style="list-style-type: none"> ▪ <u>Schoolwide Program Non-Regulatory Guidance</u> ▪ <u>MSDE schoolwide program Checklist</u> | <p>1114(b)(2)(7) (i-iii)(I-V) 1114(b)(2) 1114(b)(5)</p> | <p>demographics, student performance, student attendance, behavior, and family and community involvement.</p> <ol style="list-style-type: none"> 2. As needed, evidence of interviews, focus groups, or surveys. 3. Tools or processes to identify the strengths and needs of students, teachers, school and community. 4. Examples of how the data is used by the administration, teachers and parents to guide decisions and instruction. 5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups. 6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders. <p>Schoolwide program Reform Strategies:</p> <ol style="list-style-type: none"> 1. Examples of how schoolwide program reforms increase the quality and quantity of instruction. 2. Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. 3. Evidence to demonstrate the effectiveness of reforms. 4. Applicable adjustments were made or are planned to be made to address students not making progress. <p>Parent, Family and Stakeholder Engagement:</p> <ol style="list-style-type: none"> 1. Evidence of the involvement of <u>parents/families/stakeholders</u>, teachers, principals, and other school staff in the development of the schoolwide program plan must include: <ol style="list-style-type: none"> a. SAN from School Improvement meetings <u>and/or other meetings demonstrating involvement of parents/families/stakeholders, teachers, principals, and other school staff.</u> b. Written communication, including email, letters, newsletters, website c. Surveys and survey data, <u>if applicable.</u> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ol style="list-style-type: none"> 1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.) |

| Application: The LEA will respond to each assurance (Check One) | Schoolwide Programs Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|---------------------------|---|
| | <ul style="list-style-type: none"> ▪ Early Learning in ESSA Non-Regulatory Guidance | | 2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 3. The LEA ensures all schoolwide program plans and its implementation are regularly monitored and revised as necessary based on student needs. <i>Required Attachments #1</i> <u>Schoolwide B.1 - Written Process</u> | 1114(b)(3) | Documentation supporting the implementation of the written process and evidence of implementation of the LEA Monitoring Plan, including the annual review of schoolwide program plans including the four components , which must include: : <ol style="list-style-type: none"> 1. Schoolwide program monitoring tool(s) 2. SAN from program monitoring visit(s) 3. LEA Schoolwide program monitoring visit(s) schedule 4. Schoolwide Program monitoring reports 5. Email communication 6. Documentation demonstrating how findings for the LEA annual review process are addressed at the school level (samples) 7. A description of how the LEA will examine relevant academic achievement; include data analysis charts, tools, and/or tables 8. Other documentation to support the LEA has implemented its written process, if applicable. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 4. The LEA ensures it has a process for making the schoolwide program plan available to the LEA, parents, and the public. | 1114(b)(4) | Documentation must include multiple (at least 2) examples of how the schoolwide plan is made available to parents/family members and the public. Examples may include: <ol style="list-style-type: none"> 1. Schoolwide Program Plan on school website; handbooks, etc. 2. Schoolwide Program plans available to the public |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 5. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable. <i>Required Attachment #2</i> <u>Schoolwide B.2 - MOU between LEA and Early Childhood Programs</u> | 1114(b)(7) (A)(iii)(V) | <ol style="list-style-type: none"> 1. SAN from collaboration meetings regarding transitions 2. Timelines with evidence of implementation 3. Documentation of articulation meetings, if applicable |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO | 6. The LEA has a written process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom. | 1112(b)(11) | Documentation supporting the implementation of the written process, which may include: <ol style="list-style-type: none"> 1. SAN from collaboration meetings between Title I and Student Services/Discipline Office |

| Application: The LEA will respond to each assurance (Check One) | Schoolwide Programs Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|----------------------|---|
| <input type="checkbox"/> N/A | <u>Required Attachment #4</u> <u>Schoolwide B.4 - Written Process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom.</u> | | <ol style="list-style-type: none"> 2. Written communication between Title I and Student Services/Discipline Office 3. SANE from professional learning related to behavior support strategies (multi-tiered system of support (MTSS), restorative practices, positive behavioral interventions and supports (PBIS), etc.) 4. Data reports and analysis demonstrating the implementation of the written process 5. Other documentation to support the LEA has implemented its written process, if applicable. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>7. The LEA has a written process for how the LEA supports programs that coordinate and integrate (A) Career and Technical Education (CTE) content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit.</p> <p><u>Required Attachment #5</u> <u>Schoolwide B.5 - Written Process – CTE Coordination and Integration</u></p> | 1112(b)(12) (A-B) | <p>Documentation supporting the implementation of the written process, which may include:</p> <ol style="list-style-type: none"> 1. SAN from collaboration meetings between Title I and CTE and/or Work-Based Learning Office 2. Written communication between Title I and CTE and/or Work-Based Learning Office 3. SANE from professional learning related to CTE and/or Work-Based Learning 4. SANE from school events and/or LEA events related to CTE and/or Work-Based Learning 5. Data reports and analysis demonstrating the implementation of the written process 6. Other documentation to support the LEA has implemented its written process, if applicable. |

C. TARGETED ASSISTANCE SCHOOLS

Resources:

[MSDE Targeted Assistance Program Checklist](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

1. If applicable, a written process for a one year process for transitioning a Targeted Assistance School to a Schoolwide Program.
2. If applicable, to use the abbreviated planning process, a Letter of Intent to the MSDE Title I Director to begin a schoolwide planning process for a Targeted Assistance School to transition to a Schoolwide Program or a newly entering Title I School to become a Schoolwide Program in the 2021-22 School year.
3. A written process for developing, implementing, and monitoring requirements in all Targeted Assistance Schools including a timeline for identifying eligible students who are most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.
4. An agreement, such as an MOU, which outlines the coordination activities between the LEA and Head Start and, if feasible, other early childhood programs. (Section 1119(b))

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this component. **Not Applicable**

| Application: The LEA will respond to each assurance (Check One) | Targeted Assistance Schools Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review | | | | | | | | | |
|--|---|---|---|---|--|--|--|--|--|--|--------------------------------|---|
| <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A | <p>1. The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program <i>(Required Attachment #1 and #4)</i></p> <p>List Title I school(s) and School ID number below OR attach a list of for Targeted Assistance Schools the LEA is proposing to transition to SW in SY 2021-22:</p> <table border="1" data-bbox="331 638 810 873"> <thead> <tr> <th>School Name</th> <th>School Number</th> <th>Indicate New Title I School or Current TAS School</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | School Name | School Number | Indicate New Title I School or Current TAS School | | | | | | | 1114(a)(1)(B) 1114(b)(1)(A) | <p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program Other documentation to support the LEA has implemented its written process, if applicable. |
| School Name | School Number | Indicate New Title I School or Current TAS School | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A | <p>1a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program</p> <p>The LEA has a new school that will enter Title I status in the 2021-2022 school year or an existing Targeted Assistance school that plans to transition from a Title I Targeted Assistance Program to a Schoolwide Program beginning in the 2021-2022 school year, and the school would like to undergo the abbreviated planning process described by MSDE.</p> <p>(NOTE: see MSDE Targeted Assistance School Guidance for more details on this</p> | 1114(b)(1)(A) | <p>Documentation of the planning process must include:</p> <ol style="list-style-type: none"> Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program A letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. SAN and SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> Planning meetings and lists of participants that show stakeholder participation in decision making Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents, and should work in coordination with the School Improvement Team) | | | | | | | | | |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Targeted Assistance Schools Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|-------------------|---|
| | option). <i>Required Attachment #2</i> | | <ul style="list-style-type: none"> ○ Meeting schedule ○ Communications, including emails, communication log, notices on web pages, etc. 4. Documentation showing the results of the implementation of the LEA planning process and its recommendation for each school that is to become a Schoolwide Program. |
| <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A | 1b. Year Long Planning Option: The LEA has a school that is planning transitioning from a Title I Targeted Assistance Program in the 2020–2021 School Year to a Schoolwide Program beginning in the 2021-2022 School Year using the yearlong planning process described by MSDE. (NOTE: see MSDE Targeted Assistance School Guidance) <i>Required Attachment #1</i> | 1114(b)(1) | Documentation of the planning process must include (For each Targeted Assistance School transitioning): <ol style="list-style-type: none"> 1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program 2. A copy of the letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. 3. SAN/SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> ○ Planning meetings ○ Lists of participants that show stakeholder participation in decision making ○ Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents should work in coordination with the School Improvement Team) ○ Meeting schedule ○ Plan approval process ○ Communications, including emails, communication log, notices on web pages, etc. 4. LEA Process for Approving a Targeted Assistance School Transition Plan. 5. At completion, the LEA planning process documentation and plan for each school to be submitted to MSDE. |
| <input type="checkbox"/> YES <input type="checkbox"/> NO | 2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs | 1115(c)(1)(B) | If a LEA has any Targeted Assistance Schools at the time of its Annual Program Review, documentation supporting the implementation of the written process must include: <ol style="list-style-type: none"> 1. Weighted selection criteria |

| Application: The LEA will respond to each assurance (Check One) | Targeted Assistance Schools Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|-----------------|---|
| <input checked="" type="checkbox"/> N/A | <p>including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State's challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.</p> <p><i>Required Attachment #3</i></p> | | <ul style="list-style-type: none"> ○ Data sources for multiple selection criteria (by school) <ol style="list-style-type: none"> 2. Master ranking (all students ranked showing most needy students served by grade and subject area) 3. Targeted Assistance teachers and para schedules with matching student roster 4. Service delivery model 5. Description of how services will be delivered to Targeted Assistance students at each school. (Push-in, pullout, etc.) 6. Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting 7. School master schedules 8. Exit criteria by school 9. Other documentation to support the LEA has implemented its written process, if applicable. <p>LEA School-level Monitoring:</p> <ol style="list-style-type: none"> 1. Evidence of implementation of the LEA School-level Monitoring Plan must include: <ul style="list-style-type: none"> ○ SAN from program monitoring ○ Program monitoring tool(s) ○ Program monitoring feedback reports ○ Email communication 2. LEA schedules with dates for regular review for each Title I Targeted Assistance Program. |
| <input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A | <ol style="list-style-type: none"> 3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components: Targeted Assistance Program Checklist <ol style="list-style-type: none"> 1. Use program's resources to help eligible children meet the state's challenging academic standards; 2. Use methods and instructional strategies to strengthen the academic program of the school; 3. Coordinate with and support the | 1115(b)(2)(A-G) | <p>Program's resources to help eligible children meet the state's challenging academic standards may include:</p> <ol style="list-style-type: none"> 1. Programs, activities, and academic courses necessary to provide a well-rounded education. <p>Methods and instructional strategies to strengthen the academic program of the school may include:</p> <ol style="list-style-type: none"> 1. Expanded learning time, before- and after-school, and summer programs and opportunities 2. A schoolwide program tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). <p>Coordination with the regular education program may include:</p> |

| Application: The LEA will respond to each assurance (Check One) | Targeted Assistance Schools Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|---|---|------------------------|--|
| | <p>regular educational program which may include services to preschool children in the transition from early childhood programs;</p> <p>4. Provide Professional Development;</p> <p>5. Strategies to increase the involvement of parents of eligible children;</p> <p>6. If appropriate and applicable, coordinate with Federal, State, and local programs;</p> <p>7. Each Title I Targeted Assistance School will provide the LEA assurances that it will:</p> <p style="padding-left: 20px;">(i) help provide an accelerated, high quality curriculum;</p> <p style="padding-left: 20px;">(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and</p> <p style="padding-left: 20px;">(iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.</p> <p><i>Required Attachment #3 and #4</i></p> | | <ol style="list-style-type: none"> 1. SAN from collaboration meetings <ul style="list-style-type: none"> ○ Timelines with evidence of implementation 2. Documentation of coordination between regular education program and Title I <p>Professional Development may include:</p> <ol style="list-style-type: none"> 1. Data sources demonstrating the need for identified professional development 2. SANE documents from professional development 3. Professional development schedules, plans, and/or calendars 4. SANE from building capacity for school-level training to educate school personnel with parental assistance on how to work with parents as equal partners (see Parent and Family Engagement Checklist under Building Capacity requirements) <p><i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></p> <p>Strategies to increase the involvement of parents of eligible children may include:</p> <ol style="list-style-type: none"> 1. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs may include:</p> <ol style="list-style-type: none"> 1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.) 2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan. |
| <input type="checkbox"/> YES <input type="checkbox"/> NO | 4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if | 1115 (b)(2)(G)(iii) | Documentation supporting the implementation of the written process which may include: <ol style="list-style-type: none"> 1. LEA schedules with dates for regular review for each Title I Targeted Assistance Program |

| Application: The LEA will respond to each assurance (Check One) | Targeted Assistance Schools Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|---|---|-----------------|---|
| <input checked="" type="checkbox"/> N/A | necessary to provide additional assistance to eligible children. <i>Required Attachment #3</i> | | <ol style="list-style-type: none"> 2. SAN documentation of data review meetings 3. Documentation of program adjustments based on data review and progress monitoring 4. Student progress monitoring (evidence of progress/lack of progress) 5. Other documentation to support the LEA has implemented its written process, if applicable. |

D. PARENT AND FAMILY ENGAGEMENT

Resources

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

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

1. A written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.
2. LEA's 2021-2022 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review randomly selected Title I school Parent and Family Engagement Plans and School-Parent Compacts, which should be submitted prior to the Program Review. If these items are available in multiple languages, they should be submitted in all languages available. [The specific due date will be determined between the MSDE Title I POC and LEA Title I Coordinator.](#)

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

| Application: The LEA will respond to each assurance (Check One) | Parent and Family Engagement Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|--|--|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>Local Educational Agency</p> <p>1. The LEA ensures that the District Policy/Plan complies with all requirements including parent outreach, written policy, reservation, annual evaluation, and building capacity. Section 1116 (a)</p> <p>Parent and Family Engagement District-Level Checklist</p> <p>Required Attachment #2 D.2 Title I Parent & Family Engagement Policy</p> | Section 1116 (a)(1)(2)(A)(B)(C)(D)(3)(B) | <p>LEA Parent and Family Engagement Plans Evidence:</p> <p>District-Level Written Policy/Plan Evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from parent input meetings 2. Announcements/Fliers 3. Translated documents, if applicable 4. Receipts for accommodations/ interpreters, if applicable 5. Example of how the LEA's Parent and Family Engagement Policy/Plan is distributed and available. (Examples may include district/school website, student handbook, or school newsletters, etc.) 6. SANE from parent meetings specific to Section 1112. 7. SANE or other evidence that the LEA provides coordination, technical assistance, and other support to school 8. Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> o barriers to greater participation by parents; o the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; o strategies to support successful school and family interactions; o use of findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. 9. Communication/outreach regarding the distribution of evaluation/survey of LEA Parent and Family Engagement Policy/Plan 10. Results/summary of parent feedback. i.e., data analysis, narrative, etc. 11. Revisions to policy/plan are made based on evaluation, if applicable <p>District-Level Reservation: Evidence must include:</p> <ol style="list-style-type: none"> 12. SANE from parent meetings specifying agenda item on Title I PFE funds 13. Announcements/Fliers for meetings |
| <input checked="" type="checkbox"/> YES | <p>School Level</p> | Section 1116 (b)(c)(d)(e) | <p>School Level Parent and Family Engagement Plans Evidence-must include:</p> <ol style="list-style-type: none"> 1. School level plan(s) |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Parent and Family Engagement Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|----------------------------|---|
| <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>2. The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity.</p> <p>Parent and Family Engagement School-Level Checklist</p> | | <p>2. Example of how the school's Parent and Family Engagement Plan is distributed (Examples may include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet)</p> <p>3. SANE from Title I annual meeting(s) specifying information about Title I and parents rights to be involved</p> <p>Policy Involvement Evidence must include:</p> <p>4. SANE from parent input meetings</p> <p>5. Announcements/Fliers of outreach/events</p> <p>6. Translated documents, if applicable</p> <p>7. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable</p> <p>8. How parents are informed about the Schoolwide plan and can make comments if plan is not satisfactory</p> <p>Reservation Evidence must include:</p> <p>9. SANE from parent meetings specifying agenda item on Title I PFE funds</p> <p>10. Announcements/Fliers for meetings</p> <p>Shared Responsibility (School-Parent Compact) evidence must include:</p> <p>1. School-Parent Compact(s)</p> <p>2. SANE from parent meetings specifying agenda item for review and input on the school-parent compact</p> <p>3. Announcements/Fliers for meetings</p> <p>4. Translated school-parent compacts, if applicable,</p> <p>5. Example of how the school's School-Parent Compact is distributed and discussed. (Examples may include SAN from parent/teacher conferences and may include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet)</p> |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>3. Building Capacity for Involvement</p> <p>The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in</p> | <p>1116(e)(1-6)</p> | <p>LEA and School-Level Documentation must include:</p> <p>1. SANE from LEA technical assistance to schools</p> <p>LEA Building Capacity evidence must include:</p> <p>1. SANE from parent meetings, outreach or events with topic specific agenda items</p> <p>2. Announcements/Fliers for outreach/events</p> <p>3. Handouts/resources from parent outreach/events, staff development, etc.,</p> |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Parent and Family Engagement Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|---|---|-----------------|--|
| | <p>improving student academic achievement.</p> <ol style="list-style-type: none"> 1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. 2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. 3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work with parents as equal partners in their child's educational process. 4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. 5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. 6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times | | <p>as appropriate</p> <ol style="list-style-type: none"> 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable <p>School-Level Building Capacity evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from parent meetings, outreach or events with topic specific agenda items 2. Announcements/Fliers for outreach/events 3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Parent and Family Engagement Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|--|--|
| | and locations) for parental involvement activities as parents may request. | | |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 4. The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. | 1116(f) | Accessibility evidence may include: <ol style="list-style-type: none"> 1. Translated documents, if applicable 2. Receipts for accommodations/ interpreters, if applicable |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 5. The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <u>Required Attachment #1</u> D.1 PFE Written Process <u>Required Attachment #3</u> D.3 Annual Evaluation Tool | 1116(a)(2)(B) 1116(e)(1-14) | Evidence of LEA monitoring processes of Parent and Family Engagement requirements may include: <ol style="list-style-type: none"> 1. SANE from technical assistance, including topic specific agenda items 2. Training and/or evaluation feedback results, if applicable 3. Data charts, tools, and/or tables demonstrating engagement of parents and family members in improving student academic achievement, if applicable |

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

Resources

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

[Consultation Checklist](#)

[Affirmation of Consultation Form](#)

[Intent to Participate Form](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

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

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

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

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

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Participation of Children Enrolled in Private Schools Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|-----------------------------------|--|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>1. Delivery of Services The LEA ensures it <i>(check all that apply)</i>:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provides services directly to the eligible private school students. <input checked="" type="checkbox"/> Enters into a third party contract to provide services to eligible private school students. <input checked="" type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students. <p>Please identify LEAs involved. <u>one Arundel County</u> <u>Charles County</u> <u>District of Columbia</u> <u>Howard County</u> <u>Montgomery County</u></p> <p>Provide the date(s) services will begin: September 27, 2021 estimated.</p> <p><i>Required Attachment #1</i> <u>E.1.c Developing a Formal Agreement (MOUs)</u></p> | 1117(b)(1)(C)(G) | <ol style="list-style-type: none"> 1. Copies of contracts or agreements with individuals under contract with the LEA (hourly employees) 2. Payroll lists for Title I staff providing Title I services to participating private school children 3. Third party vendor documentation that the LEA has transferred Title I funds to another LEA 4. If applicable, formal agreement (MOU) with other LEA to provide services to private school students. <ul style="list-style-type: none"> ○ If applicable, communication with other LEA(s) regarding timeline for formal agreement (MOU). ○ If applicable, signed MOU with other LEA. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>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.</p> | 1117(a)(1)(A) 1117(b)(1)(b)(5) | <ol style="list-style-type: none"> 1. Approved list of private schools, church exempt, and publicly funded schools. 2. Forms of outreach may include: emails, phone logs, or certified mail receipts, etc. |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Participation of Children Enrolled in Private Schools Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|----------------------------|--|
| | <i>Required Attachment #1</i> <u>E.1.a Inviting Private Schools and Ongoing Consultation</u> | | 3. List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data) |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 3. Ongoing Consultation The LEA ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LEA ensures that services to private school students start at the beginning of the school year. <i>Required Attachment #1</i> <u>E.1.a Inviting Private Schools and Ongoing Consultation</u> | 1117 (b)(1-5) | 1. Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> ○ SANE documentation including topic specific agendas; emails, notes from phone calls 2. If applicable, the LEA should have a signed letter from the private school designee if the official is representing a consortium of private schools. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 4. Equitable Services to Students The LEA ensures it provides services to private schools' students in an equitable manner based on the needs of the participating private school. | 1117(a)(1)(A) 8501(c) | 1. List of participating private school children 2. Multiple selection criteria used to select for services |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 5. Teachers and Families Participation The LEA ensures that families and teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116. | 1117(1)(B) | 1. Evidence of professional development for teachers: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of professional development activities provided or scheduled to be provided to the classroom teachers 2. Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Agenda topic-specific SANE ○ List of family engagement activities scheduled or to be scheduled for families of participating students |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO | 6. Dispute Resolution The LEA ensures it has a written dispute resolution process for | 1117(b)(2-6) 1117(c)(2) | 1. If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution 2. If applicable, evidence of resolving disagreements |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Participation of Children Enrolled in Private Schools Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|---------------------------|---|
| <input type="checkbox"/> N/A | resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman. | | |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>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.</p> <p><i>Required Attachment #1</i> <u>E.1.b - Oversight, Monitoring, Supervising, & Evaluating Title I Programs</u></p> <p><u>E.1.c - Developing a Formal Agreement (MOUs)</u></p> | 1117(b)(1) 1117 (d)(1) | <p>Evidence LEA Supervises: LEA Program Oversight</p> <ol style="list-style-type: none"> Schedules of Title I staff Timeline/schedules for monitoring visits LEA written process and procedures for monitoring Title I services in private schools Monitoring feedback on student progress to Title I staff providing services or private schools officials (including letters, emails, reports, or notes, if applicable) Sample lesson plans and student work Oversight of third party vendor services <p>Qualifications of staff providing services:</p> <ol style="list-style-type: none"> Teachers providing services meet state certification and licensure requirements Paraprofessionals providing instructional support are under direct supervision of teachers that meet state certification and licensure <i>(May not apply to LEAs that use a third party provider, unless the LEA has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i> <p>Ordering and Storing of Materials and Equipment Oversight:</p> <ol style="list-style-type: none"> Title I property labels Inventory list <p>Evidence of Evaluation must include:</p> <ol style="list-style-type: none"> Progress reports/EOY reports on effectiveness of services SANE documenting modification to program, if applicable |

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Resources

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

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. A written process that includes how the Title I office will coordinate with the Homeless Education Liaison/Office, which includes:
 - a. how the LEA will provide educationally related support services in a coordinated effort, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education
 - b. the LEAs method for determining the homeless reservation set-aside, whether by a needs assessment or some other method.
2. If applicable, a [written process that includes](#): **Not applicable**
 - a. a description of how the LEA calculated the excess costs of providing transportation to homeless students;
 - b. the calculations that the LEA used to arrive at the figure on this section.
3. Per COMAR 13A.05.09.03, [provide a list](#) of all currently active shelter sites in the county that serve homeless children and families.

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this component. [Staff Responsible for Education for Homeless Children & Youth](#)

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

**SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION
SY 2021-2022**

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

Local School System: Prince George’s County Public Schools

Homeless Education Coordinator/Liaison: Natasha White Jones, PhD (301) 925-2482
Name Telephone/Cell Phone

Homeless Education Coordinator / Liaison’s Email: Natasha.jones@pgcps.org

| NAME OF SHELTER/ CONTACT PERSON | ADDRESS/TELEPHONE/ EMAIL | POPULATION SERVED |
|--|---|--|
| Arnold Place Tracy Arnold | 3112 Walters Lane Forestville, MD 20747 (202) 431-9811 Tracy1arnold@aol.com | women ages 16 - 62; accommodations for mothers with children also available |
| Family Crisis Center LaKenya Turner | 3601 Taylor Street, Brentwood, MD 20722 (301) 577-4839 ext. 1208 lturner@ucappgc.org | 60 families |
| Family Emergency Shelter Latanya Brown | 425 Brightseat Road, Landover, MD 20785 (301) 909-6140 ltanya.brown@maryland.gov | families |
| House of Ruth Keisha Jordan | 5350 D St SE, Washington, DC 20019 (202) 667-7001 ext. 282 kjordan@houseofruth.org | women with children who are victims of domestic violence, substance abuse, or mental health issues |
| Laurel Advocacy & Referral Services Leah Paley | 311 Laurel Avenue, Laurel, MD 20707 (301) 776-0442 lpaley@laureladvocacy.org | permanent supportive housing for residents of Laurel, MD only |
| Promise Place | 1400 Doewood Lane, | 20 beds (10 males/10 females); 12 - 24 years old (if |

| NAME OF SHELTER/ CONTACT PERSON | ADDRESS/TELEPHONE/ EMAIL | POPULATION SERVED |
|--|--|---|
| Robert Bell | Capitol Heights, MD 20743 (240) 764-8253 rbell@sashabruce.org | under 18, must go through DSS) |
| Shepherd's Cove Charlene Johnson | 1400 Doewood Lane, Capitol Heights, MD 20743 (301) 386-4444 ext. 226 cjohnson@ucappgc.org | 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. 171 srbmiller@stanns.org | teen mothers (18 - 24 year old) and older mothers |
| THP Transitional Housing Program Darlene Harris | 9202 Springhill Lane, Greenbelt, MD 20770 (30) 220-4336 Darlene.harris@maryland.gov | 70-80 families; UHY 18 - 24 years old still in HS (roommates) |
| Warm Nights - Community Crisis Services, Inc Ebony McSwain | Various locations 301-577-4839 ebonym@ccsimd.org | Emergency night-time shelter that operates out of various churches during winter months |
| Mission of Love Charities Deborah (Deb) Martinez | 6180 Old Central Ave. Capitol Heights, MD 20743 301-333-4440 dmartinez@molc-inc.org | Day center for homeless people - provides food, showers, washing machines and dryers, workforce development; client-based program - provides furniture, pantry, clothes |



 Signature Homeless Education Coordinator/Liaison

Date

8/23/2021

[Return to application](#)

G. SUPPORT FOR FOSTER CARE STUDENTS

Resources

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. A written agreement facilitated by the local child welfare agency and the LEA Foster Care Point of Contact among stakeholders, (including Title I Coordinator) describing how they will coordinate and collaborate to determine the educational stability of foster care students (MOU/MOA) including transportation, school of origin and best interest decisions.
2. If applicable, a written process that includes: **Not applicable**
 - a. a description of how the LEA calculated the excess costs of providing transportation to foster care students;
 - b. the calculations that the LEA used to arrive at the figure on this section.

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

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

H. ENGLISH LEARNERS

Resources

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

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

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

| Application: The LEA will respond to each assurance (Check One) | English Learners Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|--|--|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>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.</p> <p>Required Attachment #1</p> | 1112(e)(3) | <p>Evidence of a coordinated effort to inform parents about the ESOL Program placement, which must include:</p> <ol style="list-style-type: none"> 1. Distribution of dated and completed English and/or translated versions of the ESOL Parent Notification Letter specifying the student's placement in an ESOL Program with parent signature or documentation of due diligence to obtain the parent's signature. 2. Documentation of distribution of the letters within 30 days of the beginning of the school year or within two weeks of the student's placement in a language instruction educational program (ESOL program). 3. SAN documentation and/or written communication documenting collaboration between the Title I and Title III offices pertaining to: <ul style="list-style-type: none"> o Parent notification o English Learner (EL) screening and placement o ESOL placement timeline |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | <p>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/families of ELs regarding their education.</p> | 1116(e)(4) 1116(f) 1112(e)(3)(C)(ii) | <p>Evidence of intentional practices to implement effective outreach to parents/families of ELs regarding their education, which must include:</p> <ol style="list-style-type: none"> 1. SANE documenting English Learner parental participation in parent and family engagement events 2. SANE documenting specific events held for parents/families of English Learners regarding how to increase their awareness of the American Educational System. <i>(For example: English to Speakers of Other Languages (ESOL) Parent Orientations, and workshops on how to help your ELs to be successful on the ACCESS for ELLs, etc.)</i> 3. Copy of Parent/Family Communication Logs 4. Translated documents or flyers 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable 6. Translated school improvement team invitation letter/flyer sent to parents/families of ELs and sign-in sheet (SAN/SANE) <p><i>NOTE: some of these items may be available in component D – Parent and Family Engagement.</i></p> |
| <input checked="" type="checkbox"/> YES | <p>3. The LEA assures it has a report card, that is concise, presented in an understandable and uniform format, and</p> | 1111(h)(2) | <ol style="list-style-type: none"> 1. Sample of the LEA's report card 2. SAN and/or written communication documenting the ongoing collaboration between the Title III and Title I Coordinators |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | English Learners Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|---|---|-----------------|---|
| <input type="checkbox"/> NO <input type="checkbox"/> N/A | to the extent practicable, in a language that parents can understand; and accessible to the public. | | 3. SANE, emails, and/or communication to parents/families demonstrating the report card data was shared in a language that the parents/families can understand. |

I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

NOTE: All LEAs with Title I TSI Schools are expected to complete Component I: School Improvement – Targeted Support and Improvement Schools. Mark N/A for assurance 1 only if there are no Title I TSI schools in the LEA. Mark N/A for assurance 2 only if there are no Title I funds being set-aside for TSI.

Resources

[Link for School Improvement Resource Hub](#)

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

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. The LEA must include a written process explaining how the LEA will carry out responsibilities under Section 1111(d) (TSI) (Section 1112(b)(1)(3)) for **Title I Targeted Support and Improvement Schools** (Section 1111(d)(2))
 - 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 (Section 1111(d)(2)(B)).
 - b. Process for approving school-level TSI plans (Section 1111(d)(2)(B)(iii))
 - c. Process for monitoring school-level TSI plans (Section 1111 (d)(2)(B)(iv))
 - d. Process for identifying and addressing resources inequities impacting TSI schools (Section 1111(d)(2)(C)).

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review selected Title I Targeted Support and Improvement Intervention Plan(s), which should be submitted prior to the Program Review date. [The specific due date will be determined between the MSDE Title I POC and LEA Title I Coordinator.](#)

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

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Targeted Support and Improvement School Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review |
|--|---|------------------------------|---|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A N/A = There are no Title I TSI Schools | 1. The LEA ensures it has a written process for planning, approving, implementing, and monitoring the components of each Title I TSI School. <i>Required Attachment #1</i> <u>I.1 Written Process - School Improvement</u> | 1111(d)(2), 1112(b)(1)(3) | Documentation supporting the implementation of the written process which must include: 1. Needs Assessment, with documentation to include: <ul style="list-style-type: none"> ○ Needs Assessment Tool ○ Summary of Results, with focus on identified student group(s) ○ Root Cause Analysis Tool (recommended) ○ SAN, e.g. School Staff and Parent/Community Members, Training Dates and Materials, ○ Written Summary of Results 2. SAN Documentation <ul style="list-style-type: none"> ○ SIT Meetings, <u>Other Stakeholder Meetings</u> ○ Schedule for Conducting the Needs Assessment 3. Analysis of Resource Inequities that affect lower performance in identified student group(s) <ul style="list-style-type: none"> ○ Written Method for Conducting Analysis ○ SAN for Meetings, e.g., between School and LEA Staff ○ Written Summary of Findings of Analyses A written process for implementing the school level Title I TSI plan including: <ol style="list-style-type: none"> 1. Evidence-based strategies that are aligned with findings of the Needs Assessment and Resource Inequities Analyses 2. Communications with LEA departments and partnerships with entities outside the LEA 3. List of staff and organizations involved in plan development 4. SAN/SANE from meetings, training, staff development 5. Communications Logs, emails, etc. 6. Copies of formal agreements, contracts, etc. Evidence of Stakeholder involvement, which must include: <ol style="list-style-type: none"> 1. SAN/SANE 2. Communication logs Documentation for monitoring and evaluating Title I TSI school plans: <ol style="list-style-type: none"> 1. Analysis of academic progress of identified student groups, and timelines that include: <ul style="list-style-type: none"> ○ Written Monitoring tool(s) and schedule |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Targeted Support and Improvement School Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|---|-----------------|---|
| | | | <ul style="list-style-type: none"> ○ Summary Results of Assessments ○ Procedure for making changes in Strategies/Interventions based on growth in the identified student group(s) needs, if applicable 2. Other documentation to support the LEA has implemented its written process, if applicable |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 2. The LEA ensures it has a written process for determining how it will allocate additional Title I and local/other funds set aside for each Title I TSI School, if applicable. | | Documentation supporting the implementation of the written process which must include: <ol style="list-style-type: none"> 1. If applicable, written process for determining allocation of additional Title I funds to schools 2. SAN from meetings e.g.: Finance Office Staff to develop budget 3. Emails, communication logs 4. Other documentation to support the LEA has implemented its written process, if applicable. |

J. FISCAL REQUIREMENTS

Resources:

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

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

[Skipped School Addendum](#)

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. If applicable, [Skipped School Approval Letter \(J.1.a\)](#), [Skipped School Amended Table \(J.1.b\)](#) and [Skipped School Addendum](#).
2. [If applicable](#), Neglected & Delinquent: Include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also, list each institution and the amount of funding provided.
3. Education for Homeless Children and Youth: Include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. [J.3 Description](#)
4. [If applicable](#), Education for Homeless Children and Youth - Homeless Liaison: Include a job description of the Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento). **Not applicable**
5. [If applicable](#), Education for Homeless Children and Youth - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section. **Not applicable**
6. [If applicable](#), Education for Foster Care Students - Transportation: Include 1) description of how the LEA calculated the excess cost of providing transportation for Foster Care students; 2) the calculation that the LEA used to arrive at the amount in this section. *Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.* **Not applicable**
7. The LEA must include a written process for Supplement, not Supplant, which includes how the LEA:
 - uses Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.
 - provides the methodology used along with a supporting narrative that demonstrates and explains how the methodology is used to allocate State and local funds to each school receiving assistance under this part ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under this part.
8. The LEA must include a written process for documenting and monitoring the school-level use of Title I funds and Title I funded positions, including:
 - School-level Fiscal responsibility

- Approval of school-level expenditures that are reasonable, necessary, allowable, and allocable
 - Appropriate use of school-level Title I funded positions based on approved job descriptions
 - Roles and responsibilities of paraeducators
9. District-level Administration: Include a job description for all centrally-funded district-level administration positions
10. The LEA must include a written process for how the Parent and Family Engagement Allocations are determined, ensuring at least 90% is distributed to schools. The LEA must provide a list of all Title I school's individual parent and family engagement allocations. [Written Process and Allocations](#)

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

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Fiscal Requirements Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|--|--|
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 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. <i>Required Attachment #8</i> <u>J.8 - Written Process - Documenting & Monitoring School-Level Title I Funds</u> <u>Schoolwide B.1 - Written Process (address school-level funded positions)</u> | 2 CFR Part 200 Subpart E 200.403 200.404 200.405 | Documentation supporting the implementation of the written process which must include: 1. Systems and structures for monitoring and approving school-level fiscal responsibility 2. Systems and structures for monitoring and approving school-level expenditures that are reasonable, necessary, allowable, and allocable 3. LEA monitoring of the appropriate use of school-level Title I funded positions based on approved job descriptions 4. LEA monitoring of the appropriate use of Title I funded paraeducators, including roles and responsibilities. 5. Other documentation to support the LEA has implemented its written process, if applicable. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 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. <i>Required Attachment #7</i> <u>J.7.a - Title I Program Supplement, not Supplant</u> <u>J.7.b - Methodology</u> | 1118(b)(1) | Documentation supporting the implementation of the written process which must include: 1. The approved methodology and supporting narrative provided with the Title I, Part A Application for the applicable school year. 2. Most current, dated copy of the district's supplement, not supplant policy and procedures document, <i>if applicable, (only if there have been any changes to number 1).</i> 3. Semi-annual certification (district, schoolwide program, and targeted assistance). 4. Time and effort for split funded staff (district, schoolwide program, and targeted assistance), to include: <ul style="list-style-type: none"> ○ Job descriptions ○ Time and effort reporting ○ Personnel Activity Reports (PARs) ○ Written procedures to review Time and Effort 5. Other documentation to support the LEA has implemented its written process, if applicable. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO | 3. The LEA ensures compliance with the supplement not supplant requirement by demonstrating that the methodology used to allocate | 1118(b)(2) | Documentation supporting the implementation of the written process which must include: 1. LEA Internal Controls and Written Procedures |

| Application: The LEA will respond to each assurance <i>(Check One)</i> | Fiscal Requirements Assurances | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|---|---|
| <input type="checkbox"/> N/A | 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. <i>Required Attachment #7</i> <u>J.7.a - Title I Program Supplement, not Supplant</u> <u>J.7.b - Methodology</u> | | <ol style="list-style-type: none"> 2. Allocation Amount and Expenditures for non-Title and Title I schools (both Schoolwide Program and Targeted Assistance) 3. Distribution of staff and funding per the approved methodology for non-Title I and Title I schools (both Schoolwide Program and Targeted Assistance) 4. List of Title I schools and non-title I schools inclusive of the distribution method used by the local Educational Agency for the applicable school year. 5. LEA Transaction Level Reports of Expenditures 6. Other documentation to support the LEA has implemented its written process, if applicable. |
| <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A | 4. The LEA ensures that all Title I schools received State and local funds necessary to provide services required by law for children with disabilities and English Learners. (Derived from NRG Q17.) | 1118(b)(1)-(2) 1114(a)(2)(B) | <ol style="list-style-type: none"> 1. Allocation Amount and Expenditures for non-Title and Title I schools demonstrating receipt of State and local funds for children with disabilities and English Learners. |

J. FISCAL REQUIREMENTS

| REQUIREMENTS (align with the Fiscal Tables provided in Excel) | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA’s Annual Program Review |
|---|--|--|
| Requirement 1- Equitable Services Table 7-8 An LEA must reserve off the top of the LEA’s Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc. | 1117(a)(4)(A) Link to Non-regulatory Guidance | Evidence of Equitable Services Expenditures to show Proportional Share 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Records of expenditures, as applicable <ul style="list-style-type: none"> ○ Salary/wages information ○ Invoices/purchase orders, for materials, instructional supplies ○ Invoices, including 3rd party vendor invoices 4. Evidence of professional development for teachers, if applicable : <ul style="list-style-type: none"> ○ Purchase orders and invoices for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration. 5. Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Purchase orders and invoices for costs related to parent involvement activities. |
| Requirement 2- Parent and Family Engagement- Table 7-9.1 LEA must reserve at a minimum, 1% of its allocation (after Equitable Services is deducted from the total allocation) for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan. | 1116 (a)(3)(A) 1116(a)(3)(C) | Evidence of Parent and Family Engagement Expenditures 1. Evidence of implementing the written process for allocating of 90% to schools 2. School/LEA reservations are in the LEA budget and line items can be followed from the budget 3. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 4. Invoices, contracts, etc. |
| Requirement 3 – Neglected & Delinquent Reservation - Not Applicable Table 7-9.1 LEAs are required to reserve Title I funds if N&D programs exist in the LEA. Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, | 1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)) | Evidence of Neglected & Delinquent Expenditures 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Invoices, contracts, etc. 4. Memorandum of Understanding (MOU) |

| REQUIREMENTS (align with the Fiscal Tables provided in Excel) | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|---|-----------------------------------|--|
| and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk. | | |
| Requirement 4 - Homeless Children and Youth Table 7-9.1 Funds are reserved to provide support to children experiencing homelessness. The LEA has a plan for the use of the funds. | 1113(c)(3)(A)(i) | Evidence of Homeless Children and Youth Expenditures Reservation: <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures demonstrating total spending and remaining funds dated within 30 days of the Annual Program Review 3. Invoices, contracts, etc. Costs associated with Instructional/Educational Support Services may include: <ol style="list-style-type: none"> 1. Tutoring Services, especially in shelters or other locations where homeless students live 2. Extended learning time (before and after school, Saturday classes, summer school) 3. Counseling services to address mental health issues related to homelessness that is impeding learning 4. GED testing for school-age students 5. Parental involvement specifically oriented to reaching out to parents of homeless students 6. Fees for AP and IB testing 7. Items of clothing, student fees, required records, medical and dental services, outreach services Homeless Liaison (If applicable): <ol style="list-style-type: none"> 1. Cost associated with Homeless Education Coordinator/Liaison position 2. Reservation is in the budget 3. Job description 4. Schedules (note who monitors/oversight) Transportation (If applicable): <ol style="list-style-type: none"> 1. Cost associated with Homeless Education Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation |
| Requirement 5 - Education for Foster Children Table 7-9.1 | Sec. 1113(c)(3)(A)(i) of ESEA and | Transportation (If applicable): <ol style="list-style-type: none"> 1. Cost associated with Foster Care Student Transportation 2. Reservation is in the budget |

| REQUIREMENTS (align with the Fiscal Tables provided in Excel) | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|---|---|---|
| Funds are reserved to provide support to children in foster care. The LEA has a plan for the use of the funds. | Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program | <ol style="list-style-type: none"> 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation 5. Contracts |
| Requirement 6- Districtwide Title I Instructional Programs Table 7-9 .2 LEAs must reserve funds for Districtwide instructional programs for Title I schools. | 34 CFR Part 200.77 | Expenditures <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. |
| Requirement 7 - Districtwide Professional Development Table 7-9.2 LEAs may reserve funds for Districtwide professional development programs for Title I schools such as: Professional development for Title I schools that is above and beyond what the Local Educational Agency program provides for all schools. | 34 CFR Part 200.77 | Evidence of Districtwide professional development Expenditures, if applicable: <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. |
| Requirement 8- Administration Table 7-9.3: LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public schools. Indirect cost if charged to the grant is an administrative cost. <i>Required Attachment #10</i> <u>J.9 - Job Descriptions for Administration</u> | 34 CFR Part 200.77 | Evidence of Administration Expenditures, if applicable: LEA reservations are in the LEA budget and line items can be followed from the budget <ol style="list-style-type: none"> 1. LEA Transaction Level Reports of Expenditures 2. Invoices, contracts, etc. 3. Indirect costs at the approved yearly rate 4. Travel, Office Supplies, and technology for Title I 5. Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget |

| REQUIREMENTS (align with the Fiscal Tables provided in Excel) | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|--|--|--|
| Requirement 9 - Support for Title I TSI Schools Table 7-9.4 | Section 1111(d)(2) | Expenditures <ol style="list-style-type: none"> 1. LEA Title I, Part A set-aside funding, if applicable, is in the LEA budget and line items can be followed from the budget 2. LEA non-Title I funding is listed, if applicable 3. LEA Transaction Level Reports of Expenditures 4. Invoices, contracts, etc. |
| Requirement 10 - Carryover Estimate Table 7-9.4 | 1127 1117(a)(4)(B) | <ol style="list-style-type: none"> 1. LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures 2. Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools (if applicable) 3. Waiver intent indicated in the Title I Application, if applicable |
| Requirement 11 –Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented. | Uniform Grant Guidance (UGG) 200.501(b) | <ol style="list-style-type: none"> 1. Single audits are conducted annually 2. Copies of single audit reports (2 most recent) and Corrective Action (when applicable) 3. LEA response to findings, if applicable 4. MSDE follow-up reviews of findings, if applicable 5. All required corrective actions from the audit findings are fully implemented within the agreed timeline, if applicable 6. Independent auditor's report shows that the LEA has corrected all actions required, if applicable |
| Requirement 12 - Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA. | 1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR) | <ol style="list-style-type: none"> 1. Local finance budget reports match amounts reported in the approved Allocation Worksheet. 2. If applicable, Charter Schools are included in the ranking 3. If applicable, Skipped Schools have been approved by MSDE. 4. LEA is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at least equal to the PPA of the school that is below them in rank order. 5. If applicable, Continuing Eligibility schools meet the statutory definition. |
| Requirement 13 - Equipment and Related Property Equipment must-be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original | EDGAR 34 CFR 80.32, UGG §200.314 | <ol style="list-style-type: none"> 1. LEA Inventory 2. Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment 3. Annual physical inventory of Title I equipment 4. Lease agreements, if applicable 5. Expenditure Reports, if applicable 6. LEA Transaction Level Reports of Expenditures, if applicable |

| REQUIREMENTS (align with the Fiscal Tables provided in Excel) | Citation | Evidence of Implementation Application: Documentation listed is shared as a resource for LEA planning and preparation Monitoring: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review |
|---|--|--|
| <p>program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Adequate maintenance procedures must be developed to keep the property in good condition.</p> | | |
| <p>Requirement 14- Use of Technology Devices Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</p> | <p>34 C.F.R. § 80.20 (added in SY 2015-2016)</p> | <ol style="list-style-type: none"> 1. Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. 2. Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies. 3. Staff Training (SANE) 4. Corrective Actions, if applicable. |

FISCAL TABLES

Prince George's County Public Schools

Submission Date: August 31, 2021 Note: 1/2 day Pre-K equals .5 FTE

0.5

0.5

| Notations: | | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | |
|--------------------|-----------|---------------|--|--------------------------------------|---------------------|---|---|--|--|---|--|---|---|----------------------------|--------------------------------------|----------------|
| N, S, C, CSI or TM | SW or TAS | MSDE Sch ID # | Public School Name <small>(Initial rank order by Percent of Poverty/eligible to attend, Public Schools)</small> | Specific Numeric Grade Span (public) | CEP School (Y or N) | Public School Enrollment <small>(as of 10/31/2020)</small> | Number of Low Income- Public School Children <small>(as of 10/31/2020)</small> | Number of Direct Certification Children for NSLP in CEP Schools <small>(as of 10/31/2020)</small> | CEP Direct Certification count multiplied by the 3.6 multiplier ¹ | FTE Low Income Public School Children used to Allocate Title I Funds ² | Percent of Poverty for Title I Allocations (I/H+M) | Number of Low Income Private School Children Residing in this School's Attendance Area. | FTE Low Income Private School Children Residing in this School's Attendance Area. | Per Pupil Allocation (PPA) | Public School Allocation (I x P + Q) | |
| 1 | SW | 0647 | CONCORD ELEMENTARY | PreK-6 | Y | 333 | 333 | 214.0 | 342.4 | 333.0 | 100.00% | 3 | 3.0 | \$1,200.00 | \$399,600.00 | |
| 2 | TSI | SW | 0645 | ANDREW JACKSON ACADEMY | PreK-8 | Y | 499 | 488 | 305.0 | 488.0 | 97.80% | 10 | 10.0 | \$1,200.00 | \$585,600.00 | |
| 3 | TSI | SW | 1816 | JOHN H BAYNE ELEMENTARY | PreK-5 | Y | 375 | 352 | 220.0 | 352.0 | 93.87% | 9 | 9.0 | \$1,200.00 | \$422,400.00 | |
| 4 | S | 0608 | GREEN VALLEY ACADEMY | 7-10 | Y | 56 | 51 | 32.0 | 51.2 | 51.0 | 91.07% | 0 | 0.0 | \$0.00 | \$0.00 | |
| 5 | TSI | SW | 0613 | DISTRICT HEIGHTS ELEMENTARY | PreK-5 | Y | 386 | 348 | 218.0 | 348.8 | 90.16% | 2 | 2.0 | \$1,200.00 | \$417,600.00 | |
| 6 | SW | 1710 | RIDGECREST ELEMENTARY | PreK-6 | N | 690 | 607 | 0.0 | 0.0 | 571.0 | 87.97% | 4 | 4.0 | \$1,200.00 | \$685,200.00 | |
| 7 | SW | 1725 | COOL SPRING ELEMENTARY | PreK-6 | N | 915 | 795 | 0.0 | 0.0 | 755.0 | 86.89% | 0 | 0.0 | \$1,200.00 | \$906,000.00 | |
| 8 | SW | 1719 | LANGLEY PK- MCCORMICK ELEMENTARY | PreK-6 | N | 890 | 770 | 0.0 | 0.0 | 731.0 | 86.52% | 1 | 1.0 | \$1,200.00 | \$877,200.00 | |
| 9 | TSI | SW | 1231 | J FRANK DENT ELEMENTARY | PreK-6 | Y | 246 | 211 | 132.0 | 211.2 | 85.77% | 9 | 9.0 | \$1,200.00 | \$253,200.00 | |
| 10 | TSI | SW | 1811 | CARMODY HILLS ELEMENTARY | PreK-5 | Y | 412 | 348 | 218.0 | 348.8 | 84.47% | 3 | 3.0 | \$1,200.00 | \$417,600.00 | |
| 11 | SW | 1730 | MARY HARRIS "MOTHER" JONES ELEMENTARY | PreK-5 | N | 1,091 | 918 | 0.0 | 0.0 | 894.0 | 84.14% | 5 | 4.5 | \$1,200.00 | \$1,072,800.00 | |
| 12 | TSI | SW | 0648 | SAMUEL P MASSIE ACADEMY | PreK-8 | Y | 564 | 473 | 296.0 | 473.6 | 83.87% | 7 | 7.0 | \$1,200.00 | \$567,600.00 | |
| 13 | SW | 2007 | WOODRIDGE ELEMENTARY | PreK-6 | N | 324 | 271 | 0.0 | 0.0 | 260.0 | 83.64% | 5 | 5.0 | \$1,200.00 | \$312,000.00 | |
| 14 | SW | 0606 | BRADBURY HEIGHTS ELEMENTARY | PreK-6 | Y | 478 | 398 | 249.0 | 398.4 | 398.0 | 83.26% | 7 | 7.0 | \$1,200.00 | \$477,600.00 | |
| 15 | TSI | SW | 0607 | HILLCREST HEIGHTS ELEMENTARY | PreK-5 | Y | 420 | 344 | 215.0 | 344.0 | 81.90% | 6 | 6.0 | \$1,200.00 | \$877,200.00 | |
| 16 | SW | 0210 | ROGERS HEIGHTS ELEMENTARY | PreK-6 | N | 820 | 666 | 0.0 | 0.0 | 646.0 | 81.22% | 17 | 17.0 | \$1,200.00 | \$775,200.00 | |
| 17 | TSI | SW | 1307 | HIGHLAND PARK ELEMENTARY | PreK-6 | Y | 251 | 203 | 127.0 | 203.2 | 80.88% | 1 | 1.0 | \$1,200.00 | \$243,600.00 | |
| 18 | TSI | SW | 0636 | WILLIAM BEANES ELEMENTARY | PreK-5 | Y | 428 | 345 | 216.0 | 345.6 | 80.61% | 2 | 2.0 | \$1,200.00 | \$414,000.00 | |
| 19 | N, TSI | SW | 1347 | CORA RICE ELEMENTARY | PreK-5 | Y | 606 | 484 | 303.0 | 484.8 | 79.87% | 1 | 1.0 | \$1,200.00 | \$580,800.00 | |
| 20 | SW | 1731 | ROSA L PARKS ELEMENTARY | PreK-6 | N | 674 | 538 | 0.0 | 0.0 | 520.0 | 79.82% | 3 | 3.0 | \$1,200.00 | \$624,000.00 | |
| 21 | TSI | SW | 1216 | SAMUEL CHASE ELEMENTARY | PreK-5 | Y | 301 | 238 | 149.0 | 238.4 | 79.07% | 1 | 1.0 | \$1,200.00 | \$285,600.00 | |
| 22 | SW | 1711 | CAROLE HIGHLANDS ELEMENTARY | PreK-6 | N | 515 | 406 | 0.0 | 0.0 | 387.0 | 78.83% | 0 | 0.0 | \$1,200.00 | \$464,400.00 | |
| 23 | SW | 1714 | ADELPHI ELEMENTARY | PreK-6 | N | 775 | 606 | 0.0 | 0.0 | 587.5 | 78.19% | 9 | 8.5 | \$1,200.00 | \$705,000.00 | |
| 24 | TSI | SW | 0217 | PORT TOWNS ELEMENTARY | PreK-6 | N | 1,132 | 883 | 0.0 | 0.0 | 842.5 | 78.00% | 6 | 6.0 | \$1,200.00 | \$1,011,000.00 |
| 25 | TSI | SW | 2113 | SPRINGHILL LAKE ELEMENTARY | K-5 | N | 891 | 694 | 0.0 | 0.0 | 694.0 | 77.89% | 3 | 3.0 | \$1,200.00 | \$832,800.00 |
| 26 | TSI | SW | 0617 | FRANCIS SCOTT KEY ELEMENTARY | PreK-5 | Y | 445 | 345 | 216.0 | 345.6 | 77.53% | 4 | 4.0 | \$1,200.00 | \$414,000.00 | |
| 27 | SW | 1901 | RIVERDALE ELEMENTARY | PreK-5 | N | 720 | 557 | 0.0 | 0.0 | 536.5 | 77.36% | 0 | 0.0 | \$1,200.00 | \$643,800.00 | |
| 28 | TSI | SW | 1908 | WILLIAM WIRT MIDDLE | 6-8 | N | 1,224 | 946 | 0.0 | 0.0 | 946.0 | 77.29% | 14 | 14.0 | \$1,200.00 | \$1,135,200.00 |
| 29 | TSI | SW | 1604 | EDWARD M FELEGY ELEMENTARY | PreK-5 | N | 807 | 619 | 0.0 | 0.0 | 591.5 | 76.70% | 2 | 2.0 | \$1,200.00 | \$709,800.00 |
| 30 | S | 1732 | INTERNATIONAL HIGH SCHOOL @ LANGLEY PARK | 9-12 | N | 340 | 260 | 0.0 | 0.0 | 260.0 | 76.47% | 0 | 0.0 | \$0.00 | \$0.00 | |
| 31 | TSI | SW | 0661 | SUITLAND ELEMENTARY | PreK-6 | Y | 503 | 384 | 240.0 | 384.0 | 76.34% | 10 | 10.0 | \$1,200.00 | \$460,800.00 | |
| 32 | SW | 0618 | LONGFIELDS ELEMENTARY | PreK-6 | Y | 305 | 232 | 145.0 | 232.0 | 232.0 | 76.07% | 0 | 0.0 | \$1,200.00 | \$278,400.00 | |
| 33 | SW | 0214 | TEMPLETON ELEMENTARY | PreK-5 | N | 943 | 706 | 0.0 | 0.0 | 667.0 | 74.87% | 1 | 1.0 | \$1,000.00 | \$667,000.00 | |
| 34 | SW | 1718 | NICHOLAS OREM MIDDLE | 6-8 | N | 1,129 | 835 | 0.0 | 0.0 | 835.0 | 73.96% | 12 | 12.0 | \$1,000.00 | \$835,000.00 | |
| 35 | S | 2012 | MARGARET BRENT | K-8 | N | 72 | 53 | 0.0 | 0.0 | 53.0 | 73.61% | 0 | 0.0 | \$0.00 | \$0.00 | |
| 36 | SW | 1712 | LEWISDALE ELEMENTARY | PreK-5 | N | 699 | 513 | 0.0 | 0.0 | 485.0 | 73.39% | 6 | 6.0 | \$1,000.00 | \$485,000.00 | |
| 37 | SW | 0656 | PANORAMA ELEMENTARY | PreK-5 | Y | 529 | 388 | 243.0 | 388.8 | 388.0 | 73.35% | 11 | 11.0 | \$1,000.00 | \$388,000.00 | |
| 38 | S | 1313 | KENMOOR E C C | PreK | N | 288 | 211 | 0.0 | 0.0 | 211.0 | 73.26% | 0 | 0.0 | \$0.00 | \$0.00 | |
| 39 | TSI | SW | 0660 | DREW-FREEMAN MIDDLE | 6-8 | Y | 838 | 612 | 383.0 | 612.8 | 73.03% | 6 | 6.0 | \$1,000.00 | \$612,000.00 | |
| 40 | SW | 2108 | BUCK LODGE MIDDLE | 6-8 | N | 1,302 | 949 | 0.0 | 0.0 | 949.0 | 72.89% | 1 | 1.0 | \$1,000.00 | \$949,000.00 | |
| 41 | SW | 1802 | SEAT PLEASANT ELEMENTARY | PreK-6 | Y | 345 | 251 | 157.0 | 251.2 | 251.0 | 72.75% | 1 | 1.0 | \$1,000.00 | \$251,000.00 | |
| 42 | SW | 1706 | THOMAS S STONE ELEMENTARY | PreK-5 | N | 557 | 405 | 0.0 | 0.0 | 387.5 | 72.71% | 4 | 4.0 | \$1,000.00 | \$387,500.00 | |
| 43 | SW | 1310 | DODGE PARK ELEMENTARY | PreK-6 | N | 597 | 434 | 0.0 | 0.0 | 415.5 | 72.70% | 1 | 1.0 | \$1,000.00 | \$415,500.00 | |
| 44 | TSI | SW | 1828 | ROBERT R GRAY ELEMENTARY | PreK-6 | N | 399 | 286 | 0.0 | 0.0 | 269.5 | 71.68% | 1 | 1.0 | \$1,000.00 | \$269,500.00 |

| Notations: | | D | E | F | G | H | I | J | K | L | M | N | O | P | Q |
|--------------------|-----------|---------------|---|--------------------------------------|---------------------|---|---|---|--|---|--|--|--|----------------------------|--------------------------------------|
| N, S, C, CM or TSI | SW or TAS | MSDE Sch ID # | Public School Name <small>(Note rank-order by Percent of Poverty/highest to lowest, include Skipped Schools)</small> | Specific Numeric Grade Span (public) | CEP School (Y or N) | Public School Enrollment <small>(as of 9/30/2017 winter)</small> | Number of Low Income- Public School Children <small>(as of 9/30/2017 winter)</small> | Number of Direct Certification Children for NSLP in CEP Schools <small>(as of 10/31/2017 winter)</small> | CEP Direct Certification count multiplied by the 1.6 multiplier ² | FTE Low Income Public School Children used to Allocate Title I Funds ² | Percent of Poverty for Title I Allocations (V/H-M) | Number of Low Income Private School Children Residing in this School's Attendance Area | FTE Low Income Private School Children Residing in this School's Attendance Area | Per Pupil Allocation (PRA) | Public School Allocation (L + P = Q) |
| 45 | SW | 1214 | GLASSMANOR ELEMENTARY | K-5 | N | 319 | 227 | 0.0 | 0.0 | 227.0 | 71.16% | 1 | 1.0 | \$1,000.00 | \$227,000.00 |
| 46 | SW | 1009 | OAKLANDS ELEMENTARY | PreK-5 | N | 409 | 291 | 0.0 | 0.0 | 272.5 | 71.15% | 1 | 1.0 | \$1,000.00 | \$272,500.00 |
| 47 | TSI | SW 2014 | LAMONT ELEMENTARY | PreK-5 | N | 543 | 386 | 0.0 | 0.0 | 351.5 | 71.09% | 5 | 5.0 | \$1,000.00 | \$351,500.00 |
| 48 | TSI | SW 1309 | WILLIAM PACA ELEMENTARY | PreK-5 | Y | 544 | 385 | 241.0 | 385.6 | 385.0 | 70.77% | 3 | 3.0 | \$1,000.00 | \$385,000.00 |
| 49 | SW | 1907 | BEACON HEIGHTS ELEMENTARY | PreK-6 | N | 461 | 326 | 0.0 | 0.0 | 308.0 | 70.72% | 6 | 6.0 | \$1,000.00 | \$308,000.00 |
| 50 | TSI | SW 0205 | BLADENSBURG ELEMENTARY | PreK-6 | N | 795 | 562 | 0.0 | 0.0 | 530.0 | 70.69% | 4 | 4.0 | \$1,000.00 | \$530,000.00 |
| 51 | SW | 1208 | FLINTSTONE ELEMENTARY | PreK-5 | N | 449 | 317 | 0.0 | 0.0 | 307.0 | 70.60% | 2 | 2.0 | \$1,000.00 | \$307,000.00 |
| 52 | SW | 2006 | GLENRIDGE ELEMENTARY | PreK-6 | N | 826 | 581 | 0.0 | 0.0 | 562.0 | 70.34% | 13 | 12.0 | \$1,000.00 | \$562,000.00 |
| 53 | S | 0107 | FRANCES R. FUCHS E C C | PreK | N | 324 | 227 | 0.0 | 0.0 | 227.0 | 70.06% | 0 | 0.0 | \$0.00 | \$0.00 |
| 54 | SW | 1333 | JUDGE SYLVANIA W WOODS, SR. ELEMENTARY | PreK-6 | N | 761 | 531 | 0.0 | 0.0 | 511.0 | 69.78% | 13 | 13.0 | \$1,000.00 | \$511,000.00 |
| 55 | TSI | SW 1204 | FOREST HEIGHTS ELEMENTARY | PreK-6 | N | 330 | 230 | 0.0 | 0.0 | 212.0 | 69.70% | 0 | 0.0 | \$1,000.00 | \$212,000.00 |
| 56 | TSI | SW 0211 | GLADYS NOON SPELLMAN ELEMENTARY | PreK-6 | N | 548 | 381 | 0.0 | 0.0 | 371.0 | 69.53% | 9 | 9.0 | \$1,000.00 | \$371,000.00 |
| 57 | SW | 0105 | CALVERTON ELEMENTARY | PreK-5 | N | 853 | 591 | 0.0 | 0.0 | 573.5 | 69.28% | 5 | 4.5 | \$1,000.00 | \$573,500.00 |
| 58 | SW | 2121 | CHEROKEE LANE ELEMENTARY | K-6 | N | 580 | 399 | 0.0 | 0.0 | 399.0 | 68.79% | 8 | 8.0 | \$1,000.00 | \$399,000.00 |
| 59 | SW | 2013 | JAMES MC HENRY ELEMENTARY | PreK-5 | N | 769 | 522 | 0.0 | 0.0 | 490.5 | 67.88% | 11 | 10.5 | \$1,000.00 | \$490,500.00 |
| 60 | SW | 1709 | CHILLUM ELEMENTARY | PreK-5 | N | 379 | 256 | 0.0 | 0.0 | 238.5 | 67.55% | 8 | 8.0 | \$1,000.00 | \$238,500.00 |
| 61 | TSI | SW 0906 | CLINTON GROVE ELEMENTARY | PreK-5 | N | 264 | 178 | 0.0 | 0.0 | 160.5 | 67.42% | 10 | 10.0 | \$1,000.00 | \$160,500.00 |
| 62 | SW | 0213 | COOPER LANE ELEMENTARY | PreK-6 | N | 527 | 354 | 0.0 | 0.0 | 336.5 | 67.17% | 5 | 5.0 | \$1,000.00 | \$336,500.00 |
| 63 | SW | 1703 | MT RAINIER ELEMENTARY | PreK-6 | N | 350 | 235 | 0.0 | 0.0 | 215.5 | 67.14% | 1 | 1.0 | \$1,000.00 | \$215,500.00 |
| 64 | S | 1352 | INTERNATIONAL HIGH SCHOOL @ LARGO | 9-12 | N | 385 | 255 | 0.0 | 0.0 | 255.0 | 66.23% | 0 | 0.0 | \$0.00 | \$0.00 |
| 65 | SW | 2005 | CARROLLTON ELEMENTARY | PreK-5 | N | 623 | 411 | 0.0 | 0.0 | 377.0 | 65.97% | 2 | 2.0 | \$1,000.00 | \$377,000.00 |
| 66 | TSI | SW 0619 | PRINCETON ELEMENTARY | PreK-6 | N | 366 | 240 | 0.0 | 0.0 | 225.0 | 65.57% | 7 | 7.0 | \$1,000.00 | \$225,000.00 |
| 67 | SW | 2011 | CHARLES CARROLL MIDDLE | 6-8 | N | 1,329 | 871 | 0.0 | 0.0 | 871.0 | 65.54% | 19 | 19.0 | \$1,000.00 | \$871,000.00 |
| 68 | SW | 2016 | ROBERT FROST ELEMENTARY | K-5 | N | 287 | 188 | 0.0 | 0.0 | 188.0 | 65.51% | 2 | 2.0 | \$1,000.00 | \$188,000.00 |
| 69 | SW | 1414 | CATHERINE T REED ELEMENTARY | PreK-5 | N | 508 | 331 | 0.0 | 0.0 | 321.0 | 65.16% | 8 | 8.0 | \$1,000.00 | \$321,000.00 |
| 70 | TSI | SW 1219 | BARNABY MANOR ELEMENTARY | PreK-5 | N | 501 | 326 | 0.0 | 0.0 | 303.0 | 65.07% | 3 | 3.0 | \$1,000.00 | \$303,000.00 |
| 71 | TSI | SW 1601 | HYATTSVILLE ELEMENTARY | PreK-5 | N | 508 | 329 | 0.0 | 0.0 | 309.5 | 64.76% | 11 | 11.0 | \$1,000.00 | \$309,500.00 |
| 72 | TSI | SW 1830 | WILLIAM W HALL ACADEMY | PreK-8 | N | 566 | 366 | 0.0 | 0.0 | 346.0 | 64.66% | 4 | 4.0 | \$1,000.00 | \$346,000.00 |
| 73 | TSI | SW 1218 | VALLEY VIEW ELEMENTARY | PreK-5 | N | 416 | 268 | 0.0 | 0.0 | 259.0 | 64.42% | 2 | 2.0 | \$1,000.00 | \$259,000.00 |
| 74 | SW | 1411 | GAYWOOD ELEMENTARY | PreK-5 | N | 519 | 329 | 0.0 | 0.0 | 309.0 | 63.39% | 6 | 4.5 | \$1,000.00 | \$309,000.00 |
| 75 | S | 1822 | H WINSHIP WHEATLEY E C C | PreK | N | 301 | 190 | 0.0 | 0.0 | 190.0 | 63.12% | 0 | 0.0 | \$0.00 | \$0.00 |
| 76 | SW | 1302 | COLUMBIA PARK ELEMENTARY | PreK-6 | N | 546 | 340 | 0.0 | 0.0 | 321.5 | 62.27% | 1 | 1.0 | \$1,000.00 | \$321,500.00 |
| 77 | SW | 0610 | NORTH FORESTVILLE ELEMENTARY | PreK-6 | N | 351 | 218 | 0.0 | 0.0 | 208.0 | 62.11% | 1 | 1.0 | \$1,000.00 | \$208,000.00 |
| 78 | CSI | SW 0102 | HIGH POINT HIGH | 9-12 | N | 2,747 | 1,703 | 0.0 | 0.0 | 1,703.0 | 61.99% | 74 | 74.0 | \$700.00 | \$1,192,100.00 |
| 79 | S, TSI | 0705 | TALL OAKS HS | 11-12 | Y | 101 | 62 | 39.0 | 62.4 | 62.0 | 61.39% | 0 | 0.0 | \$0.00 | \$0.00 |
| 80 | SW | 0615 | BENJAMIN STODDERT MIDDLE | 6-8 | N | 696 | 426 | 0.0 | 0.0 | 426.0 | 61.21% | 7 | 7.0 | \$1,000.00 | \$426,000.00 |
| 81 | SW | 1234 | OXON HILL MIDDLE | 6-8 | N | 865 | 529 | 0.0 | 0.0 | 529.0 | 61.16% | 10 | 10.0 | \$1,000.00 | \$529,000.00 |
| 82 | SW | 2003 | SEABROOK ELEMENTARY | PreK-5 | N | 316 | 193 | 0.0 | 0.0 | 183.5 | 61.08% | 0 | 0.0 | \$1,000.00 | \$183,500.00 |
| 83 | SW | 1001 | LAUREL ELEMENTARY | PreK-5 | N | 619 | 378 | 0.0 | 0.0 | 358.0 | 61.07% | 3 | 3.0 | \$1,000.00 | \$358,000.00 |
| 84 | TSI | SW 1808 | DOSWELL E BROOKS ELEMENTARY | PreK-6 | N | 247 | 150 | 0.0 | 0.0 | 140.5 | 60.73% | 4 | 4.0 | \$1,000.00 | \$140,500.00 |
| 85 | SW | 2107 | HOLLYWOOD ELEMENTARY | PreK-5 | N | 458 | 278 | 0.0 | 0.0 | 258.0 | 60.70% | 4 | 4.0 | \$1,000.00 | \$258,000.00 |
| 86 | TSI | SW 1320 | G JAMES GHOLSON MIDDLE | 6-8 | N | 898 | 545 | 0.0 | 0.0 | 545.0 | 60.69% | 8 | 8.0 | \$1,000.00 | \$545,000.00 |
| 87 | SW | 1602 | HYATTSVILLE MIDDLE | 6-8 | N | 909 | 547 | 0.0 | 0.0 | 547.0 | 60.18% | 15 | 15.0 | \$1,000.00 | \$547,000.00 |

| Notations: | | | D | E | F | G | H | I | J | K | L | M | N | O | P | Q |
|-------------------|-----------|---------------|------|---|--------------------------------------|---------------------|---|---|---|--|---|--|--|--|----------------------------|--------------------------------------|
| N, S, C, CS or TM | SW or TAS | MSDE Sub ID # | | Public School Name <small>(Must rank order by Percent of Poverty highest to lowest, include Special Schools)</small> | Specific Numeric Grade Span (public) | CEP School (Y or N) | Public School Enrollment <small>(as of 9/30/2017 winter)</small> | Number of Low Income Public School Children <small>(as of 10/31/2017 winter)</small> | Number of Direct Certification Children for NSLP in CEP Schools <small>(as of 10/31/2017 winter)</small> | CEP Direct Certification count multiplied by the 3.6 multiplier ¹ | FTE Low Income Public School Children used to Allocate Title I Funds ² | Percent of Poverty for Title I Allocations (I/H-M) | Number of Low Income Private School Children Residing in this School's Attendance Area | FTE Low Income Private School Children Residing in this School's Attendance Area | Per Pupil Allocation (PPA) | Public School Allocation (I + P - Q) |
| 88 | TSI | SW | 0208 | BLADENSBURG HIGH | 9-12 | N | 1,936 | 1,163 | 0.0 | 0.0 | 1,163.0 | 60.07% | 33 | 33.0 | \$700.00 | \$814,100.00 |
| 89 | TSI | SW | 1201 | OXON HILL ELEMENTARY | K-5 | N | 229 | 136 | 0.0 | 0.0 | 136.0 | 59.39% | 4 | 4.0 | \$1,000.00 | \$136,000.00 |
| | | | | | Total | | | 38507.0 | 4558.0 | 7292.8 | 37534.5 | | 521.0 | 516.5 | | \$38,263,300.00 |

Table 7-9

Table 7-8

*Community Eligibility Provision

¹ The 3.6 multiplier applies to a Community Eligibility school.

² For a CEP school, the Column I figure is equal to the lesser of (a) column K or (b) column H. In other words, the count cannot exceed the school's total enrollment.

REMOVED TITLE I SCHOOLS

Title I Schools in SY 2020-2021 removed from Title I in SY 2021-2022

| MSDE School ID # | Official Public School Name | Status Last Year SW or TAS | Reason for Removal from the Title I List |
|------------------|-----------------------------|----------------------------|--|
| None removed | | | |
| | | | |
| | | | |
| | | | |

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES

A Local Education Agency must use the same measure of poverty for:

1. Identifying eligible Title I schools.
2. Determining the ranking of each school.
3. Determining the Title I allocation for each school.

PUBLIC SCHOOLS:

CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted only once in arriving at a total count. The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. **The LEA must only check one method** unless an LEA is using Community Eligibility Provision (CEP) or Explicit Authority (see G below).

- X A. Free Lunch
- B. Free and Reduced Lunch
- C. Temporary Assistance for Needy Families (TANF)
Ages 5-17 in poverty as counted in the most recent LEA-level census poverty data approved by the Department; or
Note: Because census data are generally not available at the school level, if an LEA uses this measure, it would most likely be part of a composite with one or more of the above measures.
- D.
- E. Children eligible to receive medical assistance under the Medicaid program
- X F. Community Eligibility Provision(CEP)
NEW as of 17-18: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C)
- G.
- H. Counted by the LEA using a composite of any of the above measures.
Allowable Waiver, Waiver option used (from below) _____
> Medicaid data, Temporary Assistance for Needy Families (TANF) data, or a composite of data of these two sources from SY 2020-2021
>Best available NSLP data (might be from SY 2019-2020 or a combination of SY 2019-2020 and SY 2020-2021 data)
> NSLP data from SY 2020-2021 (e.g. from direct certification)
> A composite of NSLP, Medicaid, and TANF data, which might include Medicaid or TANF counts from SY 2020- 2021 and the best available FRPL data, which may be from SY 2019-2020
- X I. > Survey that replicates NSLP, Medicaid, or TANF data

PRIVATE SCHOOLS:

A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)

- ___ A. Use FARMS to identify low-income students
Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify. The LEA must extrapolate data from the survey based on a representative sample if complete actual data are
- _X_ B. unavailable
- ___ C. Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
- ___ D. Use comparable poverty data from a different source, such as scholarship applications
Apply the low-income percentage of each participating public school attendance area to the number of private school children
- ___ E. who reside in that school attendance area (proportionality)
- ___ F. Community Eligibility Provision (CEP)

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I, Part

A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
After schools have been ranked by poverty, the school system must serve schools above 75% poverty in rank order of poverty,
2. including middle and high schools.
Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)) Then continue on with the district-wide ranking or rank remaining schools by grade span groupings.
3. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average or (b) the district-wide grade span poverty averages for the respective grade span groupings.
- 4.

CHECK below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

- ___ **Percentages** -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- _X_ **Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

_____ **35% rule** -- all schools at or above 35% are eligible for services. Schools must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**

_____ **Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**

_____ **Special Rule:** Feeder pattern for **secondary schools**. Using this method, a school system may project the number of low-income children in a **secondary school** based on the average poverty rate of the elementary school attendance areas that feed into the school. (ESEA section 1113 (a)(5)(B)). **Complete Tables 7-3 and 7-4.**

_____ **New Exception as of 2017-2018:** An LEA may serve high schools with 50 % or more poverty before it serves any elementary or middle schools with a poverty percent at or below 75 %. (ESEA section 1113 (a)(3)(B)). **Complete Tables 7-6.2.**

_____ **District-wide and school percentage below 35% rule** – District-wide percentage is below 35% then any school above 35% are eligible for services. Schools must be served in rank order of poverty, **but not below district-wide percentage**. Title I, Part A funds may run out before serving all schools above 35%. (ESEA section 1113 (c)(2)(A)). **Complete Tables 7-3 and 7-5.**

NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

Note also re: Feeder Patterns in Maryland:

In COMAR, Secondary School is defined as the following COMAR 13a.09.10.02B(34):

(34) "Secondary school" means an educational program that:

(a) Is provided by a teacher to students in any one or consecutive sequence of grades 9—12;

(b) Consists of instruction in English language arts, mathematics, science, social studies, and other curricular areas required for earning a secondary school diploma.

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN (PreK*-12)

The LEA may rank schools using the district wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2020 to complete this table along with the **September 30, 2020** enrollment data (or allowable waiver poverty measure).

Points of Clarification: *Pre-K Students are counted as ONE child

$$\frac{69,718}{\text{Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2020) or allowable waiver measure of poverty}} \div \frac{134,425}{\text{Total LEA Student Enrollment (September 30, 2020) or allowable waiver measure of poverty}} = 51.86\% \text{ District Wide Average (percentages) of Low-Income Children}$$

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging)

Grade span groupings are determined by how the school system organizes its schools. For example, if the district has elementary schools serving grades PreK-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Prek-6, K-8, 6-9) **the school system may include a school in the grade span in which it is most appropriate.** Based on the data source(s) noted in Table 7-1 and the district wide average in Table 7-3 **INDICATE** below the district-wide grade span poverty averages for each grade span groupings.

| DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS | | | | |
|---|--|---|-----------------------------|--|
| Grade Span | Total Grade Span Enrollment of Low Income Students | / | Total Grade Span Enrollment | |
| Write Grade Span in Spaces Below | | | | District-wide grade span poverty average |
| Elementary (PreK-5) | 41663 | / | 74915 | 55.61% |
| Middle (6-8) | 12432 | / | 23370 | 53.20% |
| High (9-12) | 15623 | / | 36140 | 43.23% |

Table 7-5 CALCULATING THE MINIMUM ALLOCATION-- FOR SCHOOL SYSTEMS THAT SERVE SCHOOLS BELOW 35% DISTRICT -WIDE POVERTY (125% RULE)

“125 percent rule”: If an LEA serves any school below 35 percent poverty, section 1113(c)(2)(A) of the ESEA requires the LEA to allocate an amount for each low-income child in each participating Title I school that is at least 125 percent of the LEA’s allocation per low-income child, except that the per-pupil amount for the served school with the lowest poverty rate may be less due to the amount of funds remaining.

$$\frac{\text{N/A}}{\text{Local Educational}} \div \frac{\text{N/A}}{\text{Total Number of Low-}} = \frac{\text{N/A}}{\text{Per Pupil Amount}}$$

Table 7-6.1 CONTINUED ELIGIBILITY (aka grandfather)

Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year. This provision applies to a newly ineligible school and not to an eligible school that has fallen in the poverty ranking compared to the previous year's ranking and does not receive a Title I allocation from its LEA because the LEA allocates its Title I funds to other eligible schools with higher poverty percentages. LIST below any school(s) that the school system will serve for one additional year.

To qualify for continued eligibility, a school must have a lower poverty level than the district-wide poverty average or fall below 35% poverty as qualification is based upon the LEA's selection in Table 7-2.

| Name of School(s) | MSDE School ID | Preceding Fiscal Year Percent Poverty | Current Fiscal Year Percent Poverty |
|-------------------|----------------|---------------------------------------|-------------------------------------|
| N/A | | | |
| | | | |

Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY

Ranking High Schools - ESEA Exceptions to the Ranking Requirement

Exception: A local educational agency may lower the threshold in subparagraph (A)(i) to 50 percent for high schools served by such agency. (Section 1113(a)(3)(B).

List the high schools that the LEA is choosing to serve under this exception.

| Name of School(s) | MSDE School ID Number | Poverty Percent |
|-------------------|-----------------------|-----------------|
| N/A | | |
| | | |

Table 7-6.3 Year of data exception: Newly opened and significantly expanded charter schools

Newly Expanded Charter Schools- ESEA Exceptions to the Year of Data Requirement

If applicable, list the Charter Schools that the LEA is choosing to serve under this exception. The LEA must determine such a school's Title I allocation based on current year data and provide the school its allocation within five months of the school's opening or expansion. (ESEA section 4306(a); 34 C.F.R. 76.792(a)).

| Name of Charter School(s) | MSDE School ID Number | Poverty Percent |
|---------------------------|-----------------------|-----------------|
| N/A | | |
| | | |

TABLE 7-7 SKIPPED SCHOOLS

| | | |
|---|----------|---|
| <p>Table 7-7 TITLE I SKIPPED SCHOOLS</p> <p>LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Title I Application.</p> <p>Follow the directions in the Skipped School Addendum.</p> | | |
| <p>Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:</p> <ol style="list-style-type: none"> 1. The school meets the comparability requirements of section 1118 (c); 2. The school is receiving supplemental funds from other State and local sources that are spent according the requirements of section 1114 and 1115; 3. The funds expended from such other sources equal or exceed the amount that would be provided by Title I, Part A. | | |
| <p>Number of Skipped Schools:</p> | <p>8</p> | <p>Note: The completed 2021-2022 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Title I Application. LEA must submit a copy of the approved request letter.</p> |

Skipped School FY22 Allocation Worksheet

Prince George's County Public Schools

Submission Date: August 31, 2021 **Note:** 1/2 day Pre-K equals .5 FTE

| Notations | D | E | F | G | H | I | J | K | L |
|-----------------------|---------------|---|--|----------------------------|---|---|---|----------------------------|---|
| Code as 1, 2, 3, or 4 | MSDE Sch ID # | Skipped Public School Name (Must rank order by Percent of Poverty highest to lowest) | Specific Numeric Grade Span (public) | Percent of Poverty (I/H=G) | Public School Enrollment (as of 9/30/20)/waiver | Number of Low Income-Public School Children (as of 10/31/20)/ | FTE Low Income Public School Children (10/31/20)/waiver | Per Pupil Allocation (PPA) | Local/State Allocation to Skipped Public Schools (J x K =L) |
| 1 | 4 | 0608 | GREEN VALLEY ACADEMY | 7-10 | 91.07% | 56 | 51 | \$45,128.00 | \$2,301,528.00 |
| 2 | 1 | 1732 | INTERNATIONAL HIGH SCHOOL @ LANGLEY PARK | 9-12 | 76.47% | 340 | 260 | \$6,915.00 | \$1,797,900.00 |
| 3 | 3 | 2012 | MARGARET BRENT | K-8 | 73.61% | 72 | 53 | \$20,196.00 | \$1,070,388.00 |
| 4 | 3 | 1313 | KENMOOR E C C | PreK | 73.26% | 288 | 211 | \$10,518.00 | \$2,219,298.00 |
| 5 | 3 | 0107 | FRANCES R FUCHS E C C | PreK | 70.06% | 324 | 227 | \$11,593.00 | \$2,631,611.00 |
| 6 | 1 | 1352 | INTERNATIONAL HIGH SCHOOL @ LARGO | 9-12 | 66.23% | 385 | 255 | \$7,389.00 | \$1,884,195.00 |
| 7 | 3 | 1822 | H WINSHIP WHEATLEY E C C | PreK | 63.12% | 301 | 190 | \$10,903.00 | \$2,071,570.00 |
| 8 | 4 | 705 | TALL OAKS HS | 11-12 | 61.39% | 101 | 62 | \$17,142.00 | \$1,062,804.00 |
| | | Total | | | | 1,309 | 1309.0 | | \$15,039,294.00 |

Table 7-7

Table 7-8

| Table 7-8 EQUITABLE SERVICES | | | |
|--|---|--|--|
| COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1117(a) of ESSA and Sec 200.64 & 200.65 in 34CFR) | | | |
| 1.a: Determining Proportional Share for Equitable Services | | | |
| 521 | / | 39,028 | = 0.013 |
| Total # of private school children from low income families including those going to schools in other LEAs residing in Title I School attendance area. (Use the total number report in Title I Allocation Worksheet Column N) | | Total # of public school children from low-income families in Title I public School plus private school children from low-income families. (Use the total numbers reported in the Title I Allocation Worksheet Column I + N) | Proportion of reservation |
| 0.013 | x | \$46,074,888 | = \$598,974 |
| Proportion of reservation | | Total Title I Allocation (Use # from C 125) | Proportional Share for Equitable Services |
| 1.b: Determining Parental and Family Engagement Reservation | | | |
| \$598,974 | x | 1% | = \$5,990 |
| Total Proportional Share for Equitable Services (Table 7-8, line 1a) | | For Parent Involvement | Proportional share available to parents of private school participants |
| 1.c: Remaining for Instruction, Professional Development and Administration | | | |
| \$598,974 | - | \$5,990 | = \$592,984 |
| Total Proportional Share for Equitable Services (Table 7-8, line 1a) | | Proportional share available to parents of private school participants | Proportional share for instruction, Professional Development, administration and/or other allowable services |
| 1.d: If using funds for PD, subtract amount for agreed upon PD | | | |
| \$592,984 | - | \$0 | = \$592,984 |
| Remaining for instruction, Professional Development and Administration (Table 7-8, line 1c) | | Agreed amount of Professional Development (determined during consultation) | Proportional share remaining for instruction and administration |
| 1.e: If using funds for administration, subtract amount for agreed upon administration | | | |
| \$592,984 | - | \$59,897 | = \$533,087 |
| Remaining for instruction and administration | | Agreed amount of Administration (determined during consultation) | Proportional share remaining for equitable services instruction |

1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)

Points of Clarification

This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts.

| | | | | |
|--|---|--|---|--|
| \$533,087 | / | 521 | = | \$1,023.20 |
| Remaining proportional share for instruction (Table 7-8, line 1e) | | Number of private school students. (Use the total number reported in the Title I Allocation Worksheet, Column N) | | PPA Allocation for eligible private school students |

| | DETAILED BUDGET DESCRIPTION | Calculation | Total |
|---------------------------------------|--|-------------------------|---------|
| Parent & Family Engagement | Equitable Services for Parent & Family Engagement: Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in Prince George's County | 184 students x \$11.497 | \$2,115 |
| | Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in Charles county private schools will be provided per MOU. | 6 students x \$11.497 | \$69 |
| | Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in District of Columbia private schools will be provided per MOU. | 279 students x \$11.497 | \$3,208 |
| | Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in Howard county private schools will be provided per MOU. | 2 student x \$11.497 | \$23 |
| | Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in Montgomery county private schools will be provided per MOU. | 50 students x \$11.497 | \$575 |
| Professional Development | N/A | | \$0 |

| | DETAILED BUDGET DESCRIPTION | Calculation | Total |
|------------------------------|--|--|------------------|
| Administration | Administrative Costs: Equitable services program costs for district and vendor administrative staff providing services, program monitoring, mailings, printing, and other administrative functions. | \$598,974 x 10.0% administrative costs | \$59,897 |
| Instructional | Per Pupil Allocation (PPA):Instruction for PGCPS attendance area Title I students participating in Prince George's private schools will be provided after-school tutoring and supplemental materials. Students receive 2.0 hours weekly of instructional services in reading and/or mathematics based on eligibility is delivered by third-party vendor. | 184 students x \$1,023.20 | \$188,269 |
| | Per Pupil Allocation (PPA):Instruction for PGCPS attendance area Title I students participating in Charles County private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU. | 6 students x \$1,023.20 | \$6,139 |
| | Per Pupil Allocation (PPA):Instruction for PGCPS attendance area Title I students participating in District of Columbia private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU. | 279 students x \$1,023.20 | \$285,473 |
| | Per Pupil Allocation (PPA):Instruction for PGCPS attendance area Title I students participating in Howard County private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU. | 2 student x \$1,023.20 | \$2,046 |
| | Per Pupil Allocation (PPA):Instruction for PGCPS attendance area Title I students participating in Montgomery County private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU. | 50 students x \$1,023.20 | \$51,160 |
| Total Equitable Share | | | \$598,974 |

Table 7-9.1

| Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION | | | | | |
|---|---|---|---|-------------------|--|
| Before allocating funds to schools, a school system MUST reserve funds for certain services. | | | | | |
| LIST (calculate) the amount of funds the district will reserve from the Title I allocation for required (mandatory) and authorized activities. Provide a brief, budget description that explains how the mandatory and reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9. | | | | | |
| Allocation - Proportional Share | | | | | |
| Total Title I 2021-2022 Allocation taken from the C-1-25 minus the Proportional Share in Table 7-8 | | \$ 45,475,914 | Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher. | \$ 454,759 | |
| | | | Minimum of 90% of 1% that must go to Schools | \$ 409,283 | |
| | Total Reservations | Detailed Budget Description | Calculation | Total | |
| 2 | Parent and Family Engagement- not less than 1% of its allocation (Sec. 1116 (a)(3)(A)) of ESEA. Not less than 90% of the 1% shall be distributed to schools with priority given to high-needs schools (Sec. 1116(a)(3)(C) of ESEA. Parent input is required for expenditure Title I Parent and Family Engagement Spending Plan | Districtwide: Planning sessions for Family Fun Night to provide families of grades K-2 families with play-based learning activities to build, develop, and/or strengthen literacy, numeracy & emotional skills for at home learning. (salaries) | 18 half-day sessions x 9 facilitators x \$125 | \$20,250 | |
| | | Districtwide: Workshop sessions for Family Fun Night to build parent and family capacity of grades K-2 families with play-based learning activities to build, develop, and/or strengthen literacy, numeracy & emotional skills for at home learning. (salaries) | 22 half-day sessions x 9 facilitators x \$125 | \$24,750 | |
| | | Districtwide: Planning sessions for Learning Party to plan engaging activities for families of Pre-Kindergarten families with play-based learning activities to build, develop, and/or strengthen literacy, numeracy & emotional skills for at home learning. The intended outcome is to close the achievement gap of students in reading and math by equipping family households with appropriate skills/strategies to bridge school and home learning connections. (salaries) | 6 half-day sessions x 4 facilitators x \$125 | \$3,000 | |

| | Total Reservations | Detailed Budget Description | Calculation | Total |
|--|--------------------|--|---|---------|
| | \$896,535 | Districtwide: Workshop sessions for Learning Party to build parent and families of Pre-Kindergarten through a family engagement partnership that will teach parents how to make everyday moments learning moments through playing, singing, talking, reading, and engaging in fun, developmentally appropriate learning activities in nthe focus area of math. (salaries) | 6 half-day sessions x 4 facilitators x \$125 | \$3,000 |
| | | Districtwide: Planning sessions for Virtual Kindergarten Round-Up to plan engaging activities for families of incoming Kindergarten families with play-based learning activities to build, develop, and/or strengthen literacy, numeracy & emotional skills for at home learning.The intended outcome is to close the achievement gap of students in reading and math by equipping family households with appropriate skills/strategies to bridge school and home learning connections. (salaries) | 4 half-day sessions x 4 facilitators x \$125 | \$2,000 |
| | | Districtwide: Workshop sessions for Virtual Kindergarten Round-Up to build capacity of parent and families of incoming Kindergarten families with play-based learning activities to build, develop, and/or strengthen literacy, numeracy & emotional skills for at home learning.The intended outcome is to close the achievement gap of students in reading and math by equipping family households with appropriate skills/strategies to bridge school and home learning connections. (salaries) | 4 half-day sessions x 4 facilitators x \$125 | \$2,000 |
| | | Districtwide: Workshop sessions for FACE: Capacity Buiding Framework series which will bring the Dual-Capacity Building Framework to "life" by helping the facilitators to explore process/conditions that characterize effective family engagement programs. (salaries) | 12 half-day sessions x 4 facilitators x \$125 | \$6,000 |

| | Total Reservations | Detailed Budget Description | Calculation | Total |
|--|--------------------|--|---|-----------|
| | | Districtwide: Interpreter and translation services for additional outreach and opportunities at parent & family sessions and events which is supplemental to the LSS funded services that include telephonic interpreting, translation library, in-person interpreters, and translation services. (salaries) | 5,000 interpreters hours (avg. 61.75 hours per 81 schools) x \$25.50 per hour | \$127,500 |
| | | Districtwide: Scholastic FACE - Capacity Building Framework: Professional Development Family engagement has a great impact on literacy and learning when families are able to take action at home to reinforce what their children are learning in the classroom. (contracted services) | 12 sessions x \$1,666.25 per session | \$19,995 |
| | | Districtwide: Printing services for Title I Parent & Family Engagement Policy for distribution to schoolsfor Parent Resource rooms. (contracted services) | 50,000 documents x \$0.10 per sheet | \$5,000 |
| | | Districtwide: Consumable materials for parent & family engagement sessions to engage and build capacity of parents and families of grades PreK-8, to include: crayons, base ten blocks, dry erase boards/markers, construction paper, scissors, cross-content area books, flashcards, pencils, index cards, measuring tape, calculators (supplies & materials) | 2,000 families x \$128.16 | \$256,320 |
| | | Districtwide:Fringe Benefits for workshop stipends | Fringe benefits \$188,850 x 0.0925 | \$17,436 |
| | | School-based: Parent Engagement Assistant (4.0 FTEs) | \$45,357 x 4 FTE | \$181,428 |
| | | School-based: Fringe Benefits for full-time salaries - retirement, FICA, insurance, workman's compensation, and medical | \$19,338 x 4 FTEs | \$77,352 |
| | | School-based: Parent and Family Engagement resources, materials, and supplies:parent libraries, instructional resources, pens, paper, composition books, manipulatives, subscriptions, light refreshments. Approximately one event per quarter will occur at the schools. | 81 schools x \$1,858.07 avg | \$150,504 |

| | | Total Reservations | Detailed Budget Description | Calculation | Total |
|----|---|--------------------|---|--|-----------|
| 3 | <p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA</p> <p>Must reserve funds if N & D programs exist.</p> <p>Note: Required Attachment- Include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of Neglected, Delinquent or At-Risk students in accordance with the Title I, Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk. Also list each Institution, the amount of funding provided.</p> | \$0 | | | |
| 4a | <p>Required: Education for Homeless Children and Youth</p> <p>Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, M1-M10.</p> <p>Note: Required Attachment- Please include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p> | \$499,957 | <p>Homeless Program:Latin American Youth Center/Maryland Multicultural Youth Center to provide year-round, intensive case management services to a maximum of 125 unaccompanied homeless youth in six targeted high schools to increase the school attendance and promotion rates of identified students. Services, supports, and opportunities to meet their education, workforce, and social goals for July 2021 - June 2022.</p> | <p>Contracted Services</p> <p>Salaries and fringes: Promotors - caseworkers (5 FTEs) @ \$243,500 Program manager (1 FTE) @ \$60,000 Director (0.30 FTE) @ \$25,925 Fringes (196%) @ \$64,567</p> <p>Administrative Costs: client costs, equipment, phones, supplies, transportation, staff training, evaluation @ \$33,322</p> <p>Indirect costs: \$72,643</p> | \$499,957 |
| 4b | <p>Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento). Required Attachment if Applicable- Include a job description.</p> | \$0 | | | |

| | | Total Reservations | Detailed Budget Description | Calculation | Total |
|-----------------------------------|--|--------------------|-----------------------------|-------------|-------|
| 4c | Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school). Required Attachment if Applicable- Include 1) description of how the LEA calculated the excess cost of providing transportation to homeless students; 2) the calculation that the LEA used to arrive at the amount in this section. | \$0 | | | |
| 5 | Optional: Education for Foster Children Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program, June 2018, Question 30, page 19 An LEA MAY use Title I funds to pay for ADDITIONAL COSTS needed to transport children in foster care to their schools of origin. Please note, however, that funds reserved for comparable services for homeless children and youth under section 1113(c)(3)(A)(i) of the ESEA may not be used to provide transportation needed to maintain children in foster care in their schools of | \$0 | | | |
| | Required Attachment if Applicable- Include 1) description of how the LEA calculated the excess cost of providing transportation for Foster Care students; 2) the calculation that the LEA used to arrive at the amount in this section. Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin. | | | | |
| Total Mandatory Set Asides | | \$1,396,492 | | | |

Table 7-9.2

| Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION | | | | | |
|---|--|---------------------------|--|---|------------------|
| Before allocating funds to schools, a school system MUST reserve funds for certain services. | | | | | |
| LEAs may reserve funds for district-wide instructional and professional development programs. | | | | | |
| LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9. | | | | | |
| Total Reservation | | \$ - | Taken from the C-1-25 | | |
| | | Total Reservations | DETAILED BUDGET DESCRIPTION | Calculation | Total |
| 5 | District-wide Title I Instructional Program(s) | \$751,219 | Summer 2022 STEM Camp – a 4-week program that provides rising 5th and 7th grade students (approximately 1,200 students) with enrichment and engaging opportunities to explore science and technology with no experience needed. Exciting, hands-on experiences using science, technology, aerospace, and mathematics evidence-based programs including field trips. (salaries) | 65 teachers x 20 days x 7 hours per day x \$45 avg hourly rate (salaries & wages) | \$409,500 |
| | | | Summer 2022 STEM Camp: fringe benefits for part-time salary (other charges) | Fringe benefits \$409,500 x 0.0925 | \$37,879 |
| | | | Summer 2022 STEM Camp: Transportation for students to participate in weekly field trips during the program (contracted services) | 18 chartered buses x 4 days x \$800 | \$57,600 |
| | | | Summer 2022 STEM Camp: Transportation for students to participate in extended learning program daily (contracted services) | 6 sites x 4 buses x 4 hours x 20 days x \$72 | \$138,240 |
| | | | Summer 2022 STEM Camp: NASA stem kits, Inventional kits, catapults, straws & connectors, parachutes, composition journals, post-it easel pads, flip chart markers, glue, tape, pens, color pencils, construction paper, poster and science boards, student movement equipment, etc. (supplies & materials) | 6 sites x \$10,000 per site | \$60,000 |
| | | | Summer 2022 STEM Camp: Fieldtrips to National Building Museum, National Cryptologic Museum, National Inventors Hall of Fame, Air & Space Museum, College Park Aviation, and Maryland Science Center (other charges) | 1,200 students x 2 trips x \$20 entrance fees | \$48,000 |
| 6 | District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA | \$0 | | | |
| Total Districtwide Set Asides | | \$751,219 | Salaries & Wages: | | \$751,219 |

Table 7-9.3

| Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION | | | | |
|--|--------------------|--|---|-------------|
| <p>Before allocating funds to schools, a school system MUST reserve funds for certain services. LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.</p> | | | | |
| Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) : | | <p>Only costs for administering and oversight of the Title I Program may be charged to this reservation (e.g. technical assistance around Title I program requirements and fiscal compliance). LEAs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation. District-level Administration: Include a job description for all centrally-funded district-level administration positions</p> | | |
| | Total Reservations | DETAILED BUDGET DESCRIPTION | Calculation | Total |
| 7 | Management | Coordinating Supervisor will provide continual identification of departmental priorities and initiatives and assigning, guiding, monitoring, and assessing the workload of staff within the program. Supervisors (technology, and fiscal) coordinate and execute all related services sponsored through the administrative office; maintains strict adherence to federal and state guidelines in the implementation of projects. (3.0 FTE) | \$135,703 avg salary x 3 FTEs | \$407,109 |
| | | Fringe Benefits for Administration Salaries:Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits | (\$407,109 x .23675) + (\$8,600 x 3) | \$122,183 |
| | \$529,292 | | | |
| | Staff | Instructional Specialists assigned to work with schools and area offices, parents, community, system offices, non-public schools (8.0 FTE) | \$135,578.88 avg salary x 8 FTE | \$1,084,631 |
| | | Technology Instructional Specialists development, implement and evaluate strategies to expand the use of technology for Title I administrative office and schools. (3.0 FTE) | \$133,788 avg salary x 3 FTE | \$401,364 |
| | | Financial Analysts: Assigned to work with MSDE and LEA, accounting, supervisors, specialists, and schools in the monitoring/management of Title I budgeting, accounting, and financial reporting. (3.0 FTEs) | \$75,442 avg salary x 3 FTEs | \$226,326 |
| | | Program Coordinator (1) is responsible for the management and administration of the Title I programs (professional development and extended learning) in the administrative office and schools. Technology Resource Teachers (3) provide instructional support on-site coaching for technology integration in the classroom. (4.0 FTEs) | \$122,165 avg salary x 4 FTEs | \$488,660 |
| | | Data Support Assistant (1) assigned to monitor technology and manage Title I inventory. Secretary (1) to support the Department, data gathering/analysis and liaison with the providers, students, parents, system offices. (2.0 FTEs) | \$70,866.72 avg salary x 2 FTEs | \$141,733 |
| | | Fringe Benefits for Administration Salaries:Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits | (\$2,342,714 x .23675) + (\$8,600 x 20) | \$726,638 |
| | | | \$3,069,352 | |

| | Total Reservations | DETAILED BUDGET DESCRIPTION | Calculation | Total |
|--|--------------------|--|--|--------------------|
| Administration | \$1,434,259 | Indirect Costs Calculation (rate at 3.05%) | Indirect Costs Calculation (rate at 3.05%): (0.0305 x (\$46,074,888 - \$1,021,649 equipment)/1.0305) | \$1,320,722 |
| | | Administrative Office Supplies:paper, notebooks, pens, pencils, binders, file storage, and other productivity supplies | 10 months x \$1,056.10 | \$10,561 |
| | | Mileage for administrative staff for site visits to Title I and non-public schools, attend meetings, and conferences. | 23 staff x 12 months x \$90 | \$24,840 |
| | | Registration fees for administrative staff to attend conferences for professional development to build capacity and stay abreast of grant requirements and regulations. Conferences may include Annual Grants Training, ASCD, Brustein & Manasevit, Learning Forward, Model Schools Conference, National ESEA, and NGMA, and content-specific. | Annual Grants Training - 4 attendees x \$1,000 (\$4,000); ASCD Conference - 4 attendees x \$200 (\$800); Brustein & Manasevit Fall Forum - 8 attendees x \$900 (\$7,200); Learning Forward - 8 attendees x \$700 (\$5,600); Model Schools Conference - 4 x \$1,000 (\$4,000); National ESEA Conference 20 attendees x \$700 (\$14,000); NGMA - 3 attendees x \$900 (\$2,700) | \$38,300 |
| | | Staff development supplies and materials for staff trainings: instructional/content and grant books & resources | 25 staff x \$353.44 | \$8,836 |
| | | Computers to replace obsolete devices for productivity and work products. | 10 staff x \$1,950 | \$19,500 |
| | | Dues and subscriptions for professional development resources: ASCD, TitleIAdmin.com, Education Week, Learning Forward, and more | 23 staff x \$500 | \$11,500 |
| | | | | |
| Total Administrative Reservations | \$5,032,903 | | | \$5,032,903 |

Table 7-9.4

Table 7-9 LEA RESERVATIONS FOR CSI AND Title I TSI SCHOOLS FROM TITLE I ALLOCATION

LIST the amount of reservations set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each school as a Required Attachment, if applicable. **All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.**

| | LIST of Comprehensive Support and Improvement (CSI) Schools | Total Reservations | CSI School (List each school on a separate line) | Total Amount of Allocation | DETAILED BUDGET DESCRIPTION | Calculation | Total |
|---|--|--------------------|--|----------------------------|--|------------------|---------|
| 8 | Does the LEA provide additional Title I Part A funds to support CSI Schools? | \$0 | | | | | |
| | YES ___ NO <u>X</u> ___ | | | | | | |
| | | | | | | | |
| | LIST of Targeted Support and Improvement (TSI) Schools | Total Reservations | TSI School (List each school on a separate line) | Total Amount of Allocation | DETAILED BUDGET DESCRIPTION | Calculation | Total |
| 9 | Does the LEA provide additional Title I Part A funds to support Title I TSI Schools? | \$32,000 | Andrew Jackson Academy | \$2,000 | Districtwide: UMD TSI Network is to engage schools in a year-long professional learning community with the outcome of supporting school teams in the actions implemented for addressing specific student groups. (contracted services) | 1 year x \$2,000 | \$2,000 |
| | YES <u>X</u> ___ NO ___ | | Barnaby Manor ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | Bladensburg ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | Carmody Hills ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | Drrew-Freeman MS | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | Forest Heights ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | Francis Scott Key ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | G. James Gholson MS | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | Hillcrest Heights ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | John H. Bayne ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | Judge Sylvania Woods ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | Lamont ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | Robert R. Gray ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | Valley View ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | William Hall Academy | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | | | William Paca ES | \$2,000 | | 1 year x \$2,000 | \$2,000 |
| | Total LEA Reservation | | \$32,000 | | | | |

CSI SCHOOLS 7% SET ASIDE

List the **2020-2021** CSI school(s) and the total amount each school received from the 7% set aside from Title I, Part A Funds (1003).

| LIST of Comprehensive Support and Improvement (CSI) Schools | CSI School (List each school on a separate line) | Total Amount of Allocation |
|--|---|----------------------------|
| The LEA has CSI Schools YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> | High Point High School | \$1,817,460 |
| | Northwestern High School | \$1,595,970 |
| | | |
| | | |
| | | |
| Total | | \$3,413,430 |

Link for School Improvement Resource Hub
<https://www.marylandresourcehub.com/>
<https://www.marylandresourcehub.com/csi-tsi-schools>

TSI DISTRICT LEVEL SET ASIDE

List the 2020-2021 TSI school(s) and the total amount each school received from the LEA District Level set aside (not federal funds)

| LIST of Targeted Support and Improvement (TSI) Schools | TSI School (List each school on a separate line) | Total LEA district level set aside | DETAILED BUDGET DESCRIPTION | Calculation | Total |
|---|---|------------------------------------|-----------------------------|-------------|-------|
| The LEA has TSI Schools: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> | Allenwood Elementary | \$0 | | | \$0 |
| | Andrew Jackson Academy | \$0 | | | \$0 |
| | Ardmore Elementary | \$0 | | | \$0 |
| | Avalon Elementary | \$0 | | | \$0 |
| | Baden Elementary | \$0 | | | \$0 |
| | Barnaby Manor Elementary | \$0 | | | \$0 |
| | Bladensburg Elementary | \$0 | | | \$0 |
| | Bladensburg High | \$0 | | | \$0 |
| | Bowie High | \$0 | | | \$0 |
| | Brandywine Elementary | \$0 | | | \$0 |
| | Capitol Heights Elementary | \$0 | | | \$0 |
| | Carmody Hills Elementary | \$0 | | | \$0 |
| | Central High | \$0 | | | \$0 |
| | Clinton Grove Elementary | \$0 | | | \$0 |
| | Community Based Classrooms | \$0 | | | \$0 |
| | Cora L. Rice Elementary | \$0 | | | \$0 |
| | Croom High | \$0 | | | \$0 |
| | Crossland Evening/Saturday High | \$0 | | | \$0 |
| | Crossland High | \$0 | | | \$0 |
| | Deerfield Run Elementary | \$0 | | | \$0 |
| | District Heights Elementary | \$0 | | | \$0 |
| | Doswell E. Brooks Elementary | \$0 | | | \$0 |
| | Dr. Henry A. Wise, Jr. High | \$0 | | | \$0 |
| | Drew-Freeman Middle | \$0 | | | \$0 |
| | Duval High | \$0 | | | \$0 |
| | Dwight D. Eisenhower Middle | \$0 | | | \$0 |
| | Edward M. Felegy Elementary | \$0 | | | \$0 |
| | Eleanor Roosevelt High | \$0 | | | \$0 |
| | Fairmont Heights High | \$0 | | | \$0 |
| | Forest Heights Elementary | \$0 | | | \$0 |
| | Fort Foote Elementary | \$0 | | | \$0 |
| | Francis Scott Key Elementary | \$0 | | | \$0 |
| Francis T. Evans Elementary | \$0 | | | \$0 | |
| Frederick Douglass High | \$0 | | | \$0 | |
| Friendly High | \$0 | | | \$0 | |

| LIST of Targeted Support and Improvement (TSI) Schools | TSI School (List each school on a separate line) | Total LEA district level set aside | DETAILED BUDGET DESCRIPTION | Calculation | Total |
|--|---|---------------------------------------|--------------------------------|-------------|-------|
| | G. James Gholson Middle | \$0 | | | \$0 |
| | Gladys Noon Spellman Elementary | \$0 | | | \$0 |
| | Glenn Dale Elementary | \$0 | | | \$0 |
| | Greenbelt Elementary | \$0 | | | \$0 |
| | Gwynn Park High | \$0 | | | \$0 |
| | Highland Park Elementary | \$0 | | | \$0 |
| | Hillcrest Heights Elementary | \$0 | | | \$0 |
| | Hyattsville Elementary | \$0 | | | \$0 |
| | Imagine Foundations at Leeland PCS | \$0 | | | \$0 |
| | Imagine Foundations at Morningside PCS | \$0 | | | \$0 |
| | Indian Queen Elementary | \$0 | | | \$0 |
| | J. Frank Dent Elementary | \$0 | | | \$0 |
| | John H. Bayne Elementary | \$0 | | | \$0 |
| | Kettering Elementary | \$0 | | | \$0 |
| | Kingsford Elementary | \$0 | | | \$0 |
| | Lamont Elementary | \$0 | | | \$0 |
| | Largo High | \$0 | | | \$0 |
| | Laurel High | \$0 | | | \$0 |
| | Magnolia Elementary | \$0 | | | \$0 |
| | Mattaponi Elementary | \$0 | | | \$0 |
| | Melwood Elementary | \$0 | | | \$0 |
| | Northview Elementary | \$0 | | | \$0 |
| | Oxon Hill Elementary | \$0 | | | \$0 |
| | Oxon Hill High | \$0 | | | \$0 |
| | Parkdale High | \$0 | | | \$0 |
| | Port Towns Elementary | \$0 | | | \$0 |
| | Potomac High | \$0 | | | \$0 |
| | Princeton Elementary | \$0 | | | \$0 |
| | Robert R. Gray Elementary | \$0 | | | \$0 |
| | Rosaryville Elementary | \$0 | | | \$0 |
| | Rose Valley Elementary | \$0 | | | \$0 |
| | Samuel Chase Elementary | \$0 | | | \$0 |
| | Samuel P. Massie Academy | \$0 | | | \$0 |
| | Springhill Lake Elementary | \$0 | | | \$0 |
| | Suitland Elementary | \$0 | | | \$0 |
| | Suitland High | \$0 | | | \$0 |
| | Surrattsville High | \$0 | | | \$0 |

| LIST of Targeted Support and Improvement (TSI) Schools | TSI School (List each school on a separate line) | Total LEA district level set aside | DETAILED BUDGET DESCRIPTION | Calculation | Total |
|--|---|------------------------------------|-----------------------------|-------------|-------|
| | Tall Oaks High | \$0 | | | \$0 |
| | Tayac Elementary | \$0 | | | \$0 |
| | Thurgood Marshall Middle | \$0 | | | \$0 |
| | Valley View Elementary | \$0 | | | \$0 |
| | Walker Mill Middle | \$0 | | | \$0 |
| | William Beanes | \$0 | | | \$0 |
| | William Paca | \$0 | | | \$0 |
| | William W. Hall Academy | \$0 | | | \$0 |
| | William Wirt Middle | \$0 | | | \$0 |
| | | | | | |

Link for School Improvement Resource Hub
<https://www.marylandresourcehub.com/>
<https://www.marylandresourcehub.com/csi-tsi-schools>

Table 7-10

| Table 7-10 | | | |
|---|---|--------|---------------|
| BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA) | | | |
| 1 | Total Title I Allocation (Use amount shown on C-1-25) | ---- | \$ 46,074,888 |
| 2 | Equitable share total reported in Table 7-8 | minus | \$ 598,974 |
| 3 | Mandated set-asides total reported in Table 7-9.1 | minus | \$ 1,396,492 |
| 4 | District-wide Reservations total reported in Table 7-9.2 | minus | \$ 751,219 |
| 5 | Administration total reported in Table 7-9.3 | minus | \$ 5,032,903 |
| 6 | Additional Support for CSI /TSI schools total reported in Table 7-9.4 | minus | \$ 32,000 |
| 7 | Total PPA - This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for public school students must equal this amount. <i>(LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)</i> | equals | \$ 38,263,300 |

**Table 7-11 ESTIMATE OF TITLE I CARRYOVER
(Annually as of September 30)**

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15 month expenditure period (e.g., July 1, 2020-September 30, 2021)

REMOVED WAIVER INFORMATION

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LEA must obligate the funds allocated for equitable services under all applicable programs in the year for which they are appropriated.. (ESEA sections 1117(a)(4)(B) and 8501(a)(4)(B).) There may be extenuating circumstances, however, in which an LEA is unable to obligate all funds within the timeframe in a responsible manner. Under those circumstances, the funds may remain available for the provision of equitable services under the respective program during the subsequent school year. In determining how such carryover funds will be used, the LSS must consult with appropriate private school officials. (ESEA sections 1117(b) and 8501(c).)

| | |
|--|---------------------|
| Total amount of Title I 2020-2021 allocation: | \$34,320,779 |
| The estimated amount of Title I funds the school system will carryover: | \$312,766 |
| The estimated percentage of carryover Title I funds as of September 30, 2021: THIS IS A PROJECTION | 0.91% |

Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation

Yes No

BUDGET NARRATIVE

FY 2022 Title I Budget Narrative

| Title I Table 7-8, 7-9 Crosswalk | School / District | Description/Purpose: Include Expected Outcome | Category / Program Number (Aligns with C- 1-25) | Budget Object Number | Line Item | Calculation | Total | Notes |
|---------------------------------------|-------------------|---|---|----------------------|--|-------------|------------------|---|
| Equitable Services Proportional Share | District | Instruction Categories - Special Program | 203-205/07 | 08 | Equitable Services for Parent & Family Engagement: Parent and Family engagement for Title I, participating private schools will be provided by a third-party contract or MOU. | \$5,990 | | |
| Equitable Services Proportional Share | District | Instruction Categories - Special Program | 203-205/07 | 08 | Administrative Costs: Equitable services program costs for district and vendor administrative staff providing services, program monitoring, mailings, printing, and other administrative functions. | \$59,897 | | |
| Equitable Services Proportional Share | District | Instruction Categories - Special Program | 203-205/07 | 08 | Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in private schools will be provided supplemental materials and tutoring before, during, and after school. Students receive at minimum 2.0 hours weekly of instructional services in reading and/or mathematics based on eligibility is delivered by third-party vendor or MOU. | \$533,087 | | |
| | | | | | | | \$598,974 | TOTAL: Equitable Services Proportional Share |
| Parent and Family Engagement | District | Instruction Categories - Regular Program | 203-205/01 | 01 | Districtwide: Workshops and trainings to build parent and family capacity to support home academics and achievement. Title I workshops with topics on English/Language Arts, Mathematics, Science, Social Emotional. (salaries) | \$61,000 | | |
| Parent and Family Engagement | District | Instruction Categories - Regular Program | 203-205/01 | 01 | Districtwide: Interpreter and translation services for additional outreach and opportunities at parent & family sessions and events which is supplemental to the LSS funded services that include telephonic interpreting, translation library, in-person | \$127,500 | | |

FY 2022 Title I Budget Narrative

| Title I Table 7-8, 7-9 Crosswalk | School / District | Description/Purpose: Include Expected Outcome | Category / Program Number (Aligns with C- 1-25) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|--|-------------|-------|-------|
| | | | | | interpreters, and translation services. (salaries) | | | |
| Parent and Family Engagement | District | Fixed Charges - Regular Program | 212 | 04 | Districtwide: Fringe Benefits for workshop stipends | \$17,436 | | |
| Parent and Family Engagement | District | Instruction Categories - Regular Program | 203-205/01 | 02 | Districtwide: Scholastic FACE - Capacity Building Framework: Professional Development Family engagement has a great impact on literacy and learning when families are able to take action at home to reinforce what their children are learning in the classroom. (contracted services) | \$19,995 | | |
| Parent and Family Engagement | District | Instruction Categories - Regular Program | 203-205/01 | 02 | Districtwide: Printing services for Title I Parent & Family Engagement Policy for distribution to schools for Parent Resource rooms. (contracted services) | \$5,000 | | |
| Parent and Family Engagement | District | Instruction Categories - Regular Program | 203-205/01 | 03 | Districtwide: Consumable materials for parent & family engagement sessions to engage and build capacity of parents and families of grades PreK-8, to include: crayons, base ten blocks, dry erase boards/markers, construction paper, scissors, cross-content area books, flashcards, pencils, index cards, measuring tape, calculators (supplies & materials) | \$256,320 | | |
| Parent and Family Engagement | Schools | Instruction Categories - Regular Program | 203-205/01 | 01 | School-based: Parent Engagement Assistant collaborates with multiple stakeholders to establish effective outreach, engagement programs, and school-led workshops for parents and families to engage in improving student literacy achievement. (4.0 FTEs) @ Avg. Salary of \$45,357 | \$181,428 | | |
| Parent and Family Engagement | Schools | Fixed Charges - Regular Program | 212 | 04 | School-based: Fringe Benefits for full-time salaries - retirement, FICA, insurance, workman's compensation, and medical | \$77,352 | | |

FY 2022 Title I Budget Narrative

| Title I Table 7-8, 7-9 Crosswalk | School / District | Description/Purpose: Include Expected Outcome | Category / Program Number (Aligns with C- 1-25) | Budget Object Number | Line Item | Calculation | Total | Notes |
|---|-------------------|---|---|----------------------|--|-------------|------------------|---|
| Parent and Family Engagement | Schools | Instruction Categories - Regular Program | 203-205/01 | 03 | School-based: Parent and Family Engagement resources, materials, and supplies: parent libraries, instructional resources, pens, paper, composition books, manipulatives, subscriptions, light refreshments (supplies & materials) | \$150,504 | | |
| | | | | | | | \$896,535 | TOTAL: Parent and Family Engagement |
| Education for Homeless Children and Youth | District | Instruction Categories - Special Program | 203-205/02 | 02 | Homeless Program: Latin American Youth Center/Maryland Multicultural Youth Center transition program that address youths' social, academic, and career needs. (contracted services) | \$499,957 | | |
| | | | | | | | \$499,957 | TOTAL: Education for Homeless Children and Youth |
| | District | Instruction Categories - Special Program | 203-205/02 | 01 | Summer 2022 STEM Camp – a 4-week program that provides rising 5th and 7th grade students (approximately 1,200 students) with enrichment and engaging opportunities to explore science and technology with no experience needed. Exciting, hands-on experiences using science, technology, aerospace, and mathematics evidence-based programs including field trips. (salaries) | \$409,500 | | |
| | District | Instruction Categories - Special Program | 212 | 04 | Summer 2022 STEM Camp: fringe benefits for part-time salary (other charges) | \$37,879 | | |
| | District | Student Transportation | 209 | 02 | Summer 2022 STEM Camp: Transportation for students to participate in weekly field trips during the program (contracted services) | \$57,600 | | |
| | District | Student Transportation | 209 | 02 | Summer 2022 STEM Camp: Transportation for students to participate in extended learning program daily (contracted services) | \$138,240 | | |

FY 2022 Title I Budget Narrative

| Title I Table 7-8, 7-9 Crosswalk | School / District | Description/Purpose: Include Expected Outcome | Category / Program Number (Aligns with C- 1-25) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|--|-------------|------------------|--|
| | District | Instruction Categories - Special Program | 203-205/02 | 03 | Summer 2022 STEM Camp: NASA stem kits, Inventional kits, catapults, straws & connectors, parachutes, composition journals, post-it easel pads, flip chart markers, glue, tape, pens, color pencils, construction paper, poster and science boards, student movement equipment, etc. (supplies & materials) | \$60,000 | | |
| | District | Instruction Categories - Special Program | 203-205/02 | 04 | Summer 2022 STEM Camp: Fieldtrips to National Building Museum, National Cryptologic Museum, National Inventors Hall of Fame, Air & Space Museum, College Park Aviation, and Maryland Science Center (other charges) | \$48,000 | | |
| | | | | | | | \$751,219 | TOTAL: Districtwide Instruction |
| Administration | District | Administration - Business Support | 201-22 | 04 | Indirect Costs Calculation (rate at 3.05%): (0.0305 x (\$46,074,888 - \$1,021,649 equipment)/1.0305) | \$1,320,722 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 01 | Coordinating Supervisor will provide continual identification of departmental priorities and initiatives and assigning, guiding, monitoring, and assessing the workload of staff within the program. Supervisors (technology, and fiscal) coordinate and execute all related services sponsored through the administrative office; maintains strict adherence to federal and state guidelines in the implementation of projects. (3.0 FTE) | \$407,109 | | |
| Administration | District | Fixed Charges - Administration | 212 | 04 | Fringe Benefits for Administration Salaries: Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits | \$122,183 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 01 | Instructional Specialists assigned to work with schools and area offices, parents, | \$1,084,631 | | |

FY 2022 Title I Budget Narrative

| Title I Table 7-8, 7-9 Crosswalk | School / District | Description/Purpose: Include Expected Outcome | Category / Program Number (Aligns with C- 1-25) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|---|-------------|-------|-------|
| | | | | | community, system offices, non-public schools (8.0 FTE) | | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 01 | Technology Instructional Specialists development, implement and evaluate strategies to expand the use of technology for Title I administrative office and schools. (3.0 FTE) | \$401,364 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 01 | Financial Analysts: Assigned to work with MSDE and LEA, accounting, supervisors, specialists, and schools in the monitoring/management of Title I budgeting, accounting, and financial reporting. (3.0 FTEs) | \$226,326 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 01 | Program Coordinator (1) is responsible for the management and administration of the Title I programs (professional development and extended learning) in the administrative office and schools. Technology Resource Teachers (3) provide instructional support on-site coaching for technology integration in the classroom. (4.0 FTEs) | \$488,660 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 01 | Data Support Assistant (1) assigned to monitor technology and manage Title I inventory. Secretary (1) to support the Department, data gathering/analysis and liaison with the providers, students, parents, system offices. (2.0 FTEs) | \$141,733 | | |
| Administration | District | Fixed Charges - Administration | 212 | 04 | Fringe Benefits for Administration Salaries: Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits | \$726,638 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 03 | Administrative Office Supplies: paper, notebooks, pens, pencils, binders, file storage, and other productivity supplies | \$10,561 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 04 | Mileage for administrative staff for site visits to Title I and non-public schools, attend meetings, and conferences. | \$24,840 | | |

FY 2022 Title I Budget Narrative

| Title I Table 7-8, 7-9 Crosswalk | School / District | Description/Purpose: Include Expected Outcome | Category / Program Number (Aligns with C- 1-25) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|--|---|----------------------|--|-------------|--------------------|--|
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 04 | Registration fees for administrative staff to attend conferences for professional development to build capacity and stay abreast of grant requirements and regulations. Conferences may include Annual Grants Training, ASCD, Brustein & Manasevit, Learning Forward, Model Schools Conference, National ESEA, and NGMA, and content-specific. | \$38,300 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 03 | Staff development supplies and materials for staff trainings: instructional/content and grant books & resources | \$8,836 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 05 | Computers to replace obsolete devices for productivity and work products. | \$19,500 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 04 | Dues and subscriptions for professional development resources: ASCD, TitleAdmin.com, Education Week, Learning Forward, and more | \$11,500 | | |
| | | | | | | | \$5,032,903 | TOTAL: Administration |
| | TSI Schools | Instruction Categories - Inst. Staff Development | 203-205/09 | 02 | TSI Schools: UMD TSI Network is to engage schools in a year-long professional learning community with the outcome of supporting school teams in the actions implemented for addressing specific student groups. (contracted services) | \$32,000 | | |
| | | | | | | | \$32,000 | TOTAL: TSI Schools |
| | Schools | Instruction Categories - Regular Program | 203-205/01 | 01 | School-based: Stipends for teachers conducting/facilitating and paraprofessional support at Parent & Family Engagement Workshops | \$318,480 | | <i>School-based Allocation: Additional Resources for Parent & Family, schools allocated more than the required set-aside</i> |

FY 2022 Title I Budget Narrative

| Title I Table 7-8, 7-9 Crosswalk | School / District | Description/Purpose: Include Expected Outcome | Category / Program Number (Aligns with C- 1-25) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|---|-------------|-------|--|
| | Schools | Instruction Categories - Regular Program | 203-205/01 | 02 | Parent and Family Engagement catering for sessions focused on instruction and academic achievement. | \$17,301 | | <i>School-based Allocation: Additional Resources for Parent & Family, schools allocated more than the required set-aside</i> |
| | Schools | Instruction Categories - Regular Program | 203-205/01 | 05 | Translation equipment and laptops for facilitation and utilization at Parent & Family Engagement workshops. | \$62,907 | | <i>School-based Allocation: Additional Resources for Parent & Family, schools allocated more than the required set-aside</i> |
| | Schools | Instruction Categories - Regular Program | 203-205/01 | 03 | Parent and Family Engagement resources, materials, and supplies: parent libraries, instructional resources, pens, paper, composition books, manipulatives, subscriptions, light refreshments. Approximately one event per quarter will occur at the schools. | \$8,909 | | <i>School-based Allocation: Additional Resources for Parent & Family, schools allocated more than the required set-aside</i> |
| | Schools | Fixed Charges - Regular Program | 212 | 04 | Fringe Benefits for School-based Salaries (full-time and part-time): Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits (203-205/01) | \$29,470 | | <i>School-based Allocation: Additional Resources for Parent & Family, schools allocated more than the required set-aside</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Provides for instruction of students by developing, selecting, and modifying instructional plans and materials and presenting them using instructional techniques which meet the needs of all students, Elementary Classroom Teachers (114 FTEs) @ Avg. Salary of \$67,032 | \$7,641,648 | | <i>School-based Allocation: Elementary Classroom Teachers</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Provides for instruction of students by developing, selecting, and modifying instructional plans and materials and presenting them using instructional techniques which meet the needs of all | \$4,088,478 | | <i>School-based Allocation: Secondary Classroom Teachers</i> |

FY 2022 Title I Budget Narrative

| Title I Table 7-8, 7-9 Crosswalk | School / District | Description/Purpose: Include Expected Outcome | Category / Program Number (Aligns with C- 1-25) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|--|-------------|-------|--|
| | | | | | students, Secondary Classroom Teachers (58 FTEs) @ Avg. Salary of \$70,491 | | | |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Support the teaching-learning process by assisting one or more teachers in the planning and conducting of programs to reinforce the teacher's initial instructions, Paraprofessional Educators (100.0 FTEs) @ Avg. Salary of \$33,613 | \$3,361,300 | | <i>School-based Allocation: Paraprofessional Educators</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Provide support, training, and required assistance to successfully implement program and professional development, Resource Teachers (45.0 FTEs) @ Avg. Salary of \$77,505.62 | \$3,487,753 | | <i>School-based Allocation: Resource Teachers</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Facilitate change in instructional practices of teachers that will enable teachers to diagnose student needs more analytically; plan more productively; and teach more effectively, Instructional Coaches/Lead Teachers (39.0 FTEs) @ Avg. Salary of \$83,124 | \$3,241,836 | | <i>School-based Allocation: Instructional Coaches</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Provide counseling services that are comprehensive in scope, preventive in design and developmental in nature in the areas of academic achievement, college and/or career readiness and personal/social development for all students, Professional School Counselors (8.0 FTEs) @ Avg. Salary of \$80,092 | \$640,736 | | <i>School-based Allocation: Professional School Counselors</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Provide oversight of the School-based Peer Mediation Program inclusive of, but not limited to, providing instructions to students in the area of conflict resolution, anger management, anti-bullying and harassment, and peer mediation skills through classroom instruction, small/large group instruction and scheduled classroom visitations, Peer | \$166,608 | | <i>School-based Allocation: Peer Mediators</i> |

FY 2022 Title I Budget Narrative

| Title I Table 7-8, 7-9 Crosswalk | School / District | Description/Purpose: Include Expected Outcome | Category / Program Number (Aligns with C- 1-25) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|---|-------------|-------|--|
| | | | | | Mediators (2.0 FTE) @ Avg. Salary of \$83,304 | | | |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Responsible for intervention services for the school's most at-risk populations, Student Advocates (7.0 FTEs) @ Avg. Salary of \$41,260 | \$288,818 | | <i>School-based Allocation: Student Advocates</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Teacher and paraprofessional part-time salaries for Extended Day/Week/Year Programs | \$1,496,973 | | <i>School-based Allocation: Temporary Employees</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Substitutes to release classroom teachers for collaborative planning/training | \$354,547 | | <i>School-based Allocation: Part-time Substitutes</i> |
| | Schools | Fixed Charges - Special Program | 212 | 04 | Fringe Benefits for School-based Salaries (full-time and part-time): Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits (203-205/02) | \$8,779,443 | | <i>School-based Allocation:</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 02 | Contracted services for instructional services and student assemblies for cultural enrichment. | \$88,766 | | <i>School-based Allocation: Cultural Enrichment</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 02 | Cost to purchase network version of educational software. | \$360,038 | | <i>School-based Allocation: Instructional Software</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 02 | Maintenance and repairs of technology devices for instructional use. | \$41,889 | | <i>School-based Allocation: Maintenance & Repairs</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 03 | Instructional materials consumed in the classroom: leveled readers, calculators, maps, dictionaries, workbooks | \$516,668 | | <i>School-based Allocation: Classroom Teacher Supplies</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 03 | Cost to purchase student journals, agenda books, certificates, and supplies | \$673,470 | | <i>School-based Allocation: Student Supplies</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 04 | National, Regional, Local Magazines for students: National Geographic, Time for Kids, Scholastic News | \$40,167 | | <i>School-based Allocation: Student Dues/Subscriptions</i> |

FY 2022 Title I Budget Narrative

| Title I Table 7-8, 7-9 Crosswalk | School / District | Description/Purpose: Include Expected Outcome | Category / Program Number (Aligns with C- 1-25) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|--|---|----------------------|---|-------------|-------|--|
| | Schools | Instruction Categories - Special Program | 203-205/02 | 04 | Trips directly related to school curriculum, such as: National Zoo, National Aquarium, Newseum, National African-American History & Culture Museum | \$3,000 | | <i>School-based Allocation: Field Trip Fees</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 05 | Classroom equipment, such as: video visualizers, LCD projectors, digital cameras | \$603,315 | | <i>School-based Allocation: Education Communication Equipment</i> |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 05 | Computers, laptops, and tablets for classroom instruction | \$335,927 | | <i>School-based Allocation: Computers, Instruction</i> |
| | Schools | Instruction Categories - Inst. Staff Development | 203-205/09 | 01 | School-based: Professional development stipends for teachers and paraprofessional to build capacity | \$664,425 | | <i>School-based: Temporary Employees</i> |
| | Schools | Fixed Charges - Staff Development | 212 | 04 | Fringe Benefits for workshop stipends (203-205/09) | \$61,387 | | <i>School-based Allocation:</i> |
| | Schools | Instruction Categories - Inst. Staff Development | 203-205/09 | 02 | Professional Development Workshop Facilitators: Contracted consultants to provide professional development for staff capacity building. | \$75,892 | | <i>School-based Allocation: Educational Consultants</i> |
| | Schools | Instruction Categories - Inst. Staff Development | 203-205/09 | 03 | Professional development materials for staff trainings: instruction based for lesson studies, post-its, binders, manipulatives | \$47,675 | | <i>School-based Allocation: Staff Development Supplies</i> |
| | Schools | Instruction Categories - Inst. Staff Development | 203-205/09 | 04 | National, Regional, Local Magazines for Teachers: EdWeek, NSTA, NCTM, ASCD | \$26,467 | | <i>School-based Allocation: Dues & Subscriptions</i> |
| | Schools | Instruction Categories - Inst. Staff Development | 203-205/09 | 04 | Attend conferences and workshops for professional development to build capacity. Conferences may include ASCD, NSTA, NCTM, IRA, SOMIRAC, Common Ground, National ESSA | \$559,668 | | <i>School-based Allocation: Conference Registration Fees & Travel</i> |
| | Schools | Student Transportation | 209 | 02 | Student Transportation for extended learning programs | \$179,339 | | <i>School-based Allocation: School and Chartered Bus Transportation Services</i> |

FY 2022 Title I Budget Narrative

| Title I Table 7-8, 7-9 Crosswalk | School / District | Description/Purpose: Include Expected Outcome | Category / Program Number (Aligns with C- 1-25) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|--|--|----------------------|-----------|-------------|---------------------|--|
| | | | | | | | \$38,263,300 | TOTAL: School-based Allocation Programs |



TOTAL: \$46,074,888

MSDE C-125 BUDGET REQUEST

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-125

| | | | | | |
|-----------------------|-----------------|-----------------------|---------------------------------------|--------------|--|
| ORIGINAL GRANT BUDGET | \$46,074,888 | AMENDED BUDGET # | | REQUEST DATE | |
| GRANT NAME | Title I, Part A | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | 1812 | | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Title I | | |
| FUND SOURCE CODE | 5019 | GRANT PERIOD | 7/1/2021 | 9/30/2023 | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | BUDGET BY CAT./PROG. |
|---|----------------------|------------------------|--------------------------|----------------------|---------------------|-------------------|----------------------|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 06 - TRANSFERS | |
| 201 Administration | | | | | | | |
| Prog. 21 General Support | | | | | | | 0.00 |
| Prog. 22 Business Support | | | | 1,320,722.00 | | | 1,320,722.00 |
| Prog. 23 Centralized Support | | | | | | | 0.00 |
| 202 Mid-Level Administration | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin. & Supv. | 2,749,823.00 | | 19,397.00 | 74,840.00 | 19,500.00 | | 2,863,360.00 |
| 203-205 Instruction Categories | | | | | | | |
| Prog. 01 Regular Prog. | 688,408.00 | 42,296.00 | 415,733.00 | | 62,907.00 | | 1,209,344.00 |
| Prog. 02 Special Prog. | 25,178,197.00 | 990,650.00 | 1,250,138.00 | 91,167.00 | 939,242.00 | | 28,449,394.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | 0.00 |
| Prog. 04 Gifted & Talented Prog. | | | | | | | 0.00 |
| Prog. 07 Non Public Programs | | | | | | 598,974.00 | 598,974.00 |
| Prog. 08 School Library Media | | | | | | | 0.00 |
| Prog. 09 Instructional Staff Dev. | 664,425.00 | 107,892.00 | 47,675.00 | 586,135.00 | | | 1,406,127.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| 206 Special Education | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 06 Educ. Prog. In State Institution | | | | | | | 0.00 |
| Prog. 07 Non Public Programs | | | | | | | 0.00 |
| Prog. 09 Instructional Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | | | | | | | 0.00 |
| 207 Student Personnel Serv. | | | | | | | 0.00 |
| 208 Student Health Services | | | | | | | 0.00 |
| 209 Student Transportation | | 375,179.00 | | | | | 375,179.00 |
| 210 Operation of Plant | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| 211 Maintenance of Plant | | | | | | | 0.00 |
| 212 Fixed Charges | | | | 9,851,788.00 | | | 9,851,788.00 |
| 213 Food Services | | | | | | | 0.00 |
| 214 Community Services | | | | | | | 0.00 |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | 0.00 |
| Prog. 35 Buildings & Additions | | | | | | | 0.00 |
| Prog. 36 Remodeling | | | | | | | 0.00 |
| Total Expenditures By Object | 29,280,853.00 | 1,516,017.00 | 1,732,943.00 | 11,924,452.00 | 1,021,649.00 | 598,974.00 | 46,074,888.00 |

| | | | | |
|-----------------------------|---|---|--|--------------|
| Finance Official Approval | Mr. Michael Herbstman, Chief Financial Officer |  | Digitally signed by Michael Herbstman DN: cn=Michael Herbstman, o=PGCPS, ou=, email=MichaelHerbstman@pgcps.org, c=US Date: 2021.11.10 08:34:08 -0500 | 301-952-6099 |
| Supt./Agency Head Approval | Monica E. Goldson, Ed.D., Chief Executive Officer |  | 11/10/2021 | 301-952-6008 |
| MSDE Grant Manager Approval | | | | |

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

| | |
|--|--|
| <p><i>Monica E. Goldson</i> _____ Monica E. Goldson, Ed.D., Chief Executive Officer Superintendent of Schools or Head of Grantee Agency</p> | <p>11/10/2021 _____ Date</p> |
|--|--|

Addendum: Progress Monitoring through Growth Measures and Outcomes

PROGRESS MONITORING REQUIRED ATTACHMENT - Link to written process: [K. Written Process: Progress Monitoring Addendum](#)

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 of the requirements above.

PROGRESS MONITORING EVIDENCE OF IMPLEMENTATION

Documentation supporting the implementation of the written process for analyzing State and District Level area(s) of academic growth measures

- Analyzed area(s) of academic growth measures
 - data charts, tables, and tools
 - data analysis summary to include baseline and final outcome measures, were goals met, were outcomes achieved
- Sign-in, Agendas, and Notes from data analysis meetings
- Growth Targets, Objectives/Goals
- Progress monitoring timelines, interval checks
- List of funding sources
- Metrics used
- List of Evidence Based Strategies/Interventions
- Other documentation to support the LEA has implemented its written process for analyzing State and District Level area(s) of academic growth measures, if applicable

Title I, Part A Application 2021-2022 Program Strategies and Evidence-based intervention(s) Growth Measures and Outcomes

Use for Districtwide Initiatives, Districtwide Parent and Family Engagement Activities and Districtwide Targeted Support and Improvement Activities

Based on the analysis of State and local data, identify the areas of focus for Title I, Part A schools in the local education agency (including areas where Title I, Part A is performing below expectations or student groups within Title I, Part A are performing below expectations and/or areas where Title I, Part A requires opportunities for acceleration or expanded learning opportunities). In the response, provide the rationale for selecting the district-wide area of need based on the needs assessment. Include the implementation of strategies and/or evidence-based interventions paid for by Title I, Part A to support student achievement and growth. Describe priority strategies and/or evidence-based interventions to address disparities in achievement and to improve student performance. Then report the outcomes related to the strategies and interventions implemented and whether the goals set were attained.

If you have already included some areas of focus in your LEA Consolidated Strategic Plan that are funded by Title I, Part A, they should be incorporated here.

Area of Growth for Title I, Part A- Needs assessment driven for English Language Arts

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to English Language Arts?

YES NO

If Yes, complete the table below:

| Districtwide Strategies and Evidence-based interventions | Goals | Provide Rationale-through an equity lens <i>(including how this strategy supports the needs of students groups, if applicable)</i> | Timeline and monitoring dates | List Funding Source(s) to include Title I, Part A funding | Metric used to measure growth | What measures will be used at intervals to check for progress | Baseline and final outcome measures. Were goals met, was strategy effective. |
|---|---------------------------------------|--|---|---|---|--|--|
| Create learning environments that immerse students in real life applications with connections to improving literacy skills. | Increase student participation by 10% | <p>Connect teachers and students to a variety of STEM career fields by hearing from relatable professionals.</p> <p>Increase exposure and opportunities to STEM and the CTE's Aerospace Program at DuVal High School</p> <p>Increase engagement in logical reasoning & inquiry for teachers and students through the Engineering and Design Process</p> <p>Give students the opportunities to interpret & communicate new discoveries through reflecting, journaling and collaborating with peers</p> <p>Provide opportunities for students to strategically use technology in real-world situations.</p> <p>Partnership and ongoing communication with NASA's Educational Resource Department</p> | <p>Planning Fall 2021, Student Identification - February 2022</p> <p>Monitoring - Summer 2022</p> | Title I, Part A funding | <p>Pre & Post Participant Surveys Teacher Student</p> <p>Participant Evaluation Teacher Coordinator Parents Students Camp Attendance Rate</p> <p>Overall Program Effectiveness Data - Combination of progress monitoring with student report card data.</p> | <p>Daily attendance</p> <p>Formative Assessment</p> <p>Ongoing participant and family feedback</p> | TBD |

Area of Growth for Title I, Part A- Needs assessment driven for Mathematics

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Mathematics?

YES NO

If Yes, complete the table below:

| Districtwide Strategies and Evidence-based interventions | Goals | Provide Rationale-through an equity lens <i>(including how this strategy supports the needs of students groups, if applicable)</i> | Timeline and monitoring dates | List Funding Source(s) to include Title I, Part A funding | Metric used to measure growth | What measures will be used at intervals to check progress | Baseline and final outcome measures. Were goals met, was strategy effective. |
|---|---------------------------------------|--|---|---|---|--|--|
| Create learning environments that immerse students in real life applications with connections to improving numeracy skills. | Increase student participation by 10% | <p>Connect teachers and students to a variety of STEM career fields by hearing from relatable professionals.</p> <p>Increase exposure and opportunities to STEM and the CTE’s Aerospace Program at DuVal High School</p> <p>Increase engagement in logical reasoning & inquiry for teachers and students through the Engineering and Design Process</p> <p>Give students the opportunities to interpret & communicate new discoveries through reflecting, journaling and collaborating with peers</p> <p>Provide opportunities for students to strategically use technology in real-world situations.</p> <p>Partnership and ongoing communication with NASA’s Educational Resource Department</p> | <p>Planning Fall 2021, Student Identification - February 2022</p> <p>Monitoring - Summer 2022</p> | Title I, Part A funding | <p>Pre & Post Participant Surveys Teacher Student</p> <p>Participant Evaluation Teacher Coordinator Parents Students Camp Attendance Rate</p> <p>Overall Program Effectiveness Data - Combination of progress monitoring with student report card data.</p> | <p>Daily attendance</p> <p>Formative Assessment</p> <p>Ongoing participant and family feedback</p> | TBD |

Area of Growth for Title I, Part A Needs assessment driven for School Quality and Student Success

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to School Quality and Student Success?

YES NO

If Yes, complete the table below:

| Districtwide Strategies and Evidence-based interventions | Goals | Provide Rationale-through an equity lens <i>(including how this strategy supports the needs of students groups, if applicable)</i> | Timeline and monitoring dates | List Funding Source(s) to include Title I, Part A funding | Metric used to measure growth | What measures will be used at intervals to check progress | Baseline and final outcome measures. Were goals met, was strategy effective. |
|--|--|---|---|---|-------------------------------|---|--|
| UMD TSI Network | By June 30, 2022, 25% of participating TSI schools will show growth in the identified student group that caused the schools status as TSI. | This strategy will support the needs of participating TSI schools by providing professional development and evidenced- based best practices that address specific student groups that are underperforming. Identified schools will also be able to Identify problems and root causes, goals, and drivers to focus improvement efforts. Work with other school leaders in affinity groups based on needs and problems of practice, organized around TSI exit criteria: students with disabilities, economically disadvantaged students, English language learners. | Monitoring will take place during Quarterly Data Inquiry/Data Stat Meetings. Dates of monitoring meetings - TBD Data cycles are as follows: (August - November); December - February); and March - May) | Title I Part A | Quarterly Benchmarks | Milestone tasks | TBD |

Area of Growth for Title I, Part A Needs assessment driven for Parent and Family Engagement

Does the LEA have any districtwide initiatives, districtwide parent and family engagement activities or districtwide Targeted Support and Improvement School activities related to Parent and Family Engagement Activities?

X YES NO

If Yes, complete the table below:

| Districtwide Parent and Family Engagement Activities | Goals | Provide Rationale-through an equity lens <i>(including how this strategy supports the needs of students groups, if applicable)</i> | Describe the process for building strong parent partnerships | Timeline and Progress Check dates | List Funding Source(s) to include Title I, Part A funding | Metric used to measure growth (i.e. surveys, program evaluation, attendance) | What measures will be used at intervals to check progress | Baseline and final outcome measures. Were goals met, was strategy effective. |
|---|--|---|---|--|---|--|---|--|
| Title I Early Literacy Family Academy (Kindergarten Round-Up Family Fun Night & Learning Parties) | By June 30, 2022, achieve an overall 80% satisfaction rate that the learning activities were meaningful and contributes to helping their students academically | To provide families of Prekindergarten - Grade 2 students with play-based learning activities to build, develop, and/or strengthen literacy, numeracy & emotional skills for at home learning. Parents will receive hands-on resources and manipulatives and guidance to continue learning strategies at home. The intended outcome is to close the achievement gap of students in reading and math by equipping family households with appropriate skills/strategies to bridge school and home learning connections. | The process for building strong parent & family partnerships are grounded in positive, ongoing, and relationships with families. Relationships are based on mutual respect and trust that are built on a shared commitment to the child’s well-being and success. All facilitators will undergo a series of professional development and/or training using Karen Mapp’s Dual Capacity Framework with the foci on: Redesigning Family Engagement, Engaging Families in Learning & Designing | Kgn Round-Up- August 16-19, 2021 Family Fun Night- November 2- June 9, 2022 Math Learning Party- May 3-31, 2022 Sessions are monitored on a weekly basis through parent evaluations, parent attendance emails, observations, etc. | Title I, Part A | Participants’ Evaluation Surveys District’s Formative Assessments | S.A.N.E. | |

| Districtwide Parent and Family Engagement Activities | Goals | Provide Rationale-through an equity lens <i>(including how this strategy supports the needs of students groups, if applicable)</i> | Describe the process for building strong parent partnerships | Timeline and Progress Check dates | List Funding Source(s) to include Title I, Part A funding | Metric used to measure growth (i.e. surveys, program evaluation, attendance) | What measures will be used at intervals to check progress | Baseline and final outcome measures. Were goals met, was strategy effective. |
|--|--|--|--|-------------------------------------|---|--|---|--|
| | | | Family Engagement Events | | | | | |
| Parent- Family Advisory Council (P-FAC) | By June 30, 2022 Parent and Family Advisory Council representation will increase by 10% as compared to SY 21 | To provide information to Title I parents/families regarding the district's Title I spending plan in consultation with P-FAC members to obtain recommendations on the district's mandated parent and family engagement allocation. Also, to ensure the LSS is in compliance with the federal program requirements. | | Semester (October 2021 & March 2022 | Title I, Part A | Participants' Evaluation Surveys/Feedback | S.A.N.E | |

Program Review Follow-up Addendum

For any Local Education Agency that received a “not met” in one or more components during the 2020-2021 Title I, Part A Annual Program Review, the following addendum must be completed and submitted with the 2021-2022 Title I, Part A Application.

For each component in which a LEA received a “not met”, the LEA must complete and submit the following items:

1. The LEA will provide a copy of the 2020-2021 Title I, Part A Annual Program Review letter indicating which components were identified as “not met” and documenting the required actions for non-compliance.
2. The LEA will submit a written process describing how the LEA is addressing any required actions for non-compliance (as indicated in the letter referenced in number 1), which must include each of the following:
 - a. Steps taken to address the non-compliance issue, including how the steps are documented and monitored
 - b. Timeline to address the non-compliance issue
 - c. LEA personnel to include name and title involved in addressing the non-compliance issue
2. Based on the timeline provided in the 2020-2021 Title I, Part A Annual Program Review letter, the LEA must provide documentation to support that any required actions mandated to occur on or before September 1, 2021 have been completed.

(Note: Documentation to support any required actions mandated to occur after September 1, 2021 will be reviewed at the 2021-2022 Title I, Part A Annual Program Review.)

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

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

S- Sign in sheets:

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

- printed name
- signature
- role of participants

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

A- Agenda

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

N- Notes

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

E- Evaluations

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

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

Staff Credentials and Certification: Types of Certificates and Glossary of Terms

[Return to application](#)

COMAR 13A.12.01.14 Waivers and Special Certification Provisions

Types of Certificates

There are three professional certificates: Professional Eligibility Certificate (PEC); Standard Professional (I & II) PSC; and Advanced Professional Certificate (APC).

The Resident Teacher Certificate (RTC) is granted to individuals completing a Resident Teacher Certificate Program, Maryland's alternative certification program; this certificate is issued only at the request of a local school superintendent.

The Conditional Certificate is issued only at the request of a local school system on behalf of an employee who has not yet met requirements for professional certification. For the duration of the conditional certificate, the individual is considered to hold state certification; however the conditional certificate is not a professional certificate. This certificate is issued to someone by a local school system when they cannot fill the position with a professionally certified education and the individual must work towards the requirement of the professional certificate while on the conditional.

Guidance regarding flexibilities and/or extensions for teachers obtaining certification during the Covid-19 pandemic

Per the Governor's Executive order, all educator certificates that expire during the state of emergency will be extended for 30 days from the date that the state of emergency is declared over. Given that we do not yet know when the state of emergency will end, it is unclear if the certificates expiring on July 1, 2020 will be extended. It is highly recommended that educators continue to work toward the renewal of their certificates.

Glossary of Terms

- Ineffective teacher – An educator who is deemed unsuccessful by a State approved local evaluation model.
- Out-of-field teacher – Teachers teaching in a subject that they are not certified to teach.
- Inexperienced teacher – Inexperienced teachers in the first year include teachers with a year of experience or less. Inexperienced teachers 1-3 years include teachers with one to three years of experience.
- Low-income student – Maryland uses the Free and Reduced Price Meal (FARMS) data and ranks the schools based on the percentage of those students within each school in MD from low to high. Each school is designated as either an elementary or a secondary school. One calculation includes all elementary schools in the state and the other includes all the secondary schools in the state. The quartiles are determined as two distinct calculations. Quartiles are assigned with the first quartile being lowest poverty (non-poor) and the fourth quartile being highest poverty (poor). Each quartile contains the elementary schools in that quartile and the secondary schools in that quartile.
- Minority student – Maryland defines minority students as those in all racial categories with the exception of white, to include Hispanic/Latino of any race, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and Two or more Races. Quartiles are assigned with the first quartile being low minority and the fourth quartile being high minority.
- Certified teachers – Teachers holding a certification other than a Conditional Certification or a Provisional Certification. These certifications are Professional Eligibility Certificate (PEC), Standard Professional I Certification (SCPI), Advanced Professional Certificate (APC), or Resident Teacher Certificate (RTC).
- Disparity Data – Using the definitions provided and data demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A.



DISPARITY CHART

Disparities of low-income & minority students being taught by inexperienced, ineffective, and out of field teachers

Instructions: Provide data used to identify disparities (2020-2021). The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White).

Inexperienced Teachers – Sample 1

| | Inexperienced teachers teaching Minority Students | | Inexperienced teachers teaching non-Minority | |
|--------------------|---|---|--|---|
| | # | % | # | % |
| Title I | | | | |
| Non-Title I | | | | |
| Difference | | | | |

Inexperienced Teachers – Sample 2

| | Inexperienced teachers teaching Minority Students | | Inexperienced teachers teaching non-Minority | | Inexperienced teachers teaching Black/African American students | | Inexperienced teachers teaching Hispanic students | | Inexperienced teachers teaching Multiple Race students | | Inexperienced teachers teaching Native Hawaiian/Pacific Islander students | | Inexperienced teachers teaching White students | |
|--------------------|---|---|--|---|---|---|---|---|--|---|---|---|--|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Title I | | | | | | | | | | | | | | |
| Non-Title I | | | | | | | | | | | | | | |
| Difference | | | | | | | | | | | | | | |

Ineffective Teachers – Sample 1

| | Ineffective teachers teaching Minority Students | | Ineffective teachers teaching non-Minority | |
|--------------------|---|---|--|---|
| | # | % | # | % |
| <i>Title I</i> | | | | |
| <i>Non-Title I</i> | | | | |
| <i>Difference</i> | | | | |

Ineffective Teachers – Sample 2

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

Out of Field Teachers – Sample 1

| | Out-of-field teachers teaching Minority Students | | Out-of-field teachers teaching non-Minority | |
|--------------------|--|---|---|---|
| | # | % | # | % |
| Title I | | | | |
| Non-Title I | | | | |
| Difference | | | | |

Out of Field Teachers – Sample 2

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

[Return to application](#)

Schoolwide Program Plan Components Checklist

[Schoolwide Components ESSA Section 1114 (b)(1)(A-J)]: An eligible school operating a schoolwide program **shall** develop a comprehensive plan that **must** include the following components in their plan. [Return to application](#)

| | | |
|--|---|--|
| <p>1. Comprehensive Needs Assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of children who are failing, or at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency; [1114(b)(6)]</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What types of qualitative and quantitative data are being collected? <ul style="list-style-type: none"> <input type="checkbox"/> Examples include culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. <input type="checkbox"/> Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. <input type="checkbox"/> What are the strengths of students, teachers, school and community? What are their needs? <ul style="list-style-type: none"> <input type="checkbox"/> What are the contributing factors to academic strengths and needs? <input type="checkbox"/> How is the data being used by administration, teachers and parents to guide decisions and instruction? <input type="checkbox"/> How is data being reviewed in a disaggregated format to look at progress and needs of all student groups? <ul style="list-style-type: none"> <input type="checkbox"/> How is the needs assessment used for a cycle of ongoing continuous improvement engaging all stakeholders? | <p>2. Schoolwide Reform Strategies that address school needs including a description of how strategies will:</p> <ol style="list-style-type: none"> a. Provide opportunities for all children, including each of the subgroups of students as defined in Section 1111(c) (2) to meet the challenging State academic standards; (1114(b)(7)(A)(i); b. Use methods and instructional strategies that strengthen the academic program, in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide well-rounded education; (1114(b)(7)(A)(ii) c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards that may include (1114(b)(7)(A)(iii) <ul style="list-style-type: none"> <input type="checkbox"/> Counseling, school-based mental health programs, specialized instructional support services; <input type="checkbox"/> Preparation for and awareness of opportunities for postsecondary education and the workforce; <input type="checkbox"/> Schoolwide tiered model to prevent and address problem behavior; <ul style="list-style-type: none"> <input type="checkbox"/> Professional development and other activities for teachers; <input type="checkbox"/> Strategies to assist preschool children in transition <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How do the schoolwide reforms increase the quality and quantity of instruction using evidence-based methods and strategies? <input type="checkbox"/> How do the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. <ul style="list-style-type: none"> <input type="checkbox"/> What evidence is being collected to demonstrate the effectiveness of reforms? | <p>3A. Parent, Family and Stakeholder Involvement - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, the LEA, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. 1114(b)(2)</p> <p>3B. Strategies to Increase Parent and Family Engagement (Section 1116)</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will parents, families, and community members be involved in developing the schoolwide plan? <input type="checkbox"/> How will teachers, principals, and other school staff be involved in developing the schoolwide plan? |
| <p>4. Coordination and Integration of Federal, State, and local services and programs - If appropriate and applicable, is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under Section 1111(d). 1114(b) (5)</p> <p>Things to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify all federal, state, and local programs and services. <ul style="list-style-type: none"> <input type="checkbox"/> How are federal, state, and local resources braided to maximize the impact of the schoolwide plan? | | |

Targeted Assistance School Program Checklist

1115. TARGETED ASSISTANCE SCHOOLS (b) Targeted Assistance School Program- To assist targeted assistance schools and local educational agencies to meet their responsibility to provide for all their students served under this part the opportunity to meet the State's challenging student academic achievement standards in subjects as determined by the State, each targeted assistance program under this section **shall**:

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

| Seven Components of a TAS Program (1115 (b)(2)(A-G)) | Check |
|--|-------|
| (A) use such program's resources under this part to help eligible children meet such State's challenging academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education; | |
| (B) use methods and instructional strategies to strengthen the academic program of the school through activities, which may include- (i) extended learning time, before- and after-school, and summer programs and opportunities; and (ii) a schoolwide tiered model to prevent and address behavior problems, and early intervening services, coordinated with similar activities and services carried out under the Individual with Disabilities Education Act (20 U.S.C. 1400 et seq.); | |
| (C) coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, the Literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs; | |
| (D) providing professional development with resources provided under this part, and, to the extent practicable, from other sources, to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with eligible children in programs under this section or in the regular education program; | |
| (E) implementing strategies to increase the involvement of parents of eligible children in accordance with section 1116; | |
| (F) if appropriate and applicable , coordinating and integrating Federal State and local services and programs such as programs supported under this Act, violence prevention programs supported, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); | |
| (G) provide to local educational agency assurances that the school will - (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards. | |

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

LEA: _____ Reviewer: _____ Date Reviewed: _____

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

| A. Written Policy (Section 1116 (a)(1)(2)) | Evidence of Implementation |
|---|--|
| <p>1. In consultation with parents of participating children, the LEA conducts outreach to all parents and family members of participating children, and implements programs, activities, and procedures for the involvement of parents and family members. Section 1116 (a)(1)</p> | <ul style="list-style-type: none"> ▪ Input from parents/families ▪ SANE from parent meetings ▪ Announcements/Fliers ▪ Parents feedback ▪ Translated documents ▪ Receipts for accommodations/ interpreters |
| <p>2. LEA’s establishes expectations and objectives for meaningful parent and family involvement Section 1116 (a)(1)(2)</p> | <ul style="list-style-type: none"> ▪ Translated documents Evidence in LEA plan ▪ SAN from meeting discussing expectations and objectives |
| <p>3. Parent and family member input:</p> <p>a. Jointly developed a written parent and family engagement policy that is agreed on with, and distribute to parents and family members of participating children. Section 1116 (a)(2)</p> <p>b. Jointly developed the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)</p> <p>c. Involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities. Section 1116 (a)(3)(A)</p> | <ul style="list-style-type: none"> ▪ SAN from parent meetings with agendas that identify specific topics for input. ▪ Example of how the Plan is distributed and available for parents and community may include: <ul style="list-style-type: none"> ○ District/school website ○ Student handbook ○ School newsletters ○ Plans and compact sent home via backpack/ orientation packet ▪ SAN from parent meetings specific to Section 1112. ▪ SAN from parent meetings specifying agenda item on Title I PFE funds ▪ Announcements/Fliers for meetings. |
| <p>4. Provides coordination, technical assistance, and other support necessary to assist and *build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (This may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education). Section 1116(a)(2)(B)</p> | <ul style="list-style-type: none"> ▪ SANE or other evidence that the LEA provides coordination, technical assistance. See building capacity section (B). |
| <p>5. Coordinates and integrates parent and family engagement strategies with other relevant Federal, State, and local laws and programs, to the extent feasible and appropriate. Section 1116(a)(2)(C)</p> | <ul style="list-style-type: none"> ▪ Evidence in LEA plan ▪ SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate. |
| <p>6. Conducts with the involvement of parents an annual evaluation of the content and effectiveness of parent involvement policy addressing: (Sec. 1116 (a)(2)(D)(E)</p> <p>a. barriers to greater participation by parents;</p> <p>b. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;</p> <p>c. strategies to support successful school and family interactions;</p> | <ul style="list-style-type: none"> ▪ Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> ▪ barriers to greater participation by parents; ▪ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; ▪ strategies to support successful school and family interactions; and other support to school. |

| A. Written Policy (Section 1116 (a)(1)(2)) | Evidence of Implementation |
|--|---|
| <p>d. used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement.</p> | <ul style="list-style-type: none"> ▪ used findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. ▪ Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Plan ▪ Results of data/feedback ▪ Revisions to policy/plan are made, based on evaluation, if applicable ▪ SAN with meeting notes, if applicable ▪ Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys, if applicable. |
| <p>7. The LEA’s policy/plan includes at least one of the following strategies:</p> <ol style="list-style-type: none"> a. Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies. b. Supporting programs that reach parents and family members at home, in the community, and at school. c. Disseminating information on best practices focused on parent and family engagement. d. Collaborating or providing subgrants to schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. e. Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency’s parent and family engagement policy/plan. | <ul style="list-style-type: none"> ▪ Evidence in LEA plan ▪ SANE or other evidence supporting strategies - i.e. working with nonprofit organizations, home visits, LEA guide on best practices for schools, subgrants to schools for PFE, LEA’s outreach to parents/families supporting activities in the LEA PFE Plan. |

| B. *Building Capacity: Section 1116(a)(2)(B) The Plan describes how the LEA will build the schools’ and parents’/families capacity for parental involvement | Evidence of Implementation may include: |
|---|---|
| <p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. Section 1116 (e)(1)</p> | <ul style="list-style-type: none"> ▪ SANE from parent meetings, outreach or events with topic specific agenda items. ▪ Announcements/Fliers for outreach/events ▪ Handouts/resources from parent outreach/events, staff development, etc., as appropriate ▪ Translated documents ▪ Receipts for accommodations/ interpreters |
| <p>2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)</p> | <ul style="list-style-type: none"> ▪ SANE from parent meetings, outreach or events with topic specific agenda items. ▪ Announcements/Fliers for outreach/events ▪ Handouts/resources from parent outreach/events, staff development, etc., as appropriate ▪ Translated documents ▪ Receipts for accommodations/interpreters |

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

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

LEA: _____ School: _____ Date _____

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

_____ Meets Requirements (M) _____ Does not meet the requirement (NM)

| A. General Requirements: Section 1116 (b) (d) | Evidence of Implementation |
|--|---|
| <ul style="list-style-type: none"> ○ Jointly developed, and distributed, to parents of participating Title I students in a format and written in a language parents/families can understand. Section 1116 (b) and (d) ○ Parent and Family Engagement Plan <ul style="list-style-type: none"> a. Date Reviewed for input: _____ b. Date distributed: _____ ○ School-Parent Compact <ul style="list-style-type: none"> a. Date Reviewed for input: _____ | <ul style="list-style-type: none"> ▪ SAN(E) from parent input meetings ▪ Announcements/Fliers ▪ Parents feedback ▪ Translated documents, if applicable ▪ Receipts for accommodations/interpreters, if applicable <p>Examples of how the school level Plan is distributed may include:</p> <ul style="list-style-type: none"> ▪ School website ▪ Student handbook ▪ School newsletters ▪ Plans sent home via backpack/ orientation packet |
| <ul style="list-style-type: none"> ○ Parents of participating Title I students are involved in the decisions regarding the spending of the parent involvement fund. Section 1116 (3)(B) | <ul style="list-style-type: none"> ▪ SAN(E) from parent meetings specifying agenda item on Title I PFE funds ▪ Announcements/Fliers for meetings ▪ Parents feedback |
| B. Policy Involvement: Section 1116 (c) | Evidence of Implementation |
| <p>1. Schools convene an annual meeting, at convenient times, to inform parents of the school’s role and requirements in implementing Title I, and the right of parents to be involved. Sec.1116 (c)(1)</p> | <ul style="list-style-type: none"> ▪ SAN(E) from annual meeting(s) specifying information about Title I and parents rights to be involved ▪ Announcements/Fliers of outreach/events ▪ Translated documents, if applicable ▪ Receipts for interpreters, transportation, or other accommodations, if applicable |
| <p>2. Schools offer a flexible number of meetings, such as morning and evening. Section 1116 (c)(2)</p> | <ul style="list-style-type: none"> ▪ Evidence showing flexible meeting times ▪ Announcements/Fliers of outreach/events |
| <p>3. Involve parents of participating Title I students in an ongoing and timely way in the program planning, review, and improvement of the: Section 1116 (c)(3)</p> <ul style="list-style-type: none"> a. School Parent and Family Engagement Plan b. Schoolwide plan | <ul style="list-style-type: none"> ▪ SAN from parent meetings specifying agenda item for review and input on <ul style="list-style-type: none"> ○ School Parent and Family Engagement Plan ○ Schoolwide plan ▪ Announcements/Fliers for meetings ▪ Parent feedback |
| <p>4. Parents/families will be provided timely information about school programs. Sec. 1116 (c)(4)(A)</p> | |
| <p>5. The Parent and Family Engagement Plan advises that if the schoolwide program plan (1114) is not satisfactory to parents, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Section 1116 (c)(5)</p> | <ul style="list-style-type: none"> ▪ How parents are informed about the SW plan and can make comments if plan is not satisfactory |

| C. Shared Responsibility: Section 1116 (d) (School-Parent Compact) | Evidence of Implementation |
|---|--|
| <ul style="list-style-type: none"> The school-parent compact outlines how parents/families, school staff, and students share responsibility for improved student academic achievement? Section 1116 (d) | |
| <p>1. School Responsibilities: Describe how the school will:</p> <ul style="list-style-type: none"> Provide high-quality curriculum and instruction that enables children to meet the State's academic achievement standards and a supportive and effective learning environment that enables children to meet the State's academic achievement standards. Section 1116 (d)(1) Conduct annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement. Section 1116 (d)(2)(A) Provide frequent reports to families on their child's progress. Section 1116 (d)(2)(B) Provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. Section 1116 (d)(2)(C) Ongoing basis, ensuring regular two-way, meaningful communication between home and school and in a language the family members can understand. Section 1116 (d)(2)(D) | <ul style="list-style-type: none"> Completed MSDE PFE school level checklist for compact showing all components are addressed SANE from parent meetings specifying agenda item for review and input on the school-parent compact Announcements/Fliers for meetings Parent feedback Translated school-parent compacts, if applicable SANE from sharing school-parent compact with parents and family members |
| <p>2. Parent Responsibilities: Describe how parents/families will be responsible for their child's learning (i.e., classroom volunteering, participating in decision-making, and use of extracurricular time.) Section 1116 (d)(1)</p> | |
| <p>3. Student Responsibilities: Describe ways students will support their own academic achievement. Section 1116 (d)</p> | |

| D. Building Capacity: Section 1116 (e) The Plan describes how the school will build the schools' and parents'/families' capacity for parental involvement | Evidence of Implementation may include: |
|--|---|
| <p>1. Provide assistance to parents/families in understanding the State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children Section 1116 (e)(1)</p> | <ul style="list-style-type: none"> SANE from parent meetings, outreach or events with topic specific agenda items. Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/ interpreters |
| <p>2. Provide materials and training to help parents work with their children to improve academic achievement, such as literacy training and using technology. Section 1116 (e)(2)</p> | <ul style="list-style-type: none"> SANE from parent meetings, outreach or events with topic specific agenda items. Announcements/Fliers for outreach/events Handouts/resources from parent outreach/events, staff development, etc., as appropriate Translated documents Receipts for accommodations/ interpreters |
| <p>3. Educate school personnel (teachers, specialized instruction support personnel, principals and other school leaders) with parental assistance on how to work</p> | <ul style="list-style-type: none"> SANE from parent meetings, outreach or events with topic specific agenda items. Announcements/Fliers for outreach/events |

| D. Building Capacity: Section 1116 (e) The Plan describes how the school will build the schools' and parents'/families' capacity for parental involvement | Evidence of Implementation may include: |
|--|--|
| <p>with parents as equal partners in their child's educational process. Section 1116 (e)(3)</p> | <ul style="list-style-type: none"> ▪ Handouts/resources from parent outreach/events, staff development, etc., as appropriate ▪ Translated documents ▪ Receipts for accommodations/ interpreters |
| <p>4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other programs such as parent resource centers. Section 1116 (a)(2)(C) and (e)(4)</p> | <ul style="list-style-type: none"> ▪ SANE or other evidence of coordinated activities with Federal, State, and local programs, including Judy Centers, Head Start, Title III, Special Education, etc.to the extent feasible and appropriate. ▪ SANE from parent meetings, outreach or events with topic specific agenda items. ▪ Announcements/Fliers for outreach/events ▪ Handouts/resources from parent outreach/events, staff development, etc., as appropriate ▪ Translated documents ▪ Receipts for accommodations/ interpreters |
| <p>5. Ensure information related to school and parent/family programs, meetings, and other activities is shared with parents in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)</p> | <ul style="list-style-type: none"> ▪ Announcements/Fliers for outreach/events ▪ Handouts/resources from parent outreach/events, staff development, etc., as appropriate ▪ Translated documents ▪ Receipts for accommodations/ interpreters |
| <p>6. Provide such other reasonable support (provide literacy training, pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, provide a variety of meeting times and locations) for parental involvement activities as parents may request. Section 1116 (e)(14)</p> | <ul style="list-style-type: none"> ▪ Announcements/Fliers for outreach/events ▪ Handouts/resources from parent outreach/events, staff development, etc., as appropriate ▪ Translated documents ▪ Receipts for accommodations/ interpreters |
| E. Accessibility: Section 1116 (f) | Evidence of Implementation |
| <p>To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. Section 1116 (f)</p> | <ul style="list-style-type: none"> ▪ SANE from LEA technical assistance to schools ▪ Translated documents ▪ Receipts for accommodations/ interpreters |

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Equitable Services Topics of Consultation

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

| Section 1117(b)(1) | Consultation Topic |
|--------------------|--|
| | A. How the children’s needs will be identified. |
| | B. What services will be offered. |
| | C. How, where, and by whom the services will be provided. |
| | D. How the services will be academically assessed and how the results of that assessment will be used to improve those services |
| | E. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the proportion/amount of funds that are allocated for such services, and how that proportion/amount of funds is determined |
| | F. The method or sources of data that are used to determine the number of children from low-income families in participating school attendances areas who attend private schools |
| | G. How and when the LEA will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers |
| | H. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school official an analysis of the reason why the LEA has chosen not to use a contractor |
| | I. Whether the LEA shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor |
| | J. Whether to provide equitable services to eligible private school children (1) by creating a pool or pools of funds with all of the funds allocated based on all the children from low-income families in participating school attendance area who attend private schools or (2) in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated based on the number of children from low-income families who attend private schools |
| | K. When, including the approximate time of day, services will be provided |
| | L. Whether to consolidate and use funds provided in coordination with eligible funds available for services to private school children under application programs |

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[Return to application](#) The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|-----------------------------|---------------------|
| NAME OF LEA: | TELEPHONE NUMBER: |
| LEA REPRESENTATIVE & TITLE: | EMAIL ADDRESS: |

| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
|--|---------------------|
| NAME OF PRIVATE SCHOOL: | TELEPHONE NUMBER: |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: | EMAIL ADDRESS: |

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|--|---|--|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|--|---|--|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children’s needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of “academically” only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the LEA’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. **Administrative costs of providing equitable services including Indirect costs, as applicable. TITLE I ONLY*
- P. **Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. TITLE I ONLY (*Revised as of 6/10/2021)*

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE’s Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Intent to Participate Form

Federal Programs Under ESSA



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Please complete the following Intent to Participate form **no later than** _____, and submit to:

Name

LSS

Mail/Email Address

Name of Non-Public School/Address:

| |
|----------|
| Name: |
| Address: |

The school's business model is: Non-profit For-profit (*not eligible for equitable services*)

Non-Public School Representative:

| | |
|--------|--------|
| Name: | Title: |
| Phone: | Email: |

We **do not** intend to participate in *any* equitable services programs for the school year of **20XX-XX**.
(*please sign form below*)

We intend to participate in the following **20XX-XX** equitable services programs identified below: (*please sign form below*)

- Title I-A
 Title I-C
 Title II-A
 Title III-A
 Title IV-A
 Title IV-B (21st CCLC)

Complete (current) Grades/Enrollment at Non-Public School:

| | | | | | | | | | | | | |
|----|--|--|---|--|--|---|--|--|----|--|--|----|
| PK | | | 2 | | | 5 | | | 8 | | | 11 |
| K | | | 3 | | | 6 | | | 9 | | | 12 |
| 1 | | | 4 | | | 7 | | | 10 | | | |

Signatures:

| | |
|--|-------|
| LEA Representative Signature: | Date: |
| Private School Representative Signature: | Date: |

Please share any Comments or Requests for Further Consultation:

Each program must maintain a copy of this form in its records for program monitoring purposes.

MSDE: ESSA Title I and Title III Questions and Answers

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| Question | Answer |
|---|--|
| <p>1. If a Local Education Agency (LEA) has Title I Targeted Assistance Schools (TAS), what funds should be used to send the parent notification letter to English learners (ELs)? Would the school use Title I funds only to include ELs that come up in the Title I ranking process?</p> | <p>For TAS, Title III funds will continue to pay for expenses associated with the parent notification letter for all ELs.</p> |
| <p>2. Regarding the parent notification letters: ESOL teachers have always been responsible for those, and will continue to be so. Do we have to send the parent notification letter twice or can the ESOL office give a copy to the Title I office?</p> | <p>As the requirement of sending the parent notification letter to parents/guardians of ELs has been moved from Title III to Title I, the two offices in the LEA must collaborate. ESOL teachers can still be responsible for actually sending the letter and the copy of the parent notification letter must be kept in the student's cumulative folder in the school. Title I will pay for expenses associated with sending the parent notification letter to ELs in all Title I Schoolwide schools, and Title III will continue to pay for expenses associated with the parent notification letter for ELs in TAS and non-Title I schools.</p> |
| <p>3. How do we ensure that the Lau v. Nichols requirements are being met before Title I or Title III funds can be used?</p> | <p>Per the 1970 Memorandum and Lau v. Nichols, LEAs must take affirmative steps to provide meaningful language instruction educational programs to ELs such as ESOL and ESL. Therefore, LEAs should have procedures in place for identifying and assessing ELs, implement an EL curriculum, and allocate an appropriate number of teachers per EL enrollment. These activities should be conducted using local funds. The MSDE (Title I and Title III offices) will conduct monitoring visits to ensure local funds are being used to meet the Lau v. Nichols as well as Office of Civil Rights (OCR) requirements.</p> |
| <p>4. What are the academic guidelines that we should follow in order to implement supplemental academic supports for ELs?</p> | <p>ELs must be serviced or instructed by certified ESOL teachers (with the exception of some ELs receiving services through Dual Language Immersion Programs¹) through locally funded English language development program services such as ESOL and ESL. If an LEA has a large number of ELs in Title I schools, the LEA may hire additional ESOL teachers to provide extra hours of services, hire ESOL tutors, and/or implement afterschool programs.</p> |
| <p>5. We only use local money, not Title I or III, for paperwork and interpretation. Is that OK?</p> | <p>Yes, that is OK, but because the LEA has been using local funding for interpretation and translation, the LEA cannot</p> |

| Question | Answer |
|--|---|
| | use Title I or Title III funds to conduct such activities in the future. |
| 6. For the ELP indicator, if ELs are in ESOL, they have not met the state exit criteria yet, so how am I providing this data to our Title I supervisor? | The school-level ELP results will be shared with LEAs from both the Title I and Title III offices. The information can also be accessed on mdreportcard.org website. |
| 7. Can ELs receive their services through an ELD program not led by a certified ESOL teacher? | No. In Maryland, we have a certification program for ESOL teachers; therefore, all ELs must receive direct instructional support from certified ESOL teachers. The only exception to this requirement is ELs who are enrolled in a Dual Language Immersion Program ¹⁰ that serves as the ELD program for ELs. |

¹⁰ This decision will be determined on a case-by-case basis in consultation with MSDE's EL/Title III Office.

[Return to application](#)

Title I Skipped Schools' Addendum SY 2021-2022



Local Education Agency: Prince George's County Public Schools

Signature/ Date: *Tracey J. Adesegun* September 27, 2021

Title I Coordinator: Tracey J. Adesegun, Ed.D

Fiscal Representative: Leslie D. Ingram-Johnson

This addendum should be submitted according to the established MSDE timelines for the Title I Application and the LEA Consolidated Strategic Plan. Please contact your MSDE specialist if you have specific questions regarding this addendum.

LEAs are reminded they must notify MSDE and receive written approval before planning to skip Title I eligible schools within a district’s ranking scheme.

Proof of comparability must be submitted to MSDE with the Comparability Report and the LEA must ensure the schools will be comparable on this addendum. (The skipped schools must be treated as Title I schools when running comparability report).

The Title I Skipped Schools Excel worksheet must be completed and submitted to MSDE with this addendum. The allocation worksheet requires the LEA to identify each skipped school’s code. See table below:

| Code | School Type | Description |
|------|--|--|
| 1 | Regular School (State school codes 12, 13, 15, 16) | A public elementary/secondary school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum. |
| 20 | Vocational Education School | A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations. |
| 30 | Special Education School | A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities. |
| 40 | Alternative Education School | A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education. |

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

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

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. Attach documentation in which additional State or local funding was approved for Code 1 schools. (Note: Additional funding for these schools that are skipped must appear as separate fund codes that can be tracked to each skipped school). *see below*

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 FY20 approved budget for the schools divided by 9/30/19 student enrollment, the per pupil allocation for these schools was derived which exceeds Title I per pupil allocation.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Skipped Schools (Code 1) Funding

Fund FS Func Prog Proj RFU Subj CC FY Subobject Description Appropriation

0100 0 202 1511 5282 0000 5214 01352 22 SECRETARIES AND CLERKS 64,060.00
0100 0 202 1511 5282 0000 5231 01352 22 PRINCIPAL 161,136.00
0100 0 212 1511 5282 0000 5665 01352 22 FICA /MEDICARE 15,478.00
0100 0 212 1511 5282 0000 5671 01352 22 LIFE INS 753.00
0100 0 212 1511 5282 0000 5672 01352 22 WORKMAN'S COMPENSATION 3,604.00
0100 0 212 1511 5282 0000 5673 01352 22 INSURANCE BENEFITS 23,482.00
0100 0 202 1529 5282 0000 5214 01352 22 SECRETARIES AND CLERKS 47,440.00
0100 0 212 1529 5282 0000 5665 01352 22 FICA /MEDICARE 3,630.00
0100 0 212 1529 5282 0000 5671 01352 22 LIFE INS 159.00
0100 0 212 1529 5282 0000 5672 01352 22 WORKMAN'S COMPENSATION 760.00
0100 0 212 1529 5282 0000 5673 01352 22 INSURANCE BENEFITS 6,175.00
0100 0 203 2079 5282 0000 5127 01352 22 2ND ASSIGNMENT - INSTRUCTIONAL 10,000.00
0100 0 205 2079 5282 0000 5405 01352 22 PROFESSIONAL CONTRACTED SERVICES 25,000.00
0100 0 212 2079 5282 0000 5665 01352 22 FICA /MEDICARE 765.00
0100 0 212 2079 5282 0000 5672 01352 22 WORKMAN'S COMPENSATION 160.00
0100 0 203 2349 5282 0000 5233 01352 22 CLASSROOM TEACHER 307,103.00
0100 0 212 2349 5282 0000 5665 01352 22 FICA /MEDICARE 23,494.00
0100 0 212 2349 5282 0000 5671 01352 22 LIFE INS 1,027.00
0100 0 212 2349 5282 0000 5672 01352 22 WORKMAN'S COMPENSATION 4,915.00
0100 0 212 2349 5282 0000 5673 01352 22 INSURANCE BENEFITS 33,467.00
0100 0 203 2399 5282 0000 5135 01352 22 SUBSTITUTE TEACHER 5,875.00
0100 0 203 2399 5282 0000 5233 01352 22 CLASSROOM TEACHER 1,085,216.00
0100 0 203 2399 5282 0000 5236 01352 22 TEACHING AIDE 27,239.00
0100 0 222 2399 5282 0000 5663 01352 22 RETIREMENT/PENSION - EMPLOYEE 18,238.00
0100 0 212 2399 5282 0000 5665 01352 22 FICA /MEDICARE 153,189.00
0100 0 212 2399 5282 0000 5671 01352 22 LIFE INS 6,681.00
0100 0 212 2399 5282 0000 5672 01352 22 WORKMAN'S COMPENSATION 32,047.00
0100 0 212 2399 5282 0000 5673 01352 22 INSURANCE BENEFITS 201,775.00
0100 0 206 3021 5442 0000 5236 01352 22 TEACHING AIDE 1.00
0100 0 212 3021 5442 0000 5663 01352 22 RETIREMENT/PENSION - EMPLOYEE 1.00
0100 0 208 4511 5584 0000 5180 01352 22 SUMMER ASSIGNMENT 2,500.00
0100 0 212 4511 5584 0000 5665 01352 22 FICA /MEDICARE 192.00
0100 0 212 4511 5584 0000 5672 01352 22 WORKMAN'S COMPENSATION 40.00
0100 0 210 5521 5584 0000 5180 01352 22 SUMMER ASSIGNMENT 1,000.00
0100 0 212 5521 5584 0000 5665 01352 22 FICA /MEDICARE 77.00
0100 0 212 5521 5584 0000 5672 01352 22 WORKMAN'S COMPENSATION 16.00

INTERNATIONAL HIGH SCHOOL - LARGO 2,266,695.00

0100 0 202 1511 5282 0000 5214 01732 22 SECRETARIES AND CLERKS 52,994.00
0100 0 202 1511 5282 0000 5231 01732 22 PRINCIPAL 145,336.00
0100 0 202 1511 5282 0000 5251 01732 22 TECHNICIAN 62,808.00
0100 0 212 1511 5282 0000 5663 01732 22 RETIREMENT/PENSION - EMPLOYEE 10,863.00
0100 0 212 1511 5282 0000 5665 01732 22 FICA /MEDICARE 19,207.00
0100 0 212 1511 5282 0000 5671 01732 22 LIFE INS 873.00
0100 0 212 1511 5282 0000 5672 01732 22 WORKMAN'S COMPENSATION 4,179.00
0100 0 212 1511 5282 0000 5673 01732 22 INSURANCE BENEFITS 35,556.00
0100 0 202 1529 5282 0000 5214 01732 22 SECRETARIES AND CLERKS 66,065.00
0100 0 212 1529 5282 0000 5665 01732 22 FICA /MEDICARE 5,054.00
0100 0 212 1529 5282 0000 5671 01732 22 LIFE INS 221.00

0100 0 212 1529 5282 0000 5672 01732 22 WORKMAN'S COMPENSATION 1,058.00
 0100 0 212 1529 5282 0000 5673 01732 22 INSURANCE BENEFITS 16,940.00
 0100 0 205 2079 5282 0000 5405 01732 22 PROFESSIONAL CONTRACTED SERVICES 25,000.00
 0100 0 203 2399 5282 0000 5135 01732 22 SUBSTITUTE TEACHER 5,875.00
 0100 0 203 2399 5282 0000 5233 01732 22 CLASSROOM TEACHER 857,543.00
 0100 0 212 2399 5282 0000 5663 01732 22 RETIREMENT/PENSION - EMPLOYEE 14,879.00
 0100 0 212 2399 5282 0000 5665 01732 22 FICA /MEDICARE 8,114.00
 0100 0 212 2399 5282 0000 5671 01732 22 LIFE INS 6,093.00
 0100 0 212 2399 5282 0000 5672 01732 22 WORKMAN'S COMPENSATION 29,244.00
 0100 0 212 2399 5282 0000 5673 01732 22 INSURANCE BENEFITS 93,440.00
 0100 0 203 2500 5584 0000 5180 01732 22 SUMMER ASSIGNMENT 10,000.00
 0100 0 203 2500 5282 0000 5235 01732 22 LIBRARIAN/MEDIA SPECIALIST 81,599.00
 0100 0 212 2500 5282 0000 5665 01732 22 FICA /MEDICARE 6,243.00
 0100 0 212 2500 5584 0000 5665 01732 22 FICA /MEDICARE 765.00
 0100 0 212 2500 5282 0000 5671 01732 22 LIFE INS 273.00
 0100 0 212 2500 5282 0000 5672 01732 22 WORKMAN'S COMPENSATION 1,306.00
 0100 0 212 2500 5584 0000 5672 01732 22 WORKMAN'S COMPENSATION 160.00
 0100 0 212 2500 5282 0000 5673 01732 22 INSURANCE BENEFITS 15,927.00
 0100 0 208 4511 5282 0000 5256 01732 22 SCHOOL NURSES / AIDES 95,452.00
 0100 0 212 4511 5282 0000 5663 01732 22 RETIREMENT/PENSION - EMPLOYEE 8,954.00
 0100 0 212 4511 5282 0000 5665 01732 22 FICA /MEDICARE 7,303.00
 0100 0 212 4511 5282 0000 5671 01732 22 LIFE INS 319.00
 0100 0 212 4511 5282 0000 5672 01732 22 WORKMAN'S COMPENSATION 1,528.00
 0100 0 212 4511 5282 0000 5673 01732 22 INSURANCE BENEFITS 9,000.00
 0100 0 209 5091 5282 0000 5484 01732 22 SCHOOL ACTIVITY TRANSPORTATION 5,000.00
 0100 0 210 5511 5623 0000 5252 01732 22 SERVICE WORKER 98,074.00
 0100 0 212 5511 5623 0000 5663 01732 22 RETIREMENT/PENSION - EMPLOYEE 9,202.00
 0100 0 212 5511 5623 0000 5665 01732 22 FICA /MEDICARE 7,503.00
 0100 0 212 5511 5623 0000 5671 01732 22 LIFE INS 328.00
 0100 0 212 5511 5623 0000 5672 01732 22 WORKMAN'S COMPENSATION 1,570.00
 0100 0 212 5511 5623 0000 5673 01732 22 INSURANCE BENEFITS 13,418.00
 0100 0 210 5521 5282 0000 5252 01732 22 SERVICE WORKER 28,698.00
 0100 0 212 5521 5282 0000 5663 01732 22 RETIREMENT/PENSION - EMPLOYEE 2,692.00
 0100 0 212 5521 5282 0000 5665 01732 22 FICA /MEDICARE 2,196.00
 0100 0 212 5521 5282 0000 5671 01732 22 LIFE INS 96.00
 0100 0 212 5521 5282 0000 5672 01732 22 WORKMAN'S COMPENSATION 460.00
 0100 0 212 5521 5282 0000 5673 01732 22 INSURANCE BENEFITS 6,492.00

INTERNATIONAL HIGH SCHOOL - LANGLEY-PARK 1,875,900.00

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**APPENDIX D
TITLE II, PART A:
SYSTEMS OF
SUPPORT FOR
EXCELLENT
TEACHING AND
LEADING**



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Appendix D

Revised March 2021



Title II, Part A

Systems of Support for Excellent Teaching and Leading

Local School System: PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Fiscal Year: FY22

Title II-A Coordinator: Clarence Parker

Telephone: 301-808-8275

E-mail: clarence.parker@pgcps.org

Title II, Part A Application

- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
- Identified Needs
- Identified Priorities

1.0: Targeted Supports and Consultation (**Required**)

2.0: Administrative Costs (Allowable)

3.0: Ensuring Equitable Access (**Required**)

4.0: Systems of Professional Growth (Allowable)

5.0: Alignment to Challenging State Academic Standards (**Required**)

6.0: Private School Services (**Required**)

7.0: Assurances (**Required**)

The purpose of this title is to provide grants to State educational agencies and subgrants to local educational agencies to—

- (1) Increase student achievement consistent with the challenging State academic standards.
- (2) Improve the quality and effectiveness of teachers, principals, and other school leaders.
- (3) Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
- (4) Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

To be eligible to receive a subgrant, a local school system shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each local education agency shall include a description of the follow:

- (A) Activities to be carried out by the local school system and how these activities will be aligned with challenging State academic standards.
- (B) Systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
- (C) Systemic plan to prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities.
- (D) Use of data and ongoing consultation to continually update and improve activities
- (E) Provide equitable services and timely consultation to private school children and teachers

Consultation: In developing the application a local school system will:

- (A) Consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title IIA.
- (B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LSS activities to meet the purpose of the title
- (C) Consult with your local school system's educational equity point of contact in completing this application, as required by COMAR 13A.01.06.
- (D) Coordinate activities with related strategies, programs, and activities being conducted in the community.
- (E) Required consultation cannot interfere with the timely submission of the application

1.0 TARGETED SUPPORTS AND CONSULTATION – Required

Please provide a description of how the local education agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124 (c).

Prince George’s County Public Schools (PGCPS) is committed to prioritizing funds for the implementation of activities and supports 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 standard.
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, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the title.

Prince George’s County Public Schools (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 enhance its traditional consultation processes, In January 2020, PGCPS launched the *ESSA Strategic Planning Collaborative (ESPC)* and it is still being implemented today. Conceptualized in 2019, the ESPC is a strategic and systematic approach to collaborative consultation that complies with Every Student Succeeds Act (ESSA) requirement for regular and meaningful consultation and engagement. The ESPC is designed to inform the development plans and allocation of resources supporting PGCPS’ priorities and its singular galvanizing goal of **outstanding academic achievement for all students**. For effective engagement, the ESPC convenes monthly meetings of staff (e.g., principals, teachers, content experts and accountability specialists) and stakeholders (including non-public school representatives, labor officials, parents, and students, when appropriate) for integrated consultation, collaboration, and alignment on issues relevant to the district’s Local ESSA Consolidated Strategic (LECS) Plan and related funding resource allocations.

To address the priorities as listed above, PGCPS ensures that meaningful consultation with school system leaders, principals, teachers, and stakeholders and focus on:

- Utilizing information from climate surveys administered to all schools.
- Examining professional development evaluations given to stakeholders who attend training sessions.
- Seeking out 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.

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. 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.

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.

| 2.0 ADMINISTRATIVE COSTS - Allowable Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures | | | |
|--|-----------|-----------------------|---------------------|
| Item | Line Item | Description | Public School Costs |
| 2.1 | NA | NA | NA |
| 2.2 | NA | NA | NA |
| 2.3 | NA | NA | NA |
| 2.4 | NA | NA | NA |
| | | Total for section 2.0 | NA |

To ensure that every student has access to excellent educators, SEAs and LSSs must work together to develop, attract, and retain excellent educators in all schools, especially in high-need schools. Part of the purpose of the Title II, Part A program is to provide students from low-income families and minority students' greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). To realize this outcome, SEAs and LSSs are strongly encouraged to use Title II, Part A funds to improve equitable access to effective teachers. (ESEA sections 2101(c)(4)(B)(iii) and 2103(b)(3)(B)).

3.0 ENSURING EQUITABLE ACCESS – Required

Based on the review of equitable access data, which equity gaps are current priorities for your LSS? Cite specific data points.

The *ESPC* works to improve student outcomes and creates an environment where teaching and learning can thrive. It paints a promising future where all students, regardless of background or experiences, have access to high-quality learning environments, a broad array of educational opportunities, and effective support systems that equip students to graduate college and career ready. The promise will be attained through collaboration with internal and external partners around the employment, retention, and development of teachers and teacher leaders who will serve PGCPs for years to come.

Before the pandemic, an examination of data trends for the last two years with recent attrition and hiring trends can provide an indication of areas where equity gaps may currently still exist. Due to the pandemic we do not have updated data to show where we currently stand. In addition to having programs that support new teachers and leader preparation, PGCPs must also acknowledge that there are gaps in subgroups for reading and mathematics. Both areas are crucial to impact made on student achievement. Professional development opportunities for teachers, teacher leaders, mentors and administrators must focus on the strategies that will scaffold instructional material that allows multiple entry points for various subgroups, in particular the FARM groups. PGCPs will begin to close the gaps that exist, as the district builds its instructional capacity through quality hiring, retention, and sound professional development practices.

Although it appears that there is a decrease in the number of teachers hired and there is improvement in the number of conditional certificates issued, there remains gaps. We have seen gaps with teachers who are moved around within a school and gaps in our neediest schools, having the vacancies where new teachers are placed. PGCPs is experiencing an ever-growing challenge in its ongoing effort to provide each classroom with highly qualified and effective teachers. The PGCPs current recruitment process focuses on strategically sourcing, screening, and selecting high-performing, diverse candidates that are a "best-fit" for each vacancy. Early hiring for teacher vacancies is key to securing top talent. The recruitment team offers early contracts to highly qualified candidates for high-needs schools and subject areas, but teacher candidate quality is often a challenge due to national decrease in teacher candidates. The recruitment team engages in a variety of traditional and nontraditional recruitment efforts, including: (a) PGCPs-sponsored job fairs, (b) college and university job fairs and university classroom visits, (c) alternative certification programs, (d) drive-thru hiring events (e) virtual job fairs (f) principals & content supervisor collaboration, (g) television commercials, (h) targeted events for Professional Development School (PDS) interns, (i) social media marketing, and (j) radio and print advertising.

PGCPs realizes the value in establishing systems, structures, and strategies to retain a high-performing teacher workforce, while also focusing on the equitable evaluation and effectiveness of support provided to teachers. PGCPs also continues to offer professional development opportunities to leaders, teacher leaders and teachers to minimize the gap across content delivery and structured support to increase student achievement and student growth for all students and within subgroups.

While the data below for staffing reflects accurate information for the school year 2019-2020, no new assessment data is available because of the cancellation of the Spring 2020 MCAP. Due to the COVID-19 pandemic and implementation of distance learning since March 2020, MCAP was not held during the school year 2019-2020 or the 2020-2021 school year. The previous year's data set will be used as a benchmark to implement the system's professional development focus because of that data.

Staffing Information for School Years 2018-2019, 2019-2020 and 2020-2021.

| | 2018-2019 | 2019-2020 | 2020-2021 |
|--|--|--|--|
| New Teachers | 1,017 | 1,617 | 878 |
| New Hires with Conditional Teacher Certificate | 43.76% | 60% | 45.33 |
| New Teacher Academy PEIP 2.0 | 378 attendees (kick off) | 224 attendees (kick off) | 199 Kick off (virtual) |
| New Teacher Academy PEIP 2.0 Average Monthly Participation | 160 (160 was the average over nine monthly sessions. The highest enrollment rate was 378 in the month of September. The PEIP 2.0 team had an average of 31% enrollment increase from SY 17-18 to SY 18-19) | 124 was the average over 7 monthly sessions. The highest enrollment rate was 224 in the month of September. Due to Covid-19, there were no sessions in March and April. We hosted a May virtual PEIP 2.0 session in which 163 participants attended. | Average attendance for SY 20-21 was 122. The September 2020 kickoff had the highest attendance with 199 participants. All sessions were delivered in a virtual format in response to the pandemic. |
| Attrition (Retirement, Resignation, Promotions, Dismissal or Non-Renewal of Contract) | 1,500 (Approximately) | 600 (Approximately) | 832 |

Retention Strategies:

PGCPS implements different strategies to address retention. They are as follows:

- **Conditional Educator Program:** Assessment preparation and discounted course offering for conditional teachers
- **Retention Focus Groups:** To include a small group of new teachers contemplating resignation within the first year
- **Retention Profiles:** Data collection tool used to document rationale and information for new teacher resignations
- **Affinity Groups:** Affinity Groups provide a forum for teachers to meet and discuss issues related to a shared interest. Affinity Groups can be seen to advance diversity and inclusiveness.
- **New Teacher Exit Interviews:** Exit Interviews provides an opportunity for PGCPS to yield information from exiting employees about their experience, work environment, culture, processes, and systems.
- **“Stay Interviews”:** Solicit teacher feedback regarding their work environment, resources offered and use feedback to gear future teacher support

Professional Development:

For PGCPS to continue moving toward academic achievement and growth for all students, retaining highly qualified teachers is essential to ensure continuity of effective teaching, as well as reducing the overall new teacher recruitment need. The PARCC (MCAP) data below further shows the need to not only hire and retain quality teachers but to place efforts into providing aligned professional development around implementation of standards across content areas.

Table 1 presents the overall PARCC (MCAP) performance on the English Language Arts (ELA) and Mathematics exams for students in grades three through five and six through eight.

- 29.6% of PGCPS students in third through fifth grades who participated in the ELA PARCC exam met or exceeded expectations. This result is 1.5 percentage points higher than the 2018 results.
- Among ELA PARCC participants in grades six through eight, 33% met or exceeded expectations in 2019 compared with 30.9% in 2018.

- Over twenty percent of the students who took the Mathematics PARCC exam in grades three through five met or exceeded expectations in 2019, which is an increase from 2018.
- Among the grade six through eight Math PARCC participants, 12% met or exceeded expectations, which is a slight decrease from the 2018 results of 13.3%.

Table 1—Percent of Elementary Students (Grades 3-5) and Middle School Students (Grades 6-8) who Met or Exceeded Expectations on PARCC (MCAP), 2017, 2018, and 2019

| Subject: English Language Arts (ELA) | 2017 | 2018 | 2019 | Percentage Point Change |
|---------------------------------------|-------|-------|-------|-------------------------|
| ELA, Grades 3 through 5 ALL STUDENTS | 25.9% | 28.1% | 29.6% | +1.5 |
| ELA, Grades 6 through 8 ALL STUDENTS | 29.0% | 30.9% | 33.0% | +2.1 |
| Subject: Mathematics | 2017 | 2018 | 2019 | Percentage Point Change |
| MATH, Grades 3 through 5 ALL STUDENTS | 20.7% | 20.6% | 21.6% | +1.0 |
| MATH, Grades 6 through 8 ALL STUDENTS | 13.0% | 13.3% | 12.0% | -1.3 |

Performance on three of the five PARCC (MCAP) exams for high school students was lower in 2018 than it was in 2017 as shown in Table 2.

- Among students who participated in the English 10 MCAP exam, the percentage that met or exceeded expectations increased by 3.5 percentage points from 2018 to 2019.
- The performance among students taking the Algebra I exam decreased from 11.9% in 2018 to 10.9% in 2019, which represents a decrease of 1.0 percentage point.
- Data indicates significant change in decreased participation; comparison to the previous year’s performance is not appropriate.

Table 2—Percent of students that Met or Exceeded Expectations on PARCC (MCAP) High School Course Tests, 2017, 2018, and 2019

| Course Test | 2017 | 2018 | 2019 | Percentage Point Change |
|-------------|-------|-------|--------|-------------------------|
| English 10 | 27.5% | 24.8% | 28.3% | +3.5 |
| English 11 | 20.5% | 25.8% | 7.0%* | -18.8 |
| Algebra I | 15.6% | 11.9% | 10.9% | -1.0 |
| Algebra II | 4.5% | 6.4% | 1.8%* | -4.6 |
| Geometry | 8.7% | 6.8% | 64.6%* | +57.2 |

* Indicates significant change in decreased participation; comparison to the previous year’s performance is not appropriate.

The data presented in Table 3 show that nearly all socio-demographic groups experienced growth in the percentage of students in grades three through five who met or exceeded performance expectations on the PARCC (MCAP) ELA and Math exams.

- White students achieved the highest growth rate compared with last year’s performance. White students increased 3.1 percentage points.
- Students who identify as belonging to more than one racial group experienced the second highest increase in the percent meeting or exceeding expectations on the MCAP ELA (2.5 percentage points).
- The only decline from 2018 in the percentage of students who met or exceeded expectations on the MCAP ELA and mathematics exams was among Asian students, which is the group with the highest percentage of students already performing at MCAP levels 4 or 5.

Table 3—Percent of elementary students (grades 3-5) who met or exceeded expectations on PARCC (MCAP), 2017, 2018, and 2019 by socio-demographic characteristics

| ELA, Grades 3 through 5 | 2017 | 2018 | 2019 | Percentage Point Change |
|--|--------------|--------------|--------------|-------------------------|
| ALL STUDENTS | 25.9% | 28.1% | 29.6% | +1.5 |
| African American Students | 27.3% | 29.5% | 31.0% | +1.5 |
| Asian Students | 55.7% | 54.3% | 53.4% | -0.9 |
| Hispanic or Latino Students of any race | 17.6% | 20.7% | 22.4% | +1.7 |
| White Students | 47.9% | 49.5% | 52.6% | +3.1 |
| Students of Two or More Races | 44.2% | 48.0% | 50.5% | +2.5 |
| Students with Disabilities (Special Education) | 3.5% | 3.7% | 4.8% | +1.1 |
| Limited English Proficient Students | 3.4% | 7.9% | 9.5% | +1.6 |
| Free & Reduced Price Meal Eligible Students | 19.8% | 22.1% | 23.6% | +1.5 |
| Math, Grades 3 through 5 | 2017 | 2018 | 2019 | Percentage Point Change |
| ALL STUDENTS | 20.7% | 20.6% | 21.6% | +1.0 |
| African American Students | 20.0% | 20.0% | 21.2% | +1.2 |
| Asian Students | 50.7% | 49.9% | 49.2% | -0.7 |
| Hispanic or Latino Students | 16.1% | 16.4% | 17.1% | +0.7 |
| White Students | 43.0% | 42.1% | 45.1% | +3.0 |
| Students of Two or More Races | 38.9% | 30.9% | 37.7% | +6.8 |
| Students with Disabilities (Special Education) | 3.8% | 3.8% | 4.3% | +0.5 |
| Limited English Proficient Students | 6.3% | 7.3% | 8.9% | +1.6 |
| Free & Reduced-Price Meal Eligible Students | 16.1% | 15.8% | 16.8% | +1.0 |

Table 4 presents the PARCC (MCAP) performance for students in grades six through eight disaggregated by socio-demographic characteristics.

- Among students who took the MCAP ELA exam, the percentage that met or exceeded expectations grew the most for students identifying as belonging to more than one race 8.5 percentage points.
- Multi-racial students also experienced the largest year-over-year increase on the MCAP math exam—3.6 percentage points.
- Several student groups experienced a decline in the percentage that met or exceeded expectations on the MCAP Mathematics from 2018, leading to an overall all student decrease of 1.3 percentage points.

Table 4—Percent of middle school students (Grades 6-8) who met or exceeded expectations on PARCC (MCAP), 2017, 2018, and 2019 by socio-demographic characteristics

| ELA, Grades 6 through 8 | 2017 | 2018 | 2019 | Percentage Point Change |
|--|--------------|--------------|--------------|-------------------------|
| ALL STUDENTS | 29.0% | 31.1% | 33.0% | +1.9 |
| African American Students | 28.8% | 31.5% | 34.2% | +2.7 |
| Asian Students | 59.6% | 56.1% | 59.4% | +3.3 |
| Hispanic or Latino Students of any race | 23.0% | 24.4% | 26.0% | +1.6 |
| White Students | 52.8% | 53.9% | 56.0% | +2.1 |
| Students of Two or More Races | 40.5% | 43.3% | 51.8% | +8.5 |
| Students with Disabilities (Special Education) | 2.6% | 3.4% | 4.2% | +0.8 |
| Limited English Proficient Students | 1.4% | 1.4% | 2.7% | +1.3 |
| Free & Reduced-Price Meal Eligible Students | 23.0% | 24.6% | 26.7% | +2.1 |

| Math, Grades 6 through 8 | 2017 | 2018 | 2019 | Percentage Point Change |
|--|--------------|--------------|--------------|--------------------------------|
| ALL STUDENTS | 13.0% | 13.3% | 12.0% | -1.3 |
| African American Students | 11.9% | 12.9% | 11.8% | -1.1 |
| Asian Students | 38.3% | 34.9% | 35.6% | +0.7 |
| Hispanic or Latino Students | 10.5% | 10.0% | 8.7% | -1.3 |
| White Students | 34.7% | 34.6% | 31.6% | -3.0 |
| Students of Two or More Races | 18.3% | 23.1% | 26.7% | +3.6 |
| Students with Disabilities (Special Education) | 1.9% | 2.0% | 1.8% | -0.2 |
| Limited English Proficient Students | 1.1% | 1.4% | 1.3% | -0.1 |
| Free & Reduced-Price Meal Eligible Students | 10.0% | 10.0% | 8.9% | -1.1 |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

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| Item # | US Ed Allowable Activities | Brief Description of Your Activity including: <ul style="list-style-type: none"> ● anticipated outcomes ● implementation plan ● intended audience ● specific timeline ● plan for evaluation | Cite: <ul style="list-style-type: none"> ● the level of evidence ● study or studies that support this activity/series ● the rationale for your rating | Total Public School Costs |
|---|--|---|--|---------------------------|
| 1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals | | | | |
| 1.1 | <p>Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).</p> <p>The LSS may develop initiatives that provide:</p> | | | |
| 1.1.1 | <p>expert help in screening candidates and enabling early hiring [Section 2103] (b)(3)(B)(i)</p> | <p>Activity 1: The Professional Development School Partnership (PDS)</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>Anticipated Outcome: The Professional Development School Partnership will collaboratively create, conduct, and assess strategies to effectively train student interns and</p> | <p>This is a level 4 program. 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</p> | \$198,076 |

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|--------|----------------------------|---|---|---------------------------|
| | | to determine pre-service mentor effectiveness via needs-based professional development to improve instruction to positively impact student achievement. | progress of interns as newly hired teachers during their induction phase and identify opportunities for their ongoing professional support and development. | |
| | | <p>Implementation: 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)</p> | <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</p> | |

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|--------|----------------------------|---|--|---------------------------|
| | | <p>refining and redefining processes and procedures for PDS partnerships in PGCPs.</p> <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>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)</p> <p>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,</p> | |

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|--------|----------------------------|---|---|----------------------------------|
| | | | Developing, and At Standard will be given for each component. Specific program components to be rated include student intern’s level of development as it relates to: <ul style="list-style-type: none"> ● Continuing Professional Development; ● Research and inquiry; and Student Achievement. | |
| | | <p>Audience: Interns</p> <p>Timeline: These funds will be used to support these activities all year.</p> <p>Evaluation: 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>Activity 2: Relocation</p> <p>Anticipated Outcome: Human Resources will implement this initiative to assist the increased</p> | <p>This is a level 4 program. While no empirical studies have been conducted to determine the impact of the funds provided through the relocation</p> | <p>\$125,000</p> |

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|--------|----------------------------|--|--|---------------------------|
| | | <p>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>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>Implementation: 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>Audience: Teachers (New Hires)</p> <p>Timeline: Relocation reimbursements will be made throughout the year until all funds are exhausted.</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> | |

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|--------|----------------------------|---|---|---------------------------|
| | | <p>Evaluation: The effectiveness of the initiative will be measured by the following data: a) the number of teachers that utilized these services & 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><u>Activity 3: Conditional Teacher Assessment Reimbursement</u></p> <p>Anticipated Outcome: 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 the 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 applied to our Support personnel who are currently serving as a full-time educator through the PGCPs ‘Grow Your Own’ program.</p> | <p>This is a level 4 program. 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 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>\$90,000</p> |

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|--------|----------------------------|---|---|---------------------------|
| | | | | |
| | | <p>Implementation: 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>Audience: Conditionally Certified Teachers (New Hires)</p> <p>Timeline: Assessment reimbursements will be made throughout the year until all funds are exhausted.</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>Evaluation: 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</p> | | |

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|--------|----------------------------|---|--|---------------------------|
| | | conditional educators who became fully certified. | | |
| | | <p>Activity 4: Support-to-Teacher Pipeline</p> <p>Anticipated Outcome: 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>This is a level 4 program. 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 Journal of Teacher Education that speaks to the examination of Grow Your Own programs across the teacher development continuum in non-traditional educator pipelines.</p> | \$15,000 |

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|--------|----------------------------|---|--|---------------------------|
| | | <p>Implementation: 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 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> | | |

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|--------|--|---|--|---------------------------|
| | | <p>Audience: Instructional Support Employees (paraprofessionals, itinerant special education assistants, student advocate, in-school suspension room monitor, dedicated aide, etc.)</p> <p>Timeline: Assessment reimbursements will be made throughout the year until all funds are exhausted.</p> | | |
| | | <p>Evaluation: 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 through to become fully or conditionally certified as a teacher for the current or upcoming school year.</p> | | |
| 1.1.2 | ii. differential and incentive pay for teachers, principals, or other school leaders in high-need academic subject areas and specialty areas, which may include performance-based pay systems <i>*Note: Because the purpose of Title II Part A is to increase student achievement, programs that provide teachers and</i> | | | |

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|--------|---|--|--|---------------------------|
| | <i>principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [section 2101(1)].</i> | | | |
| 1.1.3 | teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; [Section 2103](b)(3)(B)(iii) | | | |
| 1.2 | Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders; | <p>The Resident Teacher Program: 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 TFA alternative Certification program partnership which has 20 Core Members.</p> <p>Anticipated Outcome: The Resident Teacher Program is intended to develop Resident Teacher</p> | This is a level 4 program. 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 outcomes based on the high-quality research findings cited in Teaching Residency Programs and Exploring the Potential of Teacher Residencies . | \$392,358 |

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|--------|----------------------------|---|--|---------------------------|
| | | candidates' pedagogical skills, and classroom-readiness, and socialize them to PGCPs systemic, initiatives, priorities, and effective teaching and learning standards. | | |
| | | <p>Implementation: The PGCPs Pre-Employment Training program was implemented for the (8) eight PGCPs /Notre Dame of Maryland University Special Education Dual-Certification Program candidates and the 13 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 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</p> | | |

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| | | <p>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> | | |

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| | | <p>Audience: Resident Teacher Candidates</p> <p>Timeline: These programs are serviced over the course of a two-year timeframe. Pre-Employment Training (PET) spans the entire months of July and August. Once school begins, Supervising Teachers coach 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>Evaluation: 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>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</p> | |

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| | | | collected from the Office of Employee Performance and Evaluation. | |
| 1.3 | Reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers | | | |
| | Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals: | | | |
| 2. Strategies and Activities to Improve the Quality of the Teaching Force | | | | |
| 2.1 | Providing high-quality, personalized professional development that is evidence-based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement. The LSS may develop initiatives that: | | | |

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| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; | Prince George’s County Public Schools (PGCPS) identified one central goal for the school system, <i>Outstanding Academic Achievement for All Students</i> . The school system’s Strategic Plan for 2016-2020 identified academic excellence as one of the five key pillars in achieving that goal. PGCPS will attempt to touch all content teachers and teacher leaders around the knowledge, skills, and implementation of curriculum materials and standards. In addition to the system’s well-rounded curriculum approach, it supports specific programing around arts integration, reading recovery, the <i>Literacy Institute</i> and <i>National Teachers Network</i> professional development. | | |
| | | <p><u>Activity 1: Arts Integration</u></p> <p>Anticipated Outcomes:</p> <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>This is a level 4 program. 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 Arts Integration through the lens of ESSA</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</p> | \$113,049 |

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| | | <p>Implementation Plan: 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 including additional arts integration courses, planning, observation, and feedback for AI lesson implementation, and demonstration teaching.</p> <p>Arts Integration Master Teacher (AIMT) support including two 3-4 session courses diving deeply into a chosen arts integration strategy, observation and feedback of AI 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>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 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-</p> | |

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| | | | <p>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 & 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, & 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> | |
| | | Audience: | | |

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| | | <p>PGATI Level 1 2021 - Three-four full day arts integration institute for up to 100 teachers, July 2021.</p> <ul style="list-style-type: none"> ● PreK-12 classroom teachers with an interest in integrating the arts with other content areas. ● Arts teachers with PreK-12 certification, with an interest in integrating the arts with other content areas. <p>PGATI Level 2 2021 - 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 2021.</p> <ul style="list-style-type: none"> ● PreK-12 classroom teachers with previous experience in integrating the arts with other content areas. ● Arts teachers with PreK-12 certification and previous experience in integrating the arts with other content areas. <p>Timeline: Follow up observation, support, and feedback for planning AI implementation. Up to 25 PGATI 2021 participants, Fall 2021.</p> <p>Three (3) to Five (5) day demonstration teaching residencies with professional teaching artists. Up to 25 PGATI 2021 participants, Fall 2021.</p> <p>Participation in <i>The Power of Documenting Student Learning Through the Arts</i> professional</p> | | |

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| | | <p>development session, up to 40 participants (new and returning), Fall 2021.</p> <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 Fall 2021 and in Spring 2022.</p> | | |
| | | <p>Evaluation:</p> <ul style="list-style-type: none"> ▪ Document participation in AI professional development ▪ Pre-and-Post teacher surveys for PGATI ▪ Teacher surveys after each professional development workshop ▪ Feedback form completed by DCPA staff when observing AI lessons in the classroom ▪ Student products of AI lessons ▪ Pre-and-Post student assessment data from AI Lessons and Residencies ▪ Mid-year Teacher reflections on their experience in the program | | |
| | | <p><u>Activity 2: Reading Recovery</u></p> <p>Anticipated Outcome: Teachers engage Reading Recovery® (RR) professional development that is relevant to learning the mechanics of teaching</p> | <p>This is a level 2 program. The What Works Clearinghouse (WWC), an initiative of USDE’s Institute of Education Sciences, is a central, trusted source of information for decision makers. Established in 2002, the WWC</p> | <p>\$50,000</p> |

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| | | <p>reading and learning ways to individually design and deliver lessons to build on a child’s strengths.</p> <p>Teachers will increase their knowledge and ability to provide responsive individualized instruction so that students will improve their performance.</p> <p>The Reading Recovery Teacher leaders will provide ongoing coaching and feedback during the weekly visits, in addition to the required continued study components of implementation.</p> <p>Qualified teachers apply for the position vacancy on the PGCPs Recruitment Portal. Candidates are then screened and selected for interviews before they are offered a position.</p> <p>Activity 3: Reading Recovery</p> <p>Two teachers will participate in initial training/graduate coursework with McDaniel College to become certified Reading Recovery teachers. The teachers in training will participate in evening coursework and on the job training.</p> | <p>reviews and assesses research evidence for educational programs, products, practices, and policies. The WWC identified three (3) studies of Reading Recovery® that both fall within the scope of the Beginning Reading topic area and meet WWC evidence standards. RR achieved strong results, receiving positive or potentially positive ratings across all four outcomes — alphabetic (phonics and phonemic awareness), fluency, comprehension, and reading achievement. Among programs reviewed, Reading Recovery received the highest improvement index in reading achievement and fluency.*</p> <p>Research link from What Works Clearinghouse</p> | |
| | | <p>Implementation: Teachers’ continued study involves demonstration teaching behind a one-way glass, analysis of teacher-student interactions, collaborative opportunities for teachers to remain responsive to individual students, to question the effectiveness of their</p> | | |

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| | | <p>practices, to get help from peers on particularly hard-to-teach students, and to consider how new knowledge in the field may influence their practice.</p> <p>The key to the successful implementation of Reading Recovery resides in the professional development model. Three levels of professional staffing provide a stable training structure: university trainers who train and support teacher leaders; district- or site-level teacher leaders who train and support teachers; and school-based teachers who work with the hardest-to-teach students. This model employs university-district partnerships with Ohio State and Clemson Universities, intensive district/school embedded training through coaching, and ongoing professional learning.</p> <p>Audience: Teachers and Teacher Leaders Timeline: There will be PD sessions for the teachers and teacher leaders throughout the year 2021-2022.</p> | | |
| | | <p>Evaluation: Reading Recovery offers district coordinators and Reading Recovery teacher leaders with both process and product data. Reading Recovery teachers enter data on a secure website for each child they serve. A site report is generated with the data collected on student performance and implementation factors that may influence effectiveness and</p> | | |

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| | | efficiency. Data are collected throughout the school year to assist with the monitoring of implementation. Surveys are also collected quarterly from teachers to ensure that they are continuing to reflect on their practice and their ability to deliver responsive, individualized instruction. | | |
| | | <p>Activity 3: Literacy Institute</p> <p>Anticipated Outcome: 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"> ● Continuous Building of Disciplinary Literacy/Continuous Building of Knowledge in All Contents ● 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 <p>Participants will select and implement appropriate research-based and writing strategies when designing and delivering instruction.</p> | <p>This is a level 4 program. 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>\$460,000</p> |

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| | | | The following have assisted with strategy identification: <ul style="list-style-type: none"> ● 252 Influences related to student achievement ● Visible Learning Research ● Beers, K.& Probst, R. (2013). Notice and Note Strategies for Close Reading. Portsmouth, NH: Heinemann. ● Beers, K.& Probst, R. (2016). Reading Nonfiction. Notice & Note Stances, Signposts, and Strategies. Portsmouth, NH: Heinemann. | |
| | | <p>Implementation: The purpose of the <i>Literacy Institute</i>, which consists of 600 teachers, is to improve the teaching of literacy skills such as reading, writing, listening and speaking across the 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"> ▪ Continuous Building of Disciplinary Literacy/Continuous Building of Knowledge in All Contents; ▪ Reading to Write/Writing to Read: Close Reading of Complex Text/Text-Based Writing Across All Contents/Integration | | |

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| | | <p>of Academic Vocabulary, Language and Speaking/Listening Standards</p> <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>Audience: Secondary Reading/English Language Arts, Social Studies, Science, SPED and ESOL teachers</p> <p>Timeline: July 2021</p> | | |
| | | <p>Evaluation: 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) MCAP performance data of students whose teachers attended the <i>Literacy Institute</i>.</p> | | |
| | | <p><u>Activity 4: Content Professional Development of Teachers, Teacher Leaders and School Leaders</u></p> | <p>This is a level 4 program. While no empirical studies have been conducted of leadership coaching in PGCPs, there is a rationale that leadership coaching</p> | <p>\$1,025,934</p> |

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| | | <p>Anticipated Outcome: Throughout the year, participants from different content areas will engage in content related professional development around understanding standards, research-based strategies, 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>around practices and content is likely to improve relevant outcomes based on the high-quality research findings.</p> | |
| | | <p>Implementation: 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><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 & 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</p> | |

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| | | <p>Audience: Teachers, Teacher Leaders, School Leaders</p> <p>Timeline: The PD sessions for teacher leaders will be held monthly during the school year 2020-2021</p> | <p>Career standards. During the Fall of 2021 elementary and middle school curriculum will also be reviewed for their alignment to standards.</p> | |
| | | <p>Evaluation: 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> | | |
| 2.1.2 | use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under section 444 of the General Education Provisions Act (commonly known as the 'Family Educational Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and State and local policies and laws in the use of such data; | | | |
| 2.1.3 | effectively engage parents, families, and community partners, and coordinate services between school and community; | | | |
| 2.1.4 | effectively integrate technology into curricula and instruction (including | | | |

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| | education about the harms of copyright piracy); | | | |
| 2.1.5 | provide opportunities for experiential learning through observation | | | |
| 2.1.6 | provide training, technical assistance, and capacity-building to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement (which may include providing additional time for teachers to review student data and respond, as appropriate) | | | |
| 2.1.7 | developing and providing professional development and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science | | | |
| 2.2 | Developing programs and activities that increase the ability of teachers to | | | |

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|--------|---|--|---|---------------------------|
| | <p>effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards</p> <p>The LSS may develop initiatives that increase:</p> | | | |
| 2.2.1 | <p>the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing;</p> | <p>Activity 1: Early Learning Trainings Anticipated Outcome: Participants will demonstrate understanding of the social/emotional needs of students and how those needs impact student achievement. This goal will be measured using pre and post data from MathShelf.</p> | <p>Diamond, A., "The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes, Not Just Content." Early Education and Development, 2: 780-793 (2010) This is a level 4 program. 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</p> | \$197,500 |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

If the school system is not using Title IIA funds for one or more of these purposes in this section, please record N/A in the appropriate boxes.

| Item # | US Ed Allowable Activities | Brief Description of Your Activity including: <ul style="list-style-type: none"> ● anticipated outcomes ● implementation plan ● intended audience ● specific timeline ● plan for evaluation | Cite: <ul style="list-style-type: none"> ● the level of evidence ● study or studies that support this activity/series ● the rationale for your rating | Total Public School Costs |
|--------|----------------------------|--|---|---------------------------|
| | | | <p>institute, PGCPS Montessori Institute Analysis the staff really enjoyed the self-care sessions at the institute which dealt with mental health. Addressing the needs of the whole child (cognitive, emotional, social and physical needs) gives us the most successful approach at 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 4 schools to date and will be reaching out to three more for this school year.</p> | |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

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| Item # | US Ed Allowable Activities | Brief Description of Your Activity including: <ul style="list-style-type: none"> ● anticipated outcomes ● implementation plan ● intended audience ● specific timeline ● plan for evaluation | Cite: <ul style="list-style-type: none"> ● the level of evidence ● study or studies that support this activity/series ● the rationale for your rating | Total Public School Costs |
|--------|----------------------------|---|--|---------------------------|
| | | <p>Implementation: 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 R/ELA and Mathematical Practices and supports a literacy-rich environment that builds student skills for reading and mathematical reasoning.</p> <p>This program shows teachers and administrators how to improve academic achievement by focusing on the social and emotional needs of children in addition to the MSDE content standards for R/ELA and Mathematics.</p> <p>Emphasis will also be given to using the Arts to support instruction.</p> <p>Training will be provided for schools 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>Audience: Administrators, Coordinators, Paraprofessionals Primary and elementary teachers of Montessori and other comprehensive schools</p> | | |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

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|--------|--|---|--|---------------------------|
| | | Timeline: Throughout the school year July 2022 2020 – June 2023 | | |
| | | Evaluation: The following data collection tools will measure the effectiveness of the initiative: a) survey instruments and b) end-of-year data such as systemic data that will be available such as KRA, Mathshelf, and Hatch c) teacher evaluation survey. | | |
| 2.2.2 | the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school; | | | |
| 2.2.3 | use of techniques and supports needed to help educators understand when and how to refer students affected by trauma and children with, or at risk of, mental illness | | | |
| 2.2.4 | the ability of teachers, principals, or other school leaders to address issues related to school conditions for student | | | |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

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|--------|---|--|--|---------------------------|
| | learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism | | | |
| 2.2.5 | the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate | | | |
| 2.2.6 | providing training to support the identification of students who are gifted and talented, including high ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students | | | |
| 2.2.7 | providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse | | | |
| 2.2.8 | provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic | | | |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

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|--|--|---|---|---------------------------|
| | content, career and technical education, and work-based learning (if appropriate) | | | |
| 2.2.9 | Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force: | | | |
| 3. Strategies and Activities to Retain and Provide Support to Effective Educators | | | | |
| 3.1 | <p>Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</p> <p>The LSS may develop initiatives that:</p> | | | |
| 3.1.1 | provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders | <p>Activity 1: Alternative Teacher Preparation (ATP)</p> <p>The Resident Teacher Program:</p> <p>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</p> | <p>This is a level 4 program. While no empirical studies have been conducted for our Resident Teacher Program, there is a rationale that the Resident Teacher Program is likely to improve relevant outcomes based on the high-quality research findings cited in Teaching Residency Programs and Exploring the Potential of Teacher Residencies.</p> | \$774,229 |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

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|--------|----------------------------|---|--|---------------------------|
| | | <p>teaching in SY2021-2022.</p> <p>Anticipated Outcome: Participants will be able to implement standards-based instruction aligned with PGCPs curriculum standards.</p> <p>Participants will be able to effectively conduct both short term and long-term planning. Participants will be able to effectively implement their school-wide discipline policy and all other facets of classroom and behavior management.</p> <p>Mentors will provide professional development through modeling, demonstrations, and co-teaching of effective teaching practices and instructional strategies in classrooms.</p> <p>Activity 2: Principal Mentors The Office of Professional Learning and Leadership provides mentors to our novice principals in Prince George’s County Public Schools.</p> <p>The mentors are full-time sitting principals who are provided stipends funded by Title II, Part A. The mentors are assigned to provide instructional and daily operations support at 1:1 or 1:2 ration. Assessment of the mentoring support comes through survey feedback. Principal mentors participate in recertification mentor professional learning opportunities to develop their knowledge and effectively mentor</p> | | |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

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|--------|----------------------------|--|--|---------------------------|
| | | novice principals. Training is facilitated by NAESP. | | |
| | | <p>Implementation: 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>Alternative Teacher Preparation (ATP) six (6) OPLL full-release Mentors Teachers support Resident Teachers in their induction into PGCPs. Approximately 32 new teachers have received services from (32) mentor teachers. A Resident Teacher who successfully completes the MAAPP is eligible for a Maryland Standard Professional Certificate (SPC-1). The OPLL mentors have supported their mentees in planning and preparing for instruction, developing a positive and inviting classroom environment, and assisting in meeting professional responsibilities. Specific targeted support to the resident teacher provided by the mentor teacher included:</p> <p>a. assisted the teacher in implementing standards-based instruction aligned with PGCPs curriculum standards and with all other district standards for improving program quality (i.e., Disciplinary Literacy (DL), Framework for Teaching (FFT), Student Learning Objectives (SLO's), etc.);</p> | | |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

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|--------|----------------------------|--|--|---------------------------|
| | | <p>b. Provided assistance and support with lesson planning and delivery, including short and long term planning;</p> <p>c. assisted teachers with the implementation of the school-wide discipline policy and all other facets of classroom and behavior management within the culture of the organization; and</p> <p>d. Provided professional development through modeling, demonstrations, and co-teaching of effective teaching practices and instructional strategies in classrooms.</p> <p>Each mentor will have the following credentials:</p> <p>1) a master's degree or equivalent 2) an Advanced Professional Certificate (APC) representing evidence of a minimum of four years of successful teaching experience, 3) have a working knowledge of student performance data and classroom assessment practices as they relate to improving instruction and achieving high learning standards for students, and 4) provide endorsements from her/his current principal and appropriate content area supervisor.</p> <p>Audience: Resident Teachers</p> <p>Timeline: This took place during the school year 2020-2021.</p> | | |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

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|--------|--|---|--|---------------------------|
| | | <p>Evaluation: The effectiveness of the initiative was measured by the following data collection tools: a) overall mentor time and service, b) survey instruments, c) end-of-year retention and performance data for Resident Teachers, d) end-of-year evaluations of mentors by program managers, e) end of the year survey of the mentors by the mentees and f) field observations.</p> <p><i>(Note: mentor teachers are in the classrooms conducting informal observations, assisting in planning lessons, co-teaching lessons and calibrating practice with teachers to build capacity overtime which determines their effectiveness on student achievement)</i></p> | | |
| 3.1.2 | provide training for school leaders, coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision making about professional development, improvement strategies, and personnel decisions. | | | |
| 3.1.3 | provide financial incentives for teachers and principals with a record of helping students to achieve academic success | | | |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

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| Item # | US Ed Allowable Activities | Brief Description of Your Activity including: <ul style="list-style-type: none"> ● anticipated outcomes ● implementation plan ● intended audience ● specific timeline ● plan for evaluation | Cite: <ul style="list-style-type: none"> ● the level of evidence ● study or studies that support this activity/series ● the rationale for your rating | Total Public School Costs |
|---|--|--|--|---------------------------|
| 3.1.4 | include teacher advancement initiatives to promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, instructional coach, or teacher leader) and pay differentiation. | | | |
| 3.1.5 | support the instructional services provided by effective school library programs | | | |
| 3.1.6 | improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback | | | |
| 3.1.7 | provide common planning time to help prepare students for postsecondary education and the workforce | | | |
| 3.1.8 | Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals: | | | |
| 4. Use of Funds to Improve Equitable Access to Effective Educators To All Students | | | | |
| 4.1 | If using Title II, Part A funds to improve equitable access to effective teachers and principals for all students, describe how such funds will be used for this purpose. | | | |

4.0 RECRUITING, PREPARING, AND TRAINING EFFECTIVE TEACHERS AND PRINCIPALS - Required

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|--------|----------------------------|--|--|---------------------------|
|--------|----------------------------|--|--|---------------------------|

***Below is a list of “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.**

- [Evidence for ESSA](#) (Hopkins)
- [Report on School Leadership Interventions under ESSA](#) (RAND)
- [Social and Emotional Learning Interventions under ESSA](#) (RAND)
- [What Works Clearinghouse](#) (IES)
- [Evidence-Based Intervention Network](#) (University of Missouri)
- [National Center on Intensive Intervention](#) (AIR)
- [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
- [Results First Clearinghouse Database](#) (Pew)
- [Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools](#) (Hopkins)
- [Impact of Family Involvement on the Education of Children](#) (MDRC)

5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - Required

Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards.
[Section 2102 (b)(2)(A)]

Prince George's County Schools' curriculum guides, materials, and assessments align to the *Maryland College and Career Readiness Standards for English and Math*, the *Next Generation Science Standards for Math*, and the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. In addition, Prince George's County Schools provided professional learning services based on the *Learning Forward Standards* for professional learning. Professional learning activities for section 4.0 will help teachers, principals, and school leaders use the academic standards to develop lesson plans, assignments and assessments that, in turn, will help their students master the knowledge and skills defined by the academic standards.

6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.

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 SY21. 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. (Include below or as an attachment)

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 one how the activity will later be evaluated as well.

Provide the names of participating private schools and number of private school students, and the calculated cost per pupil that will benefit from Title II-A services. (Include below or as an attachment)

Private Schools Participating in Title II, Part A Program

Prince George's County, SY2021-22

| SCHOOL | STUDENTS | ALLOCATION |
|-------------------------------------|-----------------|-------------------|
| Al-Huda School | 565 | \$14,763 |
| Bishop McNamara | 866 | \$22,629 |
| DeMatha Catholic HS | 818 | \$21,374 |
| Elizabeth Seton High School | 597 | \$15,600 |
| Excellence Christian School | 177 | \$4,625 |
| Foundation Schools | 161 | \$4,207 |
| From the Heart Christian School | 142 | \$3,710 |
| High Road Upper School of PG County | 45 | \$1,176 |
| George E Peters | 278 | \$7,264 |
| Grace Brethren Christian Academy | 510 | \$13,326 |
| Holy Redeemer | 194 | \$5,069 |
| Holy Trinity Episcopal Day School | 430 | \$11,236 |
| Lanham Christian School | 188 | \$4,912 |
| Maryland International Day School | 59 | \$1,542 |
| New Hope Academy | 162 | \$4,233 |
| Chelsea School | 69 | \$1,803 |
| Riverdale Baptist | 300 | \$7,839 |
| Reid Temple | 202 | \$5,278 |
| New Chapel Christian Academy | 70 | \$1,829 |
| St. Ambrose School | 165 | \$4,311 |
| St. Columba | 133 | \$3,475 |
| St. Jerome Academy | 402 | \$10,504 |
| St. John the Evangelist | 210 | \$5,487 |
| St. Joseph's School | 204 | \$5,331 |
| St. Mary of the Mills | 222 | \$5,801 |
| St. Mary's | 200 | \$5,226 |
| St. Mary's of the Assumption | 199 | \$5,200 |
| St. Mary's School of Piscataway | 131 | \$3,423 |
| St. Matthias the Apostle School | 152 | \$3,972 |
| St. Philip the Apostle | 149 | \$3,893 |
| St. Pius X Regional School | 419 | \$10,948 |
| St. Vincent Pallotti HS | 408 | \$10,661 |
| Village Academy of Maryland | 51 | \$1,333 |
| TOTAL | 8,878 | \$231,965 |

Total grant allocation of \$3,813,308

\$3,813,308 x 3.58% Indirect fee rate = \$3,676,904

District enrollment 131,657 + Non-public enrollment 8,878 = 140,535

\$3,671,904 divided by 140,535 (projected non-public school students + projected public school students) = \$26.13

Total Amount of Transfers: \$231,965

7.0 ASSURANCES- **Required**

Each application shall include assurances that the local educational agency, or consortium of such agencies, will -

(A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—

- (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;**
- (ii) have the highest percentages or numbers of children counted under section 1124(c);**
- (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);**
- (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or**
- (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;**

(B) coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

(C) comply with section 8501 (regarding equitable participation by private school children and teachers);

- (i) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable.**
- (ii) the LSS expenditures, when providing educational services and other benefits to eligible private school children, their teachers, and other educational personnel serving those children, shall be equal, taking into account the number and educational needs of the children to be served.**
- (iii) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, be secular, neutral, and non-ideological.**

BUDGET NARRATIVE

| Prince George's County Public Schools Title II, Part A Grant Budget Narrative | | | | | |
|---|---|---|------------|---------------------------|-------------------|
| Category # – Program # | Activities | Calculation | Amount | In-Kind | Total; |
| Professional Development Schools (PDS) | | | | | |
| 203-205/09 - 01 - Salaries & Wages | Stipends for professional development for activity 1.1. Activity 1.1 | 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 | \$ - | \$ 180,200 |
| 212 - 04 - Other Charges | Fixed Charges - FICA (.0765%) / Workers Comp (.016%) Activity 1.1 | \$180,200 x .0925 = \$16,669 | \$ 16,669 | \$ - | \$ 16,669 |
| | | | | Subtotal | \$ 196,869 |
| Relocation Reimbursement | | | | | |
| 203-205/09 - 04 - Other Charges | Relocation expenses for activity 1.1. Activity 1.1 | Relocation expenses for 50 teachers x \$2,500 for (Airfare; Early lease terminations; Gas; Hotel; Moving truck rental; Moving supplies; and Storage). | \$ 125,000 | \$ - | \$ 125,000 |
| 203-205/09 - 04 - Other Charges | Relocation expenses for activity 1.1. Activity 1.1 | Conditional Teacher Assessment Certification Reimbursement for 300 teachers x \$300 per teacher = \$90,000 Support to Teacher Pipeline (50 @ \$300 per teacher = \$15,000) Total: \$105,000 | \$ 105,000 | \$ - | \$ 105,000 |
| | | | | Subtotal | \$ 230,000 |
| | | | | Total Activity 1.1 | \$ 426,869 |
| Alternative Certification Programs | | | | | |
| 203-205/09 - 01 - Salaries & Wages | Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Other Charges Activity 1.2 | Stipends for Principal Mentor teachers - 250 teachers x \$500 = \$125,000 Supervising Teachers 2nd Assignment Pay = (8 Retire Rerehire Teachers avg. Salary of \$18,750) = \$150,000 | \$ 150,000 | \$ - | \$ 150,000 |
| 212 - 04 - Other Charges | Recruiting qualified individuals from other fields to become teachers, principals, or other | Fringes - \$150,000 x .0925 | \$ 13,875 | \$ - | \$ 13,875 |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| Category # – Program # | Activities | Calculation | Amount | In-Kind | Total; |
|---|---|--|---------------|---------------------------|-------------------|
| | school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Other Charges Activity 1.2 | | | | |
| 203-205/09 - 02 - Contracted Services | Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Contracted Services Activity 1.2 | Notre Dame Resident Teacher Program \$87,420 | \$ 87,420 | \$ - | \$ 87,420 |
| 203-205/09 - 03 - Supplies & Materials | Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Supplies Activity 1.2 | Professional Development Materials - 75 candidates x \$60 | \$ 4,500 | \$ - | \$ 4,500 |
| | | | | Subtotal | \$ 255,795 |
| | | | | Total Activity 1.2 | \$ 255,795 |
| Leadership Development Activities (Principals, Assistant Principals, and Central Office Staff) | | | | | |
| 203-205/09 - 01 - Salaries & Wages | Providing programs & activities to increase - i. the knowledge base of teachers, principals, or other school leaders on instruction in early grades and on strategies to measure whether young children are progressing; and ii. The | Teacher Stipends: Teacher Leadership - 3,176 substitutes x \$100 = \$317,600 Early Learning Trainings - 440 teachers x \$175 = \$77,000 | \$ 985,900 | \$ - | \$ 985,900 |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| Category # – Program # | Activities | Calculation | Amount | In-Kind | Total; |
|---------------------------------------|--|---|------------|---------|------------|
| | ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, & other professionals to meet the needs of students through age 8, which may include providing joint professional learning in preschool programs that address the transition to elementary school; Salaries Activity 2.1 | Arts Integration Workshops Stipends - 233 teachers x \$175 = \$40,775 Arts Integration Substitutes - 180 x \$100 = \$18,000 Teacher Stipends: 2,060 teachers x \$175 = \$360,500 Workshops (IB Training, AVID Path, NTN & Etc.) IB Training - 350 teachers x \$175 = \$61,250 IB - Bootcamp - 100 teachers x \$175 = \$17,500 AVID Path - 250 teachers x \$175 = \$43,750 Summer Bootcamp - 283 teachers x \$175 = \$49,525 Total Stipends: \$985,900 | | | |
| 212 - 04 - Other Charges | Providing programs & activities to increase - i. the knowledge base of teachers, principals, or other school leaders on instruction in early grades and on strategies to measure whether young children are progressing; and ii. The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, & other professionals to meet the needs of students through age 8, which may include providing joint professional learning in preschool programs that address the transition to elementary school; Fixed Charges Activity 2.1 | Fixed charges - \$985,900 x .0925 = \$91,196 | \$ 91,196 | \$ - | \$ 91,196 |
| 203-205/09 - 02 - Contracted Services | Providing programs & activities to increase - i. the knowledge base of teachers, principals, or other school leaders on instruction in early grades and on strategies to measure whether young children are progressing; and ii. The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, & other professionals to meet the needs of students through age 8, which may include providing joint professional learning in preschool programs that address the transition to elementary school; | Contracted Services: Program Consultants Montessori \$35,000 Teacher Tuition Center for Guided Montessori (CGMS) \$60,000 Arts Integration Institute 4 artists x 5 days x \$500 = \$10,000 Arts Integration Master Teacher \$27,000 Contracted Services: Building Rental: \$210,000 Professional Contract -Solid Works (\$12,000), Avant (\$5,000), Houghton-Mifflin (\$5,000), Reading Recovery | \$ 598,418 | \$ - | \$ 598,418 |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| Category # – Program # | Activities | Calculation | Amount | In-Kind | Total; |
|---|---|---|---------------------------|---------|----------------------|
| | Contracted Services Activity 2.1 | (\$35,000) & Other various contracts totaling \$256,418 Locations: To be determined at a later date by district level staff. Total: \$684,764 | | | |
| 203-205/09 - 03 - Supplies & Materials | Providing programs & activities to increase - i. the knowledge base of teachers, principals, or other school leaders on instruction in early grades and on strategies to measure whether young children are progressing; and ii. The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, & other professionals to meet the needs of students through age 8, which may include providing joint professional learning in preschool programs that address the transition to elementary school; Supplies Activity 2.1 | Arts Integration Materials - \$6,937 Early Learning Materials - \$25,000 Training materials (Books, Training Programs, etc.): 500 participants x \$46 (estimated cost per person) Total:\$54,937 | \$ 54,937 | \$ - | \$ 54,937 |
| 203-205/09 - 04 - Other Charges | Providing programs & activities to increase - i. the knowledge base of teachers, principals, or other school leaders on instruction in early grades and on strategies to measure whether young children are progressing; and ii. The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, & other professionals to meet the needs of students through age 8, which may include providing joint professional learning in preschool programs that address the transition to elementary school; Other Activity 2.1 | Virtual Conference Fees: 20 participants x \$500 = \$10,000 Arts Integration - 10 participants x \$500 = \$5,000 Travel: Local Mileage - 70,000 miles x \$.535 = \$37,450 Total: \$52,450 | \$ 52,450 | \$ - | \$ 52,450 |
| | | | Total Activity 2.1 | | \$ 1,782, 901 |
| Alternative Certification Programs (ATP) Mentors and Induction Institute | | | | | |
| 203-205/09 - 01 - Salaries & Wages | New teacher, principal, or other school leader induction & mentoring programs | Salaries for 6 mentor teachers - 1@\$111,566, 1@\$90,711, 1@\$113,728, 1@\$117,140, 1@\$101,046, 1@\$111,566 = \$545,757 | \$ 770,757 | \$ - | \$ 770,757 |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| Category # – Program # | Activities | Calculation | Amount | In-Kind | Total; |
|---|---|--|------------|---------------------------|---------------------|
| | Salaries Activity 3.1 | Stipends for Principal Mentor teachers - 250 teachers x \$500 = \$125,000 | | | |
| 212 - 04 - Other Charges | New teacher, principal, or other school leader induction & mentoring programs Fixed Charges Activity 3.1 | 1 Full-time fringes calculated using various rates = (.0765% for FICA/Med, .00334% for Life Insurance, .016% for Workers Comp, .1524% for Retirement + flat rate of \$10,000 for Health Insurance Let x = \$111,566; Let y=\$90,711; Let r=\$113,728 Let m=\$117,140; Let n=\$101,046; Let p=\$111,566 Fringe x = .0765x + .00334x + .016x + .1524x + \$10,000 = \$37,695 Fringe y = .0765y + .00334y + .016y + .1524y + \$10,000 = \$32,518 Fringe r = .0765r + .00334r + .016r + .1524r + \$10,000 = \$38,232 Fringe m = .0765m + .00334m + .016m + .1524m + \$10,000= \$39,079 Fringe n = .0765n + .00334n + .016n + .1524n + \$10,000= \$35,084 Fringe p = .0765p + .00334p + .016p + .1524p + \$10,000= \$37,695 Principal Mentor Fringes - \$125,000 x .0925=11,563 | \$ 231,866 | \$ - | \$ 231,866 |
| 203-205/09 - 04 - Other Charges | New teacher, principal, or other school leader induction & mentoring programs Other Activity 3.1 | Local Travel - 2,545 miles x \$.535 x 6 mentors = \$8,169 | \$ 8,169 | \$ - | \$ 8,169 |
| | | | | Subtotal | \$ 1,010,792 |
| | | | | Total Activity 3.1 | \$ 1,010,792 |
| Non-Public Schools and Indirect Cost | | | | | |
| 203-205/07 - 08 - Transfers | Non-Public Schools - Equitable services to students in private (Non-Public) schools Transfers Activity 6.0 | Mandatory allocation for participating non-public schools. FY21 mandatory allocation for participating private schools, based on the total grant allocation of \$3,813,308 District enrollment 131,962 + Non-public enrollment | \$ 231,965 | \$ - | \$ 231,965 |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| Category # – Program # | Activities | Calculation | Amount | In-Kind | Total; |
|-------------------------|------------------------|---|-------------------------------------|---------------------------|---------------------|
| | | 8,878 = 140,535 \$3,813,308 (district allocation) \$3,671,904 (amount district is using for pd) divided by 140,535 (the total of projected non-public school students + projected public school students) = \$26.13 \$26.13 per pupil x 8,878 non-public school students = \$231,965 | | | |
| | | | | Subtotal | \$ 231,965 |
| | | | | Total Activity 6.0 | \$ 231,965 |
| 201/22 - 08 - Transfers | Indirect Fee Transfers | PGPCS Indirect fee charged for grant administration (based on the FY21 approved rate of 3.02%) Calculation - \$3,813,308 (total grant award) - \$231,965 (non-public transfers) = \$3,581,343 (revised grant total) \$3,581,343 (revised total grant number) x (.0302 rate) / 1.0302 rate | \$ 104,986 | \$ - | \$ 104,986 |
| | | | | Subtotal | \$ 104,986 |
| | | | Title II, Part A Grand Total | | 3,813,308.00 |

MSDE C-125 BUDGET REQUEST

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

| | | | | | |
|-----------------------|------------------|-----------------------|---------------------------------------|--------------|--|
| ORIGINAL GRANT BUDGET | \$3,813,308.00 | AMENDED BUDGET # | | REQUEST DATE | |
| GRANT NAME | Title II, Part A | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | | | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Prince George's County Public Schools | | |
| FUND SOURCE CODE | | GRANT PERIOD | 7/1/2021 | 8/30/2023 | |
| | | FROM | | TO | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | BUDGET BY CAT./PROG. |
|---------------------------------------|----------------------|------------------------|--------------------------|--------------------|----------------|----------------|----------------------|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 06 - TRANSFERS | |
| 201 Administration | | | | | | | |
| Prog. 21 General Support | | | | | | | |
| Prog. 22 Business Support | | | | | | 118,640.00 | 118,640.00 |
| Prog. 23 Centralized Support | | | | | | | |
| 202 Mid-Level Administration | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | |
| Prog. 16 Inst. Admin. & Supv. | | | | | | | |
| 203-205 Instruction Categories | | | | | | | |
| Prog. 01 Regular Prog. | | | | | | | |
| Prog. 02 Special Prog. | | | | | | | |
| Prog. 03 Career & Tech Prog. | | | | | | | |
| Prog. 04 Gifted & Talented Prog. | | | | | | | |
| Prog. 07 Non Public Transfers | | | | | | 231,965.00 | 231,965.00 |
| Prog. 08 School Library Media | | | | | | | |
| Prog. 09 Instruction Staff Dev. | 1,986,857.00 | 772,184.00 | 59,437.00 | 290,619.00 | | | 3,109,097.00 |
| Prog. 10 Guidance Services | | | | | | | |
| Prog. 11 Psychological Services | | | | | | | |
| Prog. 12 Adult Education | | | | | | | |
| 206 Special Education | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | |
| Prog. 09 Instruction Staff Dev. | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | |
| Prog. 16 Inst. Admin & Superv. | | | | | | | |
| 207 Student Personnel Serv. | | | | | | | |
| 208 Student Health Services | | | | | | | |
| 209 Student Transportation | | | | | | | |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | |
| Prog. 31 Operating Services | | | | | | | |
| 211 Plant Maintenance | | | | | | | |
| 212 Fixed Charges | | | | 353,606.00 | | | 353,606.00 |
| 214 Community Services | | | | | | | |
| 218 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | |
| Prog. 35 Buildings & Additions | | | | | | | |
| Prog. 36 Remodeling | | | | | | | |
| Total Expenditures By Object | 1,986,857.00 | 772,184.00 | 59,437.00 | 644,225.00 | 0.00 | 350,606.00 | 3,813,308.00 |

| | | | | |
|-----------------------------|--|--|---|--------------|
| Finance Official Approval | Michael Herbstman, Chief Financial Officer |  | Digitally signed by Michael Herbstman DN: cn=Michael Herbstman, o=PGCPS, ou, email=Michael.Herbstman@pgcps.org, c=US Date: 2021.11.10 09:24:44 -0500 | 301-952-6099 |
| Supt./Agency Head Approval | Monica E. Goldson, Ed.D., Chief Executive Officer |  | 11/10/2021 | 301-952-6008 |
| MSDE Grant Manager Approval | Cecilia Roe, Division of Curriculum, Assessment & Accountability | | | 410-767-0574 |

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Monica E. Goldson 11/10/2021

Monica E. Goldson, Ed.D., Chief Executive Officer **Date**
Superintendent of Schools or Head of Grantee Agency

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**APPENDIX E
TITLE III, PART A GRANT
APPLICATION
ENGLISH LANGUAGE
ACQUISITION, LANGUAGE
ENHANCEMENT,
AND ACADEMIC
ACHIEVEMENT**



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Title III, Part A Grant Application
English Language Acquisition, Language Enhancement,
and Academic Achievement



Office of English Learners/Title III

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

| | |
|--|------------------|
| Local School System: Prince George’s County Public Schools | Fiscal Year 2022 |
|--|------------------|

EDUCATIONAL EQUITY

Maryland’s Educational Equity COMAR regulations require public school systems to 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. Consider collaborating with your equity point of contact when developing and writing the application. It is important to reflect on the following:

1. Analysis of disaggregated data within the EL population (i.e., race, gender, home language, etc.)
2. Application of an equity lens in choosing activities of supplementary language development, professional learning, supplementary instructional materials, etc.

SUPPLEMENT, NOT SUPPLANT [Sec. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [Sec. 3115(c)]: An eligible entity receiving funds under section 3114(a) **MUST** use the funds in the required activities before spending funds in the authorized activities.

| 1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [Sec. 3115(c)(1)] | | | |
|---|--|---------------------|----------------------|
| Required Activities | Descriptions <i>Please address each item (a-c) in your required activity descriptions.</i> | Public School Costs | Private School Costs |
| 1.1. Improving the English language proficiency and academic achievement of ELs [Sec. 3115(c)(1)]. | a) Supplemental documents, Applications in Algebra workbooks for High School English Learners, will be printed through the district's printing office to enhance instruction and provided to content teachers. Supplemental documents will be provided to increase students' language acquisition as evidenced by their WIDA ELP scores, as well as their MCAP scores in Algebra. | \$9,000 | N/A |
| | b) August – September 2021 | | |
| | c) N/A | | |
| | a) The objectives of the ESOL Language Lab program are to prepare English Learners (ELs) to speak, understand, read, and write in English to achieve academically, to communicate in academic settings, and to use English in socially and culturally appropriate ways in such a setting. The intent is to improve student mastery of English language skills through focused academic | \$9,906 | N/A |

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [Sec. 3115(c)(1)]

| Required Activities | <p style="text-align: center;">Descriptions</p> <p><i>Please address each item (a-c) in your required activity descriptions.</i></p> <p>a) <i>Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i></p> <p>b) <i>Timelines or target dates</i></p> <p>c) <i>Services to private schools</i></p> | Public School Costs | Private School Costs |
|---------------------|---|---------------------|----------------------|
| | <p>support to be prepared for state-mandated assessments (for example ACCESS) and matriculate into higher education. ESOL Language Lab will be provided to increase students' language acquisition as evidenced by their WIDA ELP scores.</p> <p>b) August 2021-June 2022</p> <p>c) N/A</p> | | |
| | <p>a) Supplemental high interest/low level reading materials for Intermediate and Advanced high school English Learners. Supplemental materials will allow ESOL teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores.</p> <p>b) August 2021-June 2022</p> <p>c) N/A</p> | \$43,700 | N/A |
| | <p>a) Supplemental middle school materials (Inside Phonics, Cengage Learning theme books, and Oxford Picture Dictionary for Content Areas) for use in Middle School ESOL and content classes. Supplemental materials will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores.</p> <p>b) August 2021-June 2022</p> <p>c) N/A</p> | \$41,535 | N/A |
| | <p>a) EdScale, LLC will provide consulting and support the implementation of ESOL's strategic plan and support the ESOL central office with performance management and capacity building. EdScale, LLC will provide support with project planning, progress monitoring and strategic advising as it relates to the implementation of the ESOL Strategic Plan to improve English Language Proficiency programs and to increase students' language acquisition as evidenced by their WIDA ELP scores.</p> <p>b) August 2021-June 2022</p> <p>c) N/A</p> | \$89,900 | N/A |

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [Sec. 3115(c)(2)]

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [Sec. 3115(c)(2)(D)].

| Required Activities | <p align="center">Descriptions</p> <p><i>Please address each item (a-c) in your required activity descriptions.</i></p> <p>d) <i>Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i></p> <p>e) <i>Timelines or target dates</i></p> <p>Services to private schools</p> | Public School Costs | Private School Costs |
|--|--|---------------------|----------------------|
| 2.1 Providing for professional development designed to improve the instruction and assessment of ELs [Sec. 3115(c)(2)(A)]. | <p>a) Trainings will be held for ESOL teachers, who teach sixth grade ELs, in elementary schools. The sixth grade ESOL Program is being transitioned to a middle school model and trainings will be provided to ESOL teachers to enhance their understanding of the middle school ESOL model and curricula. These trainings will support teacher lesson planning and delivery in order to increase students’ language acquisition as evidenced by student performance and their WIDA ELP scores.</p> <p>b) October 2021-May 2022</p> <p>c)N/A</p> | \$8,343 | N/A |
| | <p>a) The six key ESOL strategies workshops will provide professional development to content teachers, specialists, instructional lead teachers, and administrators throughout the county. The six key ESOL strategies are visuals, sentence starters, learning by doing, direct vocabulary instruction, modified graphic organizers, and collaborative conversations. The PD will review the first three key ESOL strategies provided during the 2019-2021 schools years and introduce the next three key ESOL strategies to implement during the 2021-2022 school year. The PD will be provided by the ESOL office to select schools and all ESOL teachers. ESOL teachers are responsible for turning keying the training at their schools. A "Look For" document and lesson planning rubric will be provided to help administrators monitor the implementation of the training.</p> <p>b) August 2021-May 2022</p> <p>c)N/A</p> | \$153,940 | N/A |
| | <p>a) West Ed's Quality Teacher for English Learner (QTEL) training will be provided for cohorts of high school teams. The QTEL program works to build the capacity of educators to develop English Learners abilities to read, discuss, and write academic texts in rigorous content area courses. QTEL training will be provided to increase students' language acquisition as evidenced by their WIDA ELP scores, as well as increase their performance on MCAP content assessments.</p> <p>b) August 2021 - June 2022</p> <p>c)N/A</p> | \$127,479 | N/A |

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [Sec. 3115(c)(2)]

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [Sec. 3115(c)(2)(D)].

| Required Activities | <p align="center">Descriptions</p> <p><i>Please address each item (a-c) in your required activity descriptions.</i> <i>d) Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i> <i>e) Timelines or target dates</i> Services to private schools</p> | Public School Costs | Private School Costs |
|--|---|---------------------|----------------------|
| 2.2 Providing for professional development designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs [Sec. 3115(c)(2)(B)]. | a) Provide opportunities for staff members to obtain memberships to relevant professional organizations, as well as attend professional conferences around meeting the needs of English Learners. Additionally, one staff member will attend the National Center for Families Learning (NCFL) Annual Conference. These opportunities are provided in order to stay abreast of current research and professional development practices. Participants will use the information learned to enhance their own knowledge of innovative practices for working with ELs and their families and share this information with teachers through newsletters, professional development, and coaching sessions as outlined in their professional development plans. b) September 2021 – June 2022 c)N/A | \$5,939 | N/A |
| | a) Tuition support for two distinct cohorts that will offer opportunities for staff members to earn graduate level credits in courses related to Teaching English to Speakers of Other Languages (TESOL). These programs will prepare the teachers to seek and obtain an additional certification from the State of Maryland (for those not already certified) to teach ELs in PGCPs and to ultimately support the growing need for content-area teachers to have expertise in teaching ESOL theory and methodology to better address the needs of this student population. All applicants will participate in a rigorous application process, including face to face (virtual) interviews. (1) Two Master's cohorts through McDaniel College specifically for elementary content teachers looking to improve their knowledge base as it pertains to teaching English Learners. (2) A Post-Baccalaureate Certificate (PBC) in the Teaching of English to Speakers of Other Languages cohort which is open to K-12 staff members. The success of these programs will be measured by the percentage of teachers that complete the course of study and add the ESOL endorsement to their teaching certificate. | \$447,662 | N/A |
| | b) July 2021 - June 2022 | | |
| | c)N/A | | |

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [Sec. 3115(c)(2)]

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [Sec. 3115(c)(2)(D)].

| Required Activities | <p align="center">Descriptions</p> <p><i>Please address each item (a-c) in your required activity descriptions.</i></p> <p>d) <i>Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i></p> <p>e) <i>Timelines or target dates</i></p> <p>Services to private schools</p> | Public School Costs | Private School Costs |
|---|---|---------------------|----------------------|
| | a) Continuing Professional Development (CPD) Pathway to ESOL Certification strives to increase the number of teachers with ESOL certification in PGCPS by guiding cohorts of teachers through a series of six CPD courses, a 15-hour asynchronous course "Engaging Immigrant Families," and culminating with a Praxis II (ESOL) Prep course. | \$127,112 | N/A |
| | b) July 2021 - June 2022 | | |
| | c) N/A | | |
| 2.3 Providing for professional development effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [Sec. 3115(c)(2)(C)]. | <p>a) Continue to provide high quality professional development around the six key ESOL strategies for ESOL in their classrooms. The focus for professional development for ESOL this year is around the six key strategies (visuals, sentence frames, learning by doing, collaborative conversations, modified graphic organizers, and direct vocabulary instruction). Additionally, materials will be purchased to help teachers implement the strategies learned during the professional development. For professional development outside of working hours, stipends will be provided for the teachers. Informal walkthroughs or virtual classroom visits will be conducted to monitor implementation of strategies learned during professional development. Additionally, an online survey will track participants’ evaluation of the courses.</p> <p>The following professional development offerings will be supported through Title III:</p> <ul style="list-style-type: none"> ▪ Quarterly department chairperson meetings will provide department chairs with important updates, curriculum documents, technology training, and assessment updates. ▪ First year teacher meetings will provide specific strategy and curriculum training sessions for first year ESOL teachers. ▪ The ESOL Office will provide professional development opportunities for ESOL teachers to help them better understand the curriculum, assessment measures, instructional strategies for ELs, and how to better utilize supplemental instructional software. | \$304,611 | N/A |

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [Sec. 3115(c)(2)]

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [Sec. 3115(c)(2)(D)].

| Required Activities | Descriptions <i>Please address each item (a-c) in your required activity descriptions.</i> d) <i>Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i> e) <i>Timelines or target dates</i> Services to private schools | Public School Costs | Private School Costs |
|---------------------|--|---------------------|----------------------|
| | <ul style="list-style-type: none"> ▪ Elementary ESOL paraprofessionals will be provided training on essential ESOL strategies in order to enhance their toolkit of strategies to utilize with English Learners | | |
| | b) July 2021 - June 2022 | | |
| | c)N/A | | |

3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [Sec. 3115 (c)(3)]b

| Required Activities | <p align="center">Descriptions</p> <p><i>Please address each item (a-c) in your required activity descriptions.</i></p> <p><i>f) Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i></p> <p><i>g) Timelines or target dates</i></p> <p><i>h) Services to private schools</i></p> | Public School Costs | Private School Costs |
|--|--|---------------------|----------------------|
| 3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [Sec. 3115(c)(3)]. | <p>a) Camp Schmidt: This unique outdoor/nature/ science activity provides international families and students in the ESOL program the opportunity to visit the PGCPs Schmidt Center to learn more about the environmental program that is integral to the science curriculum for 5th graders in PGCPs. In preparation for the 5th grade overnight visit, targeted families of 4th grade (and below) ESOL students tour the camp, participate in science instructional activities, enjoy a wagon nature ride, hear from a parent/student panel of previous participants, and meet camp leadership and staff. A virtual visit will be developed if the face-to-face visit is not available for parents and students.</p> | \$6,130 | N/A |
| | b) May 2022 | | |
| | c) N/A | | |
| | <p>a) ESOL interpreters to provide foreign language assistance to ESOL families during ESOL specific parent outreach and family learning opportunities to build families understanding of WIDA, the ESOL program and supporting their children with developing their language skills. ESOL interpreters will provide virtual support to families using iPads when necessary.</p> | \$41,984 | N/A |
| | b) August 2021-June 2022 | | |
| | c) N/A | | |
| | <p>a) The In-School Promotor Pathway Intervention Program provides support to at-risk English learners facilitated through Maryland Multicultural Youth Center. The Promotors will function as a caseworker and be assigned to either the northern or southern half of PGCPs in order to provide a one-on-one intervention model for 25 youth facing multiple obstacles to assist them accessing resources and achieving educational, employment, and healthy living goals. The Promotors will track progress of students in the program using their structured case note system to show re-engagement in education, an increase in students obtaining a high school diploma, and an increase in students enrolled in post-secondary program. Logs of student support and quarterly reports of support provided.</p> | \$225,722 | N/A |
| | b) August 2021-June 2022 | | |
| | c) N/A | | |

| | |
|--|------------------|
| Local School System: Prince George’s County Public Schools | Fiscal Year 2022 |
|--|------------------|

EDUCATIONAL EQUITY

Maryland’s Educational Equity COMAR regulations require public school systems to 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. Consider collaborating with your equity point of contact when developing and writing the application. It is important to reflect on the following:

1. Analysis of disaggregated data within the EL population (i.e., race, gender, home language, etc.)
2. Application of an equity lens in choosing activities of supplementary language development, professional learning, supplementary instructional materials, etc.

SUPPLEMENT, NOT SUPPLANT [Sec. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

B. AUTHORIZED ACTIVITIES [Sec. 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

| 4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [Sec. 3115(a)] | | | |
|--|--|---------------------|----------------------|
| Authorized Activities | Descriptions | Public School Costs | Private School Costs |
| | <p><i>Please address each item (a-c) in your required activity descriptions.</i></p> <p>a) <i>Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i></p> <p>b) Timelines or target dates</p> <p>a) Services to private schools</p> | | |
| 4.1 Upgrading program objectives and effective instructional strategies [Sec. 3115(d)(1)]. | <p>a) New curricula for existing High school courses (ESOL Newcomer, ESOL Beginner, and ESOL Intermediate) was developed to streamline to new WIDA Standards and better align with the High school Reading/English Language Arts (ELA) curricula. Development of ESOL Canvas exemplar courses that are integrated into the new Learning Management Platform were also developed. Canvas exemplars provide teachers with examples of incorporate digital learning and in person learning in one platform. Exemplars are provided of how to incorporate language activities (speaking, listening, reading and writing) utilizing the Canvas platform. Updated curricula and new Canvas courses will allow ESOL teachers to enhance their daily planned instruction and lesson delivery to increase students’ language acquisition as evidenced by their WIDA ELP scores and the MCAP English assessment.</p> | \$89,477 | N/A |
| | b) July-August 2021 | | |

| 4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [Sec. 3115(a)] | | | |
|--|---|---------------------|----------------------|
| Authorized Activities | Descriptions | Public School Costs | Private School Costs |
| | <p>Please address each item (a-c) in your required activity descriptions.</p> <p>a) Outcomes and brief description of the services <u>including evidence level when appropriate.</u></p> <p>b) Timelines or target dates</p> <p>a) Services to private schools</p> | | |
| | c) N/A | | |
| 4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)]. | a) Speaking Tasks were developed to monitor students' performance during the year and make actionable steps to improve their performance. The tasks will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores. | \$75,355 | N/A |
| | b) August 2021-June 2022 | | |
| | c) N/A | | |
| | a) BrainPOP will be provided to ELs at all grade levels through braided ESSER and Title III funds. Licenses will allow ESOL teachers to enhance their daily planned instruction and lesson delivery to increase students' acquisition of listening skills as evidenced by their WIDA ELP scores. This activity supports evidence level 2. | \$266,994 | N/A |
| | b) August 2021-June 2022 | | |
| | c) N/A | | |
| | a) Learning A-Z licenses (Reading A-Z, RAZ Kids, ELL Edition, Science A-Z, Writing A-Z, Vocabulary A-Z) will be provided to all elementary ESOL teachers to supplement literacy instruction. Supplemental materials will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores. This activity supports evidence level 1. | \$94,176 | |
| | b) August 2021-June 2022 | | |
| | c) Vendor estimates for materials of instruction, professional development, instructional software, and memberships. | | \$23,789 |
| | a) The EL Excellence Every Day books will be used as part of a book study for ESOL Teachers. The book serves as a research foundation for the Six Key ESOL Strategies. As a resource ESOL teachers can use it to learn more about implementing each of the Six Key ESOL Strategies to incorporate the strategies into their lesson plans and instruction as observed through informal and formal observations. | \$3,770 | N/A |
| | b) August 2021-June 2022 | | |

| 4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [Sec. 3115(a)] | | | |
|---|---|---------------------|----------------------|
| Authorized Activities | Descriptions <i>Please address each item (a-c) in your required activity descriptions.</i> a) <i>Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i> b) <i>Timelines or target dates</i> a) <i>Services to private schools</i> | Public School Costs | Private School Costs |
| | c) N/A | | |
| | a) Purchase headsets with microphones for ELs so they can access lessons delivered through online resources designed to enhance the listening and speaking domains of language. | \$1,400 | N/A |
| | b) August – November 2021 | | |
| | c) N/A | | |
| 4.3 Providing to ELs tutorials and academic or career and technical education [Sec. 3115(d)(3)(A)]. | a) Through the partnership between the Maryland State Department of Education (MSDE), the Maryland Department of Labor, Licensing and Regulation (DLLR), and Prince George’s County Public Schools (PGCPS), staff, and materials are provided for the General Equivalency Degree (GED) ESOL program for a targeted group of ELs at risk of not graduating or potentially dropping out. Title III provides salaries for the staff supporting the GED ESOL program which is in addition to ELs receiving their ESOL Services. The GED ESOL program will support the successful completion of the GED, as evidenced by the percent of ELs who complete the GED test. | \$132,299 | N/A |
| | b) August 2021–June 2022 | | |
| | c) N/A | | |
| 4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services [Sec. 3115(d)(4)]. | a) Three ESOL/RELA collaboration workshops will be held during the 2021-2022 school year. ESOL and RELA co-teachers will be provided professional development, as well as guidance on best practices for instructing ELs using the RELA curriculum. These specially designed trainings will increase teacher and student capacity and self-efficacy as evidence by increased WIDA ELP scores in co-taught classrooms. | \$15,340 | N/A |
| | b) October 2021-May2022 | | |
| | c) N/A | | |
| 4.5 Improving the instruction of ELs, which may include ELs with a disability, by providing for the acquisition or development of educational technology or instructional materials; access to, and participation in, | a) Math teachers at 33 non-Title I middle schools and elementary schools with sixth grade, will receive subscriptions to Speak Agent which includes scaffolds and supports for ELs within all four domains in the mathematics classroom. This is a district initiative coordinated with the Mathematics Department where ESSER and Title III funds will be braided to pay for Speak Agent. Licenses will allow mathematics teachers to enhance their daily planned instruction and lesson delivery to increase | \$164,868 | |

| 4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [Sec. 3115(a)] | | | |
|--|--|---------------------|----------------------|
| Authorized Activities | Descriptions <i>Please address each item (a-c) in your required activity descriptions.</i> a) <i>Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i> b) Timelines or target dates c) Services to private schools | Public School Costs | Private School Costs |
| electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [Sec. 3115(d)(7)]. | students' language acquisition as evidenced by their WIDA ELP scores and MCAP Mathematics assessments. | | |
| | b) August 2021-June 2022 | | |
| | c) N/A | | |
| 4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [Sec. 3115(d)(8)]. | a) N/A - Currently provided by the district for all students | \$0 | N/A |
| | b) N/A | | |
| | c) N/A | | |
| 5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [Sec. 3115(d)(6)]. | | | |
| Authorized Activities | Descriptions <i>Please address each item (a-c) in your required activity descriptions.</i> a) <i>Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i> b) Timelines or target dates c) Services to private schools | Public School Costs | Private School Costs |
| 5.1 Providing programs to improve the English language skills of ELs [Sec. 3115(d)(6)(A)]. | a) KinderConnect: These workshops are offered to international families registering kindergarten students at the International Student Admissions and Enrollment Office (ISAE). The workshop provides families of English Learners a hands-on opportunity to work with reading and math activities to practice over the summer in order to prepare their child for kindergarten. Each family is able to take home all the instructional materials needed to effectively practice the learned activities. Kindergarten LitCamp is a summer literacy program that combines innovative, research-based reading and writing lessons with an engaging and interactive summer camp approach. | \$24,545 | N/A |
| | b) March 2022 - August 2022 | | |
| | c) N/A | | |
| 5.2 Providing programs to assist parents and families in helping their children to improve | a) The Prince George's County Public Schools International Parent Leadership Consortium (IPLC) serves to engage ESOL families through building parent leadership capacity. The mission of the program is to strengthen the diversity of parental | \$5,503 | N/A |

5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [Sec. 3115(d)(6)].

| Authorized Activities | Descriptions <i>Please address each item (a-c) in your required activity descriptions.</i> a) <i>Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i> b) <i>Timelines or target dates</i> c) <i>Services to private schools</i> | Public School Costs | Private School Costs |
|--|--|---------------------|----------------------|
| their academic achievement and becoming active participants in the education of their children [Sec. 3115(d)(6)(B)]. | leadership across the county to improve achievement for ELs. Workshops sessions will begin the school year virtually and transition to in person when possible. | | |
| | b) October 2021 - May 2022 | | |
| | c) N/A | | |

6. To carry out other activities that are consistent with the purpose of Title III, Part A, *Every Student Succeeds Act* [Sec. 3115(d)(9)].

| | Descriptions <i>Please address each item (a-c) in your required activity descriptions.</i> a) <i>Outcomes and brief description of the services <u>including evidence level when appropriate.</u></i> b) <i>Timelines or target dates</i> c) <i>Services to private schools</i> | Public School Costs | Private School Costs |
|--|---|---------------------|----------------------|
| 6.1 Carrying out other activities that are consistent with the purposes of this section [Sec. 3115(d)(9)]. | a) ESOL hosts a job fair annually to recruit and screen any incoming ESOL candidate and provide candidates with an overview of ESOL in Prince George's County Public Schools. Hosting the job fair allows the county to recruit high quality ESOL teachers in the district. The success of the job fair will be determined by the number of candidates screened and hired annually. Title III funds will be used to hire a project coordinator and interviewers. The county does not host a separate job fair for any other content areas. | \$6,459 | N/A |
| | b) February 2022 | | |
| | a) The EduSkills Data Integration Platform will be used by schools to identify students enrolled in the ESOL Program and those who need referrals to the ESOL program. Schools will document the decisions of the EL Committee in this platform and use it to carry out the English Language Acquisition Plan, which includes Accommodations on State and Local Assessments. This platform will also provide schools with an analysis of their ACCESS for ELLs test results and their students' growth-to-target (ESSA) goals. The success of the EduSkills platform will be determined by the number of staff districtwide receiving training and regularly utilizing the EduSkills platform to understand ELs' ELP scores and comprehensive data. | \$381,000 | N/A |

| 6. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student Succeeds Act</i> [Sec. 3115(d)(9)]. | | | |
|--|---|---------------------|----------------------|
| | Descriptions | Public School Costs | Private School Costs |
| | <p>Please address each item (a-c) in your required activity descriptions.</p> <p>a) Outcomes and brief description of the services <u>including evidence level when appropriate.</u></p> <p>b) Timelines or target dates</p> <p>c) Services to private schools</p> | | |
| | b) July 2021-June 2022 | | |
| | c) N/A | | |
| | a) Three ESOL teacher coaches will be purchased using Title III funds to support the growing population of English Learners in the district. Coaches will provide support to new ESOL teachers, as well as focused schools based on an ESOL needs assessment. Coaches will allow for new ESOL teachers and schools to increase their capacity for supporting English Learners as evidenced by the number of visits provided for each school and their WIDA ELP scores. | \$431,088 | N/A |
| | b) July 2021-June 2022 | | |
| | c) N/A | | |
| | a) To meet the anticipated influx of unaccompanied youth, teachers and administrators will be invited to participate in the asynchronous courses, <i>Understanding the Backgrounds of Refugee Students and Families</i> and/or <i>Supporting Immigrant Youth in U.S. Schools</i> , facilitated by Immigrant Connections. During spring and summer 2022 a Cultural Immersion Experience course will be offered. The course is intended to give participants the perspective of being an immigrant in the US. These courses will be offered face-to-face and virtually. | \$87,165 | N/A |
| | b) August 2021-June 2022 | | |
| | c) N/A | | |

C. ADMINISTRATIVE EXPENSES [Sec. 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

| 7. Administrative Expenses | | Public School Costs |
|---|------------------|---------------------|
| 7.1 Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. | \$3,516,512 x 2% | \$70,330 |

D. INDIRECT COSTS: To calculate the indirect costs, please refer to the Financial Reporting Manual for Maryland Public Schools (Section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

| 8. Indirect Costs | | Public School Costs |
|---|-----|---------------------|
| 8.1 Costs associated with compensation for grant coordinators and their clerical support, such as accounting, auditing, budgeting disbursement services, management information systems, and purchasing. If indirect costs are charged, use the approved local school system indirect cost rate to calculate. | N/A | N/A |

Total Title III, Part A English Language Acquisition Grant Amount: \$3,516,521

| | | |
|--|--|------------------|
| | Local School System: Prince George’s County Public Schools | Fiscal Year 2022 |
|--|--|------------------|

E. EQUITABLE SERVICES TO ENGLISH LEARNERS IN PRIVATE SCHOOLS:

Services and other benefits to private school students must be secular, neutral, and non-ideological [Sec. 8501(a)(2)], must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel [Sec. 8501(a)(3)(A)]. To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools [Sec. 8501(a)(3)(B)].

1. **All school systems must** submit the following documents in Appendix H.
 - Consultation timeline
 - Signed Affirmation of Consultation Forms
 - Complaint procedures/dispute resolution process for covered programs under ESSA
2. Describe below the school system’s process to invite private schools to the initial meeting, and on-going consultation meetings [Sec. 8501(c)(1)(3)].

PGCPS RESPONSE:

The ESOL/Title III Office of PGCPS works in partnership with the other Title Programs to provide a spring in-service, open all private schools in the county. The in-service gives an overview of what Title III represents and eligible recipients of Title III services. Schools provide their contact information and intent to participate.

In September, ESOL/Title III participates in a fall in-service with other Title Programs. The focus of the in-service is to discuss missions and goals, ESSA compliance English Language Proficiency Test (ELPA) Overview and training dates, Title III allowable activities, procedures for spending Title III allowances, and the memorandum of agreement. The schools send representatives to be trained in the ELPA which is the diagnostic tool used to determine ESOL eligibility in the private schools. They also submit the numbers of qualified private school students to the PGCPS ESOL Office by the October 31 State Survey deadline.

During the school year, an ESOL/Title III staff member works with the participating private schools to assist in spending their funds and reporting accurately about the benefit for English learners.

Complete numbers 3 to 5 if services are provided to ELs in private schools.

3. Provide the total allocation amount for Title III services in private schools below and in Appendix H [Sec. 8501 (a)(4)(C)].

Total allocation amount for private schools: \$23,789

4. Describe below the school system’s process for providing equitable services to students in private schools [Sec. 8501(c)].

a. How services, location of services, and grade levels or areas of services for students and teachers were decided and agreed upon.

PGCPS RESPONSE:

Private schools submit proposals and work with the PGCPS ESOL staff to determine if the requested materials or support are allowable according to the Title III stipulations and based on research-supported strategies and materials.

b. How services were monitored.

PGCPS RESPONSE:

The effectiveness of purchases is monitored annually at the next meaningful consultation meeting when past purchases are reviewed and discussed.

5. Each local school system (LSS) shall provide assurances that it complies with the section 8501 regarding equitable services for private school students and teachers:

- (a) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable under section 8501(d)(1);
- (b) the LSS expenditures, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
- (c) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).

TITLE III, PART A

ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

F. BUDGET NARRATIVE

| Category # - Program # | Budget Obj. # | Line Item | Calculation | Amount | In-Kind | Total |
|------------------------------------|-------------------------|---|---|---------------|---------|------------------|
| Activity 1.1 | | | | | | |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | Applications in Algebra: In-house Printing | 1,000 copies x \$9 | \$9,000 | 0 | \$9,000 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | ESOL Language Lab Workshop: Stipends | (20 teachers x \$175) + (2 instructors x \$250) | \$4,000 | 0 | \$4,000 |
| 212-Fixed Charges | 04-Other Charges | ESOL Language Lab Workshop: Fringes | \$4,000 x .0765 | \$306 | 0 | \$306 |
| 203-205 -09-Instruction Staff Dev. | 02-Contract Services | ESOL Language Lab Workshop: Consultant | \$5600 for a full day session | \$5,600 | 0 | \$5,600 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | Supplemental High School Materials: Intermediate and Advanced high interest/low level readers | 19 schools x 2300 per school | \$43,700 | 0 | \$43,700 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | Supplemental Middle School Materials: Cengage Learning Theme Books | 33 schools x \$307 | \$10,131 | 0 | \$10,131 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | Supplemental Middle School Materials: Inside Phonics Kits | 10 schools x \$920 | \$9,200 | 0 | \$9,200 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | Supplemental Middle School Materials: Oxford Picture Dictionaries for the Content Areas | 14 schools x \$1,586 | \$22,204 | 0 | \$22,204 |
| 203-205 -02-Special Prog. | 02-Contract Services | EdScale, LLC: Education Consultant | 1 year of strategic consulting at \$89,900 | \$89,900 | 0 | \$89,900 |
| | | | | Total: | | \$194,041 |
| Activity 2.1 | | | | | | |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | 6th grade ES ESOL Teacher Training: Stipends | (40 participants x 2 sessions x \$87.50) + (3 instructors x 2 sessions x \$125) | \$7,750 | \$0 | \$7,750 |
| 212-Fixed Charges | 04-Other Charges | 6th grade ES ESOL Teacher Training: Fringes | \$7,750 x .0765 | \$593 | \$0 | \$593 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Six Key ESOL Strategies Workshops: Stipends | (4 sessions x 400 participants x 87.50) + (4 sessions x 6 instructors x \$125) | \$143,000 | \$0 | \$143,000 |
| 212-Fixed Charges | 04-Other Charges | Six Key ESOL Strategies Workshops: Fringes | \$143,000 x .0765 | \$10,940 | \$0 | \$10,940 |
| 203-205 -09-Instruction Staff Dev. | 02-Contract Services | West Ed QTEL Training: Consultant | 3 cohorts x \$25,000 | \$75,000 | \$0 | \$75,000 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | West Ed QTEL Training: Stipends | (90 teachers x 3 days x \$175) + (2 instructors x 3 days x \$250) | \$48,750 | \$0 | \$48,750 |

| Category # - Program # | Budget Obj. # | Line Item | Calculation | Amount | In-Kind | Total |
|------------------------------------|-------------------------|---|---|---------------|---------|------------------|
| 212-Fixed Charges | 04-Other Charges | West Ed QTEL Training: Fringes | \$48,750 x .0765 | \$3,729 | \$0 | \$3,729 |
| | | | | Total: | | \$289,762 |
| Activity 2.2 | | | | | | |
| 203-205 -09-Instruction Staff Dev. | 04-Other Charges | Professional Conferences | 12 attendees x \$100 | \$1,200 | | \$1,200 |
| 203-205 -09-Instruction Staff Dev. | 04-Other Charges | National Center for Families Learning (NCFL) Annual Conference | 1 Person x \$2,051 | \$2,051 | | \$2,051 |
| 203-205 -09-Instruction Staff Dev. | 04-Other Charges | Professional Organization Memberships | \$84 x 32 staff members | \$2,688 | | \$2,688 |
| 203-205 -09-Instruction Staff Dev. | 02-Contract Services | University Partnerships: McDaniel Cohort 1 (2021-2023) & Cohort 2 (2022-2024) | \$1107 x 36 people x 5 classes | \$199,260 | | \$199,260 |
| 203-205 -09-Instruction Staff Dev. | 02-Contract Services | University Partnerships: UMD PBC Cohort 5 (2021-2022) & Cohort 6 (2022-2023) | \$1,613 tuition x 7 classes x 22 students | \$248,402 | | \$248,402 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | ESOL Continuing Professional Development (CPD) New Course Development: Stipends | 2 courses x 2 writers x 15 days x \$200 | \$12,000 | | \$12,000 |
| 212-Fixed Charges | 04-Other Charges | ESOL CPDs New Course Development: Fringes | \$12,000 x .0765 | \$918 | | \$918 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | ESOL CPD Instructors: Stipends | 70 courses x 10 sessions x \$125 | \$87,500 | | \$87,500 |
| 212-Fixed Charges | 04-Other Charges | ESOL CPD Instructors: Fringes | \$87,500 x .0765 | \$6,694 | | \$6,694 |
| 203-205 -09-Instruction Staff Dev. | 02-Contract Services | CPD Pathway to ESOL Certification: Engaging Immigrant Families Course | 60 participants x \$200 per license | \$12,000 | | \$12,000 |
| 203-205 -09-Instruction Staff Dev. | 02-Contract Services | CPD Pathway to ESOL Certification: Praxis Prep Course | 4 courses x \$2,000 | \$8,000 | | \$8,000 |
| | | | | Total: | | \$580,713 |
| Activity 2.3 | | | | | | |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Department Chairperson Meeting Stipends: | (4 sessions x 75 participants x \$87.50)+(4 sessions x 21 instructors x \$125) | \$36,750 | \$0 | \$36,750 |
| 212-Fixed Charges | 04-Other Charges | Department Chairperson Meeting Stipends: Fringes | \$36,750 x .0765 | \$2,811 | \$0 | \$2,811 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | First Year Elementary ESOL Teacher Meeting Evening: Stipends | (60 participants x 4 sessions x \$87.50) + (6 instructors x 4 sessions x \$125) | \$24,000 | \$0 | \$24,000 |
| 212-Fixed Charges | 04-Other Charges | First Year Elementary ESOL Teacher Meeting Evening: Fringes | \$24,000 x .0765 | \$1,836 | \$0 | \$1,836 |
| 203-205 -09-Instruction Staff Dev. | 03-Supplies & Materials | Hear Our Voices Books for Elementary Department Chairs to use for PD with School Staff | \$20 x 125 Department Chairs | \$2,500 | \$0 | \$2,500 |
| 203-205 -09-Instruction Staff Dev. | 03-Supplies & Materials | Culturally relevant literature for professional development with elementary ESOL and classroom teachers | 154 teachers x \$91 | \$14,014 | \$0 | \$14,014 |

| Category # - Program # | Budget Obj. # | Line Item | Calculation | Amount | In-Kind | Total |
|------------------------------------|-------------------------|---|--|----------|---------|----------|
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | First Year MS ESOL Teacher Evening Workshop: Stipends | (4 sessions x 30 participants x \$87.50) + (4 sessions x 3 coaches x \$125) | \$12,000 | \$0 | \$12,000 |
| 212-Fixed Charges | 04-Other Charges | First Year MS ESOL Teacher Evening Workshop: Fringes | \$12,000 x .0765 | \$918 | \$0 | \$918 |
| 203-205 -09-Instruction Staff Dev. | 03-Supplies & Materials | First Year Middle School ESOL Teacher Kits (dry erase markers, sentence strips, sticky notes, easel pads, flip-chart markers, etc.) | \$268 x 30 teachers | \$8,040 | \$0 | \$8,040 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | First Year Teacher Professional Educator Induction Program (PEIP): Stipends | 70 teachers x 2 days x 87.50 | \$12,250 | \$0 | \$12,250 |
| 212-Fixed Charges | 04-Other Charges | First Year Teacher PEIP: Fringes | \$12,250 x .0765 | \$937 | \$0 | \$937 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Teacher Induction Program (TIP) Professional Development: Stipends | 40 teachers x 3.5 days x \$175 | \$24,500 | \$0 | \$24,500 |
| 212-Fixed Charges | 04-Other Charges | Teacher Induction Program (TIP) Professional Development: Fringes | \$24,500 x .0765 | \$1,874 | \$0 | \$1,874 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | New HS ESOL Curricula Professional Development: Stipends | 45 teachers x \$175 x 3 days | \$23,625 | \$0 | \$23,625 |
| 212-Fixed Charges | 04-Other Charges | New HS ESOL Curricula Professional Development: Fringes | \$23,625 x .0765 | \$1,807 | \$0 | \$1,807 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Reading A-Z Fall & Spring PD sessions: Vocabulary, and Graphic Organizers: Stipends | (4 sessions x 150 participants x \$87.50) + (4 sessions x 3 instructors x \$125) | \$54,000 | \$0 | \$54,000 |
| 212-Fixed Charges | 04-Other Charges | Reading A-Z Fall & Spring PD sessions: Vocabulary, and Graphic Organizers: Fringes | \$54,000 x .0765 | \$4,131 | \$0 | \$4,131 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Reading A-Z Fall PD sessions: Product Orientation for New ESOL Teachers: Stipends | 2 sessions x 55 participants x \$87.50 | \$9,625 | \$0 | \$9,625 |
| 212-Fixed Charges | 04-Other Charges | Reading A-Z Fall PD sessions: Product Orientation for New ESOL Teachers: Fringes | \$9,625 x .0765 | \$736 | \$0 | \$736 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Reading A-Z Summer Writing PD sessions: Stipends | (16 sessions x 25 participants x \$87.50)+(16 x 1 instructor x \$125) | \$37,000 | \$0 | \$37,000 |
| 212-Fixed Charges | 04-Other Charges | Reading A-Z Summer Writing PD sessions: Fringes | \$37,000 x .0765 | \$2,831 | \$0 | \$2,831 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | BrainPOP ELL Training for MS ESOL Teachers: Stipends | 40 participants x \$87.50 | \$3,500 | \$0 | \$3,500 |
| 212-Fixed Charges | 04-Other Charges | BrainPOP ELL Training for MS ESOL Teachers: Fringes | \$3,500 x .0765 | \$268 | \$0 | \$268 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | BrainPOP Training for CABLE Courses: Stipends | 40 participants x \$87.50 | \$3,500 | \$0 | \$3,500 |
| 212-Fixed Charges | 04-Other Charges | BrainPOP Training for CABLE Courses: Fringes | \$3,500 x .0765 | \$268 | \$0 | \$268 |
| 203-205 -09-Instruction Staff Dev. | 02-Contract Services | Paraprofessional Training with English Learner Portal | \$750 x 6 sessions | \$4,500 | \$0 | \$4,500 |

| Category # - Program # | Budget Obj. # | Line Item | Calculation | Amount | In-Kind | Total |
|------------------------------------|-------------------------|--|---|------------------|---------|-----------|
| 203-205 -09-Instruction Staff Dev. | 03-Supplies & Materials | Resources for Professional Development and coaching (Monitors, Document Cameras, Post-it notes, highlighters, highlighter tape, colored sentence strips, writing instructional materials, Text Structure Kits, Magnetic Teaching Charts) | 20 x \$500 | \$10,000 | \$0 | \$10,000 |
| 203-205 -09-Instruction Staff Dev. | 02-Contract Services | Digital Apps for Providing Professional Development (Menitmeter, wordwall.net, Padlet Pro, Grammarly, etc.) | 15 x \$426 | \$6,390 | \$0 | \$6,390 |
| Total: | | | | \$304,611 | | |
| Activity 3.1 | | | | | | |
| 203-205 -02-Special Prog. | 02-Contract Services | Camp Schmidt Family Day: Catering | 210 attendees x \$10 | \$2,100 | \$0 | \$2,100 |
| 209-Student Transportation | 02-Contract Services | Camp Schmidt Family Day: Rental of Vehicles | 1 bus x \$800 | \$800 | \$0 | \$800 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | Camp Schmidt Family Day: Supplies | 210 attendees x \$10 | \$2,100 | \$0 | \$2,100 |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | Camp Schmidt Family Day: Teacher Stipends | 6 teachers x \$175 | \$1,050 | \$0 | \$1,050 |
| 212-Fixed Charges | 04-Other Charges | Camp Schmidt Family Day: Teacher Fringes | \$1050 x .0765 | \$80 | \$0 | \$80 |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | Interpreters for ESOL Assignments | 1500 hours x \$26/hour | \$39,000 | \$0 | \$39,000 |
| 212-Fixed Charges | 04-Other Charges | Interpreters for ESOL Assignments - Fringes | \$39,000 x .0765 | \$2,984 | \$0 | \$2,984 |
| 203-205 -02-Special Prog. | 02-Contract Services | Promotor | 1 year of promotor services x 2 promotors x \$112,861 | \$225,722 | \$0 | \$225,722 |
| Total: | | | | \$273,836 | | |
| Activity 4.1 | | | | | | |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | New HS ESOL Curricula: Curriculum Writing Stipends | 15 teachers x \$200 X 25 days | \$75,000 | \$0 | \$75,000 |
| 212-Fixed Charges | 04-Other Charges | New HS ESOL Curricula: Curriculum Writing: Fringes | \$75,000 x .0765 | \$5,738 | \$0 | \$5,738 |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | Middle School ESOL Canvas Newcomer Curriculum Writing: Stipends | 15 days x 2 writers x \$200 | \$6,000 | \$0 | \$6,000 |
| 212-Fixed Charges | 04-Other Charges | Middle School ESOL Canvas Newcomer Curriculum Writing: Fringes | \$6,000 x .0765 | \$459 | \$0 | \$459 |
| 203-205 -02-Special Prog. | 02-Contract Services | Adobe Stock Images for Curriculum Development | 1 license for 750 images x \$2280 | \$2,280 | \$0 | \$2,280 |
| Total: | | | | \$89,477 | | |
| Activity 4.2 | | | | | | |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | Elementary Curriculum Writing (Speaking Tasks): Stipends | 10 people x 35 days x \$200 | \$70,000 | \$0 | \$70,000 |
| 212-Fixed Charges | 04-Other Charges | Elementary Curriculum Writing (Speaking Tasks): Fringes | \$70,000 x .0765 | \$5,355 | \$0 | \$5,355 |

| Category # - Program # | Budget Obj. # | Line Item | Calculation | Amount | In-Kind | Total |
|------------------------------------|-------------------------|--|---|---------------|---------|------------------|
| 203-205 -02-Special Prog. | 02-Contract Services | BrainPop | \$2282 x 117 elementary schools | \$266,994 | \$0 | \$266,994 |
| 203-205 -02-Special Prog. | 02-Contract Services | Learning A-Z | 216 teacher licenses x \$436 | \$94,176 | \$0 | \$94,176 |
| 203-205 -09-Instruction Staff Dev. | 03-Supplies & Materials | EL Excellence Every Day Books for ESOL Teachers Book Study | 130 books x \$29 | \$3,770 | \$0 | \$3,770 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | Headsets | 100 headsets x \$14 | \$1,400 | \$0 | \$1,400 |
| 203-205 -07-Non-Public Transfers | 08-Transfers | Non-Publics: Contracted Services | Vendor estimates for professional development | \$2,140 | \$0 | \$2,140 |
| 203-205 -07-Non-Public Transfers | 08-Transfers | Non-Publics: Instructional Software | Vendor estimates for Learning A-Z, Learning Ally, OG Star, TELL | \$8,625 | \$0 | \$8,625 |
| 203-205 -07-Non-Public Transfers | 08-Transfers | Non-Publics: Materials of Instruction | Vendor estimates for iPads, Chromebooks, and a charging cart | \$12,844 | \$0 | \$12,844 |
| 203-205 -07-Non-Public Transfers | 08-Transfers | Non-Publics: Memberships | 2 x \$90 = \$180 | \$180 | \$0 | \$180 |
| | | | | Total: | | \$465,484 |
| Activity 4.3 | | | | | | |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | GED ESOL program: Salaries | 3 Staff Members x 144 days x 4.5 hours x \$55/hour | \$106,920 | \$0 | \$106,920 |
| 212-Fixed Charges | 04-Other Charges | GED ESOL program: Fringes | \$106,920 x .0765 | \$8,179 | \$0 | \$8,179 |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | GED Instructional Resources (GED Prep Books, GED Practice Licenses, GED Online Teacher Licenses, Vouchers for GED assessments) | 43 students x \$400 | \$17,200 | \$0 | \$17,200 |
| | | | | Total: | | \$132,299 |
| Activity 4.4 | | | | | | |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | ESOL/RELA Collaboration Evening Workshop: Stipends | (3 sessions x 50 participants x \$87.50) + (3 sessions x 3 instructors x \$125) | \$14,250 | \$0 | \$14,250 |
| 212-Fixed Charges | 04-Other Charges | ESOL/RELA Collaboration Evening Workshop: Fringes | \$14,250 x .0765 | \$1,090 | \$0 | \$1,090 |
| | | | | Total: | | \$15,340 |
| Activity 4.5 | | | | | | |
| 203-205 -02-Special Prog. | 02-Contract Services | Speak Agent: English Learner Student Licenses & Support Bundle | 33 schools x \$4,996 | \$164,868 | \$0 | \$164,868 |
| | | | | Total: | | \$164,868 |
| Activity 4.6 | | | | | | |
| | | | | | | |
| | | | | Total: | | \$0 |

| Category # - Program # | Budget Obj. # | Line Item | Calculation | Amount | In-Kind | Total |
|---------------------------|-------------------------|---|--|---------------|---------|-----------------|
| Activity 5.1 | | | | | | |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | KinderConnect Family Workshops: Materials (bookbags & books) | 300 KinderConnect packs x \$32 | \$9,600 | \$0 | \$9,600 |
| 203-205 -02-Special Prog. | 02-Contract Services | KinderConnect In-House Printing | 500 packets x \$4 | \$2,000 | \$0 | \$2,000 |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | Kindergarten LitCamp: Coordinator Salary | 5 hours/session x 9 sessions x \$65 | \$2,925 | \$0 | \$2,925 |
| 212-Fixed Charges | 04-Other Charges | Kindergarten LitCamp: Coordinator Salary - Fringes | \$2925 x .0765 | \$224 | \$0 | \$224 |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | Kindergarten LitCamp: Teacher Salaries | 5 teachers x 4 hours/session x 7 sessions x \$65/hour | \$9,100 | \$0 | \$9,100 |
| 212-Fixed Charges | 04-Other Charges | Kindergarten LitCamp: Teacher Salaries - Fringes | \$9100 x .0765 | \$696 | \$0 | \$696 |
| | | | | Total: | | \$24,545 |
| Activity 5.2 | | | | | | |
| 203-205 -02-Special Prog. | 03-Supplies & Materials | International Parent Leadership Consortium Materials | 30 people x \$50 | \$1,500 | \$0 | \$1,500 |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | International Parent Leadership Consortium Program: Facilitator Salary | 9 sessions x 1 teacher x \$225 | \$2,025 | \$0 | \$2,025 |
| 212-Fixed Charges | 04-Other Charges | International Parent Leadership Consortium Program: Facilitator Fringes | \$2025 x .0765 | \$155 | \$0 | \$155 |
| 203-205 -02-Special Prog. | 02-Contract Services | International Parent Leadership Consortium: Catered Services | 1 session x 60 people x \$8 | \$480 | \$0 | \$480 |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | International Parent Leadership Consortium: Child Care Salaries | 8 sessions x 2 people x 3 hours @ \$26/hour | \$1,248 | \$0 | \$1,248 |
| 212-Fixed Charges | 04-Other Charges | International Parent Leadership Consortium: Childcare Salary - Fringes | \$1248 x .0765 | \$95 | \$0 | \$95 |
| | | | | Total: | | \$5,503 |
| Activity 6.1 | | | | | | |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | ESOL Job Fair Stipends for Interviewers | 30 screeners x 2 half days x \$100 | \$6,000 | \$0 | \$6,000 |
| 212-Fixed Charges | 04-Other Charges | ESOL Job Fair Stipends for Interviewers: Fringes | \$6,000 x .0765 | \$459 | \$0 | \$459 |
| 203-205 -02-Special Prog. | 02-Contract Services | EduSkills Contract | 1 Year of Data Integration Services for English Language Data x \$381,000 | \$381,000 | \$0 | \$381,000 |
| 203-205 -02-Special Prog. | 01-Salaries & Wages | ESOL Teacher Coaches for Elementary, Middle and High School Teams: Salaries | 3 coaches x \$104,589 | \$313,767 | \$0 | \$313,767 |
| 212-Fixed Charges | 04-Other Charges | ESOL Teacher Coaches for Elementary, Middle and High School Teams: Fringes | \$313,767 x (FICA - .0765%, Life - .03340%, Workman's Compensation - .016%, Health Insurance - | \$117,321 | \$0 | \$117,321 |

| Category # - Program # | Budget Obj. # | Line Item | Calculation | Amount | In-Kind | Total |
|------------------------------------|----------------------|--|--|-------------------------------|---------|--------------------|
| | | | \$10,000/per employee, Retirement - .1524%) | | | |
| 203-205 -09-Instruction Staff Dev. | 02-Contract Services | Immigrant Connections: <i>Understanding the Backgrounds of Refugee Students and Families</i> Asynchronous Course | 54 participants x \$69 | \$3,726 | | \$3,726 |
| 203-205 -09-Instruction Staff Dev. | 02-Contract Services | Immigrant Connections: Supporting Unaccompanied Youth Asynchronous Course | 4 cohorts x \$8750/cohort | \$35,000 | \$0 | \$35,000 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Immigrant Connections: Supporting Unaccompanied Youth Asynchronous Course: Stipends | 175 participants x \$87.50 | \$15,313 | \$0 | \$15,313 |
| 212-Fixed Charges | 04-Other Charges | Immigrant Connections: Supporting Unaccompanied Youth Asynchronous Course: Fringes | \$15,313 x .0765 | \$1,171 | \$0 | \$1,171 |
| 203-205 -09-Instruction Staff Dev. | 02-Contract Services | Immigrant Connections: Cultural Immersion course for up to 35 participants | 1 cohort x \$15,000 | \$15,000 | \$0 | \$15,000 |
| 203-205 -09-Instruction Staff Dev. | 01-Salaries & Wages | Immigrant Connections: Cultural Immersion course stipends for 5 half day sessions for 35 participants | 36 participants x 5 half days x \$87.50 | \$15,750 | \$0 | \$15,750 |
| 212-Fixed Charges | 04-Other Charges | Immigrant Connections: Cultural Immersion course stipends for 5 half day sessions for 35 participants - Fringes | \$15,750 x .0765 | \$1,205 | \$0 | \$1,205 |
| | | | | Total: | | \$905,712 |
| Activity 7.1 | | | | | | |
| 201 -22-Business Support | 08-Transfers | \$3,516,521 x 2% | | \$70,330 | \$0 | \$70,330 |
| | | | | Total: | | \$70,330 |
| Activity 8.1 | | | | | | |
| | | | | Total: | | \$0 |
| | | | | | | \$3,516,521 |
| | | | | Title III Grant Total: | | \$3,516,521 |

C-125 BUDGET REQUEST

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

| | | | | | |
|-----------------------|--|-----------------------|---------------------------------------|--------------|----------|
| ORIGINAL GRANT BUDGET | \$ 3,516,521.00 | AMENDED BUDGET # | | REQUEST DATE | 11/15/21 |
| GRANT NAME | Title III English Language Acquisition | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | #3422 | | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Prince George's County Public Schools | | |
| FUND SOURCE CODE | | GRANT PERIOD | 7/1/2021 | 9/30/2023 | |
| | | | FROM | TO | |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | BUDGET BY CAT./PROG. |
|---------------------------------------|-----------------------|------------------------|---------------------------|--------------------|----------------|------------------|----------------------|
| | 01 - SALARIES & WAGES | 02 - CONTRACT SERVICES | 03 - SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 06 - TRANSFERS | |
| 201 Administration | | | | | | | |
| Prog. 21 General Support | | | | | | | |
| Prog. 22 Business Support | | | | | | 70,330.00 | 70,330.00 |
| Prog. 23 Centralized Support | | | | | | | |
| 202 Mid-Level Administration | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | |
| Prog. 16 Inst. Admin. & Supv. | | | | | | | |
| 203-205 Instruction Categories | | | | | | | |
| Prog. 01 Regular Prog. | | | | | | | |
| Prog. 02 Special Prog. | 633,035.00 | 1,247,864.00 | 117,035.00 | | | | 1,997,934.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | |
| Prog. 04 Gifted & Talented Prog. | | | | | | | |
| Prog. 07 Non Public Transfers | | | | | | 23,789.00 | 23,789.00 |
| Prog. 08 School Library Media | | | | | | | |
| Prog. 09 Instruction Staff Dev. | 589,063.00 | 603,552.00 | 38,324.00 | 5,921.00 | | | 1,236,860.00 |
| Prog. 10 Guidance Services | | | | | | | |
| Prog. 11 Psychological Services | | | | | | | |
| Prog. 12 Adult Education | | | | | | | |
| 206 Special Education | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | |
| Prog. 09 Instruction Staff Dev. | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | |
| Prog. 16 Inst. Admin & Superv. | | | | | | | |
| 207 Student Personnel Serv. | | | | | | | |
| 208 Student Health Services | | | | | | | |
| 209 Student Transportation | | 800.00 | | | | | 800.00 |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | |
| Prog. 31 Operating Services | | | | | | | |
| 211 Plant Maintenance | | | | | | | |
| 212 Fixed Charges | | | | 186,808.00 | | | 186,808.00 |
| 214 Community Services | | | | | | | |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | |
| Prog. 35 Buildings & Additions | | | | | | | |
| Prog. 36 Remodeling | | | | | | | |
| Total Expenditures By Object | 1,222,098.00 | 1,852,216.00 | 155,359.00 | 192,729.00 | 0.00 | 94,119.00 | 3,516,521.00 |

Finance Official Approval: Michael Herbstman, Chief Financial Officer  Digitally signed by Michael Herbstman
DN: cn=Michael Herbstman, o=PGCPS, ou=MSDE, email=Michael.Herbstman@pgcps.org, c=US, date=2021.11.10 08:00:01 -0500 301-952-6099
 Name Signature Date Telephone #

Supt./Agency Head Approval: Monica E. Goldson, Ed.D., Chief Executive Officer  11/10/2021 301-952-6008
 Name Signature Date Telephone #

MSDE Grant Manager Approval: Iihye Yoon, Coordinator of English Learners/Title III 410-767-0714
 Name Signature Date Telephone #

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants, including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology based instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Monica E. Goldson
Monica E. Goldson, Ed.D., Chief Executive Officer
Superintendent of Schools or Head of Grantee Agency

11/10/2021

Date

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**APPENDIX F: FY 2022
(JULY 1, 2021 – JUNE 30, 2023)
TITLE IV, PART A: STUDENT
SUPPORT AND ACADEMIC
ENRICHMENT (SSAE)
GRANTS**



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APPENDIX F: FY 2022 (JULY 1, 2021 – JUNE 30, 2023)

TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT (SSAE) GRANTS

Local Educational Agency (LEA): Prince George's County Public Schools

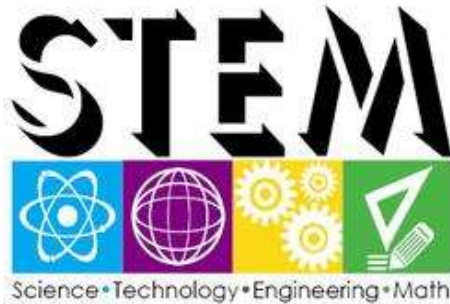
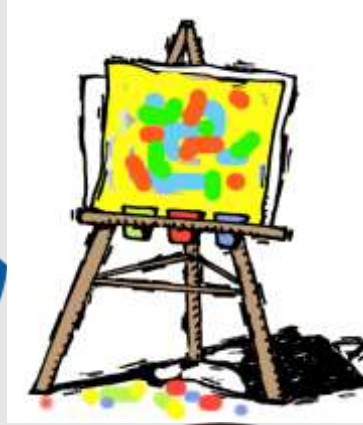
Grant Year: FY 2022

(use drop down)

Title IV-A Point of Contact: Elizabeth Faison, M.Ed., NCC, LCPC, Associate Superintendent of Student Services

Telephone: 301-567-5702

E-mail: elizabeth.sessoms@pgcps.org



Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grants

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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| | |
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| Local Educational Agency (LEA): <u>Prince George's County Public Schools</u> (use drop down) | Grant Year: <u>FY 2022</u> |
| Title IV-A Point of Contact: <u>Elizabeth Faison, M.Ed., NCC, LCPC, Associate Superintendent of Student Services</u> | |
| Telephone: <u>301-567-5702</u> | E-mail: <u>elizabeth.sessoms@pgcps.org</u> |
| Title IV, Part A Application: Overview | |
| <ul style="list-style-type: none">• Data Profile (Data should be part of the needs assessment to identify local priorities.)• Identified needs through a needs assessment• Developed through an equity lens as required by the Educational Equity legislation, COMAR 13A.016 to ensure each program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized groups. <p>1.0: Consultation (Required) 2.0: Administrative Costs (Allowable) 3.0: Needs Assessment (Required) 4.0: Activities to Support Well-Rounded Educational Opportunities (Required) 5.0: Activities to Support Safe and Healthy Students (Required) 6.0: Activities to Support the Effective Use of Technology (Required) 7.0: Equitable Services (Required) 8.0: Assurances (Required) 9.0: Internet Safety (Required) 10.0: Budget Narrative</p> | |
| The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to: | |
| <ol style="list-style-type: none">1) provide all students with access to a well-rounded education;2) improve school conditions for student learning; and3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. | |

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year's Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment that includes the school system's process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent practices in each school (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity, including those that support educational equity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

Consultation: In developing the application an LEA will:

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A and support educational equity;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

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| Local Educational Agency: <u>Prince George's County Public Schools</u> (use drop down) | Grant Year: FY 2022 |
| 1.0 CONSULTATION – Required | |
| Please provide a description of how the LEA <i>meaningfully consulted</i> with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)). | |
| Prince George's County Public Schools (PGCPS) believes that stakeholder engagement is a vital component of the school system's strategic success. Therefore, the school district 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 receive information on a variety of issues to include Title Grant funding allocated to PGCPS. Given the complexity of such a large school district, it is efficient and effective to have a combined stakeholder group to engage on issues across all Title grant funded programs and other strategic grant activities. Specific meeting agenda will focus on topics related to Title IV. Stakeholders are made aware of meetings via email and are asked to respond to electronic meeting invitations (i.e., Google Meet and Zoom). The meeting invitation includes an agenda highlighting key discussion items. | |
| PGCPS utilizes two unique processes to effectively convene internal and external stakeholders in meaningful consultation, including a rigorous 2020/2021 Strategic Planning Process and via the implementation of the ESSA Planning Collaborative. | |
| <u>Strategic Planning Process</u> | |
| During the 2020-21 school year, PGCPS implemented the district's strategic planning work amid pandemic uncertainty. The planning effort, spanning ten (10) months, was research-based, stakeholder-voice informed, and data-driven. Through diagnostic surveys, focus groups, culture and climate surveys, student equity data analyses, and small group work sessions, valued input and insights were collected from a wide range of staff, parents, students, business leaders, civic leaders, board executives, and the general community. | |
| As responsible stewards of the resources entrusted to us, the PGCPS Equity Strategic Plan communicates and documents our investment priorities. The Strategic Imperatives, strategies, and goals inform and guide resource allocation decisions that are most crucial to ensuring excellence in equity and our students' educational success. As supplemental funding source, Title IV resources will support specific activities identified as a result of the collaborative strategy that engaged community groups at varying levels. | |
| <u>ESSA Strategic Planning Collaborative</u> | |
| To enhance its traditional consultation processes, in January 2020, and a few months prior to COVID-19 pandemic closures, PGCPS launched the ESSA <i>Strategic Planning Collaborative (ESPC)</i> . The ESPC, conceptualized in 2019, is a strategic and systematic approach to collaborative consultation that complies with Every Student Succeeds Act (ESSA) requirement for regular and meaningful consultation and engagement. The ESPC is designed to inform the development plans and allocation of resources supporting PGCPS' priorities and its goals of outstanding academic achievement for all students. Prior to the closure of schools due to the COVID-19 pandemic, the ESPC held three (3) thought-provoking and engaging sessions. Information from these sessions helped raise awareness on academic issues for review by Title grant program staff for consideration for program prioritizing. In a post Covid-19 pandemic recovery period, PGCPS plans to resume activities of the ESPC by resuming frequent meetings with community stakeholders to include specific sessions to discuss and receive feedback on programming and funding issues related to Title IV Part A. Information received from these sessions will be considered as program staff prepare future Title IV Part A applications. | |
| In addition, with a vision of developing an inclusive and strategic school reopening plan, PGCPS formed a <i>Schools Reopening</i> committee made up of the same community groups who participated in the ESPC. Looking ahead, PGCPS will continue to use the ESPC community engagement framework as work continues through the School Reopening committee members. | |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| | |
|--|----------------------------|
| Local Educational Agency: <u>Prince George's County Public Schools</u> (use drop down) | Grant Year: FY 2022 |
| 1.0 CONSULTATION – Required | |
| Please provide a description of how the LEA will use <i>ongoing consultation</i> to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)). | |
| <p>PGCPS utilizes the structures in place for ongoing consultation to provide unique opportunities for the district to collaborate in strengthening education outcomes for all students. PGCPS understands that meaningful consultation will assist in building relationships and strengthen support systems that will bridge the gap of academic inequities leading to successful academic outcomes for students from pre-K through 12th grade.</p> <p>PGCPS has set forth a path to maintaining consistent consultation to improve local activities while being responsive to the purposes of Title IV Part A authorization. To that end, PGCPS will continue to engage external and internal stakeholders through the Reopening Plan Committee implemented in June 2020 to respond to the COVID-19 pandemic. This stakeholder group includes representatives identified in the stakeholder groups mentioned above. In addition, PGCPS used various communication mediums to engage stakeholders to include surveys, telephone town hall meetings, e-newsletters, and online informational videos. Finally, PGCPS will continue to seek stakeholder input as the district navigates the challenges of educating our students in a new environment created due to the COVID-19 pandemic. PGCPS will identify specific meeting date(s) where Title IV Part A planning will be discussed. More specifically, as it relates to conveying information on intent and purpose of Title IV Part A, PGCPS will identify as an agenda item during a special meeting(s) on Title IV Part A.</p> | |
| Please provide a description of how the LEA will <i>coordinate the implementation of local activities with other programs, strategies, and activities</i> being conducted in the community. (ESEA section 4106 (c)(2)). | |
| <p>PGCPS will coordinate the implementation of local activities with other programs, strategies, and activities through alignment of a disciplined, collaborative approach to ensure comprehensive ESSA compliance, proactive systemic needs assessment, and ongoing strategic initiative prioritization and resource allocation.</p> <p>To ensure ongoing consultation to engage stakeholders in critical decision-making around Title IV Part A activities, PGCPS will use pre-determined Reopening Plan Committee meetings to provide and receive feedback on issues specific to Title IV Part A. Additionally, stakeholders will continue to be engaged through the ESSA Title Forum, which meets periodically throughout the year.</p> <p>The school district will also engage community partners through a variety of PGCPS offices and departments. For instance, the Department of Student Services uses ongoing consultation with other agencies, parents, and stakeholders to improve upon the department's activities to support students. Through other established PGCPS programs, coordination with other programs (internal/external) is accomplished. The Office of Family and School Partnerships is a foundational pillar of the CEO's PGCPS Strategy Map, seeks to engage and empower parents as partners in promoting academic growth and development of students across all settings where they can learn – at school, at home, and in the community. Through this office, the district pledges to demonstrate commitment to creating and sustaining relationships to strategically implement meaningful and measurable research-based engagement initiatives to embrace parents, family and community. The Office of Community Partnerships employs several methods focused on outreach and in-reach efforts with and among corporate partners, businesses, non-profits, and community organizations that share the vision and goal of PGCPS of Outstanding Academic Achievement for All Students.</p> | |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Local Educational Agency: <u>Prince George's County Public Schools</u> (use drop down) | | | Grant Year: FY 2022 |
|---|--|---|---------------------|
| <p>LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base.</p> <p>Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE- DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUNDED EDUCATION AND SAFE & HEALTHY STUDENTS)</p> | | | |
| Item | Line Item | Description | Public School Costs |
| 2.1 | 201-Administration/23 Centralized Support-02-Contracted Services | Title IV, Part A Project Manager (daily monitoring of grant activities) | \$52,224 |
| 2.2 | | | |
| 2.3 | | | |
| 2.4 | | | |
| | | Total for Section 2.0 | \$52,224 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| | |
|--|----------------------------|
| Local Educational Agency: Prince George's County Public Schools (use drop down) | Grant Year: FY 2022 |
| ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of: <ul style="list-style-type: none"> Access to, and opportunities for, a well-rounded education for all students; School conditions for student learning to create a healthy and safe school environment; and Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. Note: An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)). | |

| 3.0 NEEDS ASSESSMENT- Required | | | | |
|--------------------------------|---|---|--|--|
| | Guiding Questions | Well-Rounded Education | Safe & Healthy Students | Effective Use of Technology |
| 3.1 | What local needs have stakeholders identified through an equity lens? | The district's equity strategic planning diagnostic survey, used as part of a comprehensive strategic planning process in SY2020-2021, provided insight into the district's priorities and performance toward academic excellence. Data emphasized the importance of setting high expectations, providing high-quality, relevant, accessible instruction, and offering challenging curriculum with necessary academic supports as key priorities for the district. Stakeholders also prioritized the delivery of a relevant curriculum to support both student engagement and an equitable and inclusive classroom environment. Further, students' responses emphasized the need for more relevant curriculum that connects lessons to life outside of the classroom. | Based on the district's equity strategic diagnostic survey (SY2020-2021), stakeholders believe that a safe and supportive environment is an important foundation for student academic learning and success. Data highlighted the need for the creation of a positive culture and climate that is welcoming and inclusive to individuals from all backgrounds as a top priority for PGCPs. In the equity diagnostic survey (2020-2021), 97% of respondents ranked <i>creating a positive culture where all feel welcome</i> at a medium or high priority. Stakeholders also highlighted parent involvement in student learning and schools as a high priority. Additionally, stakeholders believe that the district should plan for deep and lasting impacts related to COVID-19 on student and staff mental health and well-being. | Stakeholders, as listed in district's equity strategic plan (SY2020-2021), identified improvement in access to and use of relevant, evidence-based technologies (hardware and software) to enhance and support all learning environments for students and employees as a critical need for student academic success. |
| 3.2 | What data support the identified local needs? | PGCPs embarked on an aggressive and comprehensive equity strategic planning process in SY2020-2021. The plan was developed by tapping into the innovative ideas and perspectives of the district's collective community throughout the planning process. Through the equity strategic planning process, a wealth of data including | PGCPs embarked on an aggressive and comprehensive equity strategic planning process in SY2020-2021. The plan was developed by tapping into the innovative ideas and perspectives of our collective community throughout the planning process. Data to support issues specific to Safe and Healthy Students are taken from the reports maintained by | PGCPs embarked on an aggressive and comprehensive equity strategic planning process in SY2020-2021. The plan was developed by tapping into the innovative ideas and perspectives of our collective community throughout the planning process. |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 3.0 NEEDS ASSESSMENT- Required | | | | |
|--------------------------------|--|--|--|--|
| Guiding Questions | | Well-Rounded Education | Safe & Healthy Students | Effective Use of Technology |
| | | <p>benchmark assessment data, attendance, SAT, college enrollment, kindergarten readiness, discipline data was collected and analyzed by subgroup to create PGCPs' Critical Success Indicators.</p> <p>In addition, data to support local needs is extrapolated from PGCPs' collective data storage systems (including our SIS - SchoolMax).</p> | <p>student counselors, student climate surveys and student attendance. In addition, data to identify local needs is taken from district-wide stakeholder surveys (Strategic Planning Diagnostic Survey), completed by community members, PGCPs families, students and staff.</p> | <p>Data to support issues specific to Effective Use of Technology are taken from PGCPs' collective data storage systems (including our SIS - SchoolMax).</p> |
| | What data support the identified equity needs? | Data from the district's FY2020-2021 equity strategic diagnostic survey. | Data from the district's FY2020-2021 equity strategic diagnostic survey. | Data from the district's FY2020-2021 equity strategic diagnostic survey. |
| 3.3 | What are the hardest to serve student groups? | Students in the lower economic areas of the County due to a lack of resources and/or the ability to access programs after school. | Students in lower income areas of the County are hardest to serve due to a lack of resources and/or accessibility to programs and supports. | Students living in more rural areas with limited Internet Service Providers (ISPs) in the area. |
| 3.4 | What inequities inherent in the system are driving some of the local needs to support marginalized student groups? | <p>Meeting the academic and social needs of an increasingly diverse student population is fraught with inherent inequities, particularly in the absence of equitable resources. For example, the Hispanic/Latino population for PGCPs is 36%, while 21% of the system's students are English Language Learners.</p> <p>https://www.pgcp.org/about-pgcp/facts-and-figures</p> | <p>The school system has more than 90 Title I Schools, and these schools represent more than 40% of all schools in the county. There are large concentrations of poverty in the county as well as more limited concentrations of wealth. The Department of Student Services does attempt to address inequities by assigning additional staff to schools based upon the needs found within each school. Additionally, Student Services works with county agencies to ensure that those agencies, where possible, have their resources assigned to schools based upon needs. For example, the Health Department operates four Wellness Centers at four high schools in the county. These high schools are located in the northern end of the county, the southern end of the county, and two in the middle part of the county. In School Year 2018-19, the County Health Department created community clinics at two of the schools to serve parents and children on the weekend or evening hours.</p> | <p>Tools to receive instruction delivered synchronously.</p> |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 3.0 NEEDS ASSESSMENT- Required | | | |
|--------------------------------|--|--|---|
| Guiding Questions | Well-Rounded Education | Safe & Healthy Students | Effective Use of Technology |
| 3.5 | <p>How are the identified needs being prioritized when several significant needs are identified?</p> | <p>The identified needs are prioritized through the district’s rigorous systemic needs assessment and analysis processes.</p> | <p>PGCPS uses a collaborative approach to identify and prioritize needs. Also integral to this process are key community stakeholders (i.e., community organizations, parents, and community leaders). The Department of Student Services works to ensure that priorities reflect areas that, if addressed, will have a measurable and lasting impact on implementation.</p> |
| 3.5 | <p>How is equity being prioritized for the identified marginalized groups?</p> | <p>The demand for equity and innovation in education is more significant now than ever before. Equity in PGCPS is ensuring each student has what they need to receive a student-centered education that empowers them to be active participants in their learning experience and contributors in creating and sustaining thriving communities.</p> <p>Moreover, equity is being prioritized as it relates to providing all students with the services needed to comprehend and successfully access information on processing the government Free Application for Federal Student Aid (FAFSA) and college applications.</p> | <p>The demand for equity and innovation in education is more significant now than ever before. Equity in PGCPS is ensuring each student has what they need to receive a student-centered education that empowers them to be active participants in their learning experience and contributors in creating and sustaining thriving communities.</p> <p>More specifically, PGCPS realizes the need to support students who are immigrants to the country as one of our most marginalized student groups. Therefore, this application lends additional resources and focus to our international students in order to ensure their immediate school entry and transition into the proper learning environment.</p> <p>Additionally, each elementary student is supplied with instruction that will support their social emotional learning as is provided to our secondary students. Lastly, to support healthy and vibrant educational settings where students can continue their learning, we are turning our focus to include safety measures to reduce the spread of all infectious diseases in our classrooms.</p> |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| | |
|--|----------------------------|
| Local Educational Agency: <u>Prince George's County Public Schools</u> (use drop down) | Grant Year: FY 2022 |
| ESEA section 4106(e)(2) requires that an LEA will prioritize the distribution of funds to schools served by the LEA: <ol style="list-style-type: none"> i. are among the schools with the greatest needs, as determined by such LEA; ii. have the highest percentages or numbers of children counted under section 1124(c); iii. are identified for comprehensive support and improvement (CSI) under section 1111(c)(4)(D)(i); iv. are implementing targeted support and improvement (TSI) plans as described in section 1111(d)(2); or v. are identified as a persistently dangerous public elementary school or secondary school under section 8532. | |

| Prioritizing Funds to School- Required | |
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| In rank order, i.e., first choice = highest priority, using the Federal examples above, select the LEA's priorities for distributing funds to schools. Select all that apply using the drop down menu. | Provide a statement explaining how and why the LEA prioritized funds for the selected schools. If selected, please define "school with the greatest need". |
| 1. Are among the schools with the greatest needs, as determined by the LEA | Through the course of this past year, the COVID-19 pandemic made evident the inequities and disparities in public education. PGCPs used the challenges presented by the COVID-19 pandemic to identify the district's strengths, weakness, threats and opportunities using an aggressive and comprehensive strategic needs assessment planning process. As a result of this process PGCPs was able to identify the district's priorities for achieving its goal of academic achievement for all students. It is in this process that PGCPs executive leaders were able to define "schools with greatest needs" based on academic areas requiring enhanced attention and students impacted. |
| 2. Select from prioritized needs. | |
| 3. Select from prioritized needs. | |
| 4. Select from prioritized needs. | |
| 5. Select from prioritized needs. | |
| Prioritizing Educational Equity – Required (Please describe how the LEA is prioritizing equity needs to support marginalized student groups and practices.) | |
| Schools with the highest percentages of low-income students show the greatest need for additional resources to support successful academic outcomes. For instance, students eligible to receive either free or reduced priced lunch – correlate highly with schools with the greatest academic need. | |
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Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| | |
|---|----------------------------|
| Local Educational Agency: Prince George's County Public Schools (use drop down) | Grant Year: FY 2022 |
| <p>To ensure that every student has access to a well-rounded education, LEAs must work to develop activities that foster connections among students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.</p> <p>One goal of Title IV, Part A is to ensure that each LEA, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA that has received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a),4106(e)(2)(C) and 4107(a)). (20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION).</p> <p style="color: red;">Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.</p> | |

| 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)] | | |
|---|--|--|
| 4.1 | (1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1) | The PGCPs Social Studies Office partners with Middle and High schools within the district to engage students in workshops that promote social justice. We will also coordinate with Study Smart Tutors to offer an AP Summer Bridge for students taking an AP course for the first time. |
| 4.2 | (2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities ; [Section 4107](a)(2) | The “A Day with An AP Reader” will be conducted by the College Board to build the capacity of our teachers in providing quality instruction to ensure success for our students in AP Classes. The College Board authors the curriculum used by the schools and develops the training materials to be aligned to what teachers should be using for instruction. Partnership with the Mikva Challenge to facilitate student engagement through the Conflict and Compromise: Agents of Change Through Social Movement. The Mikva Challenge organization developed the Soapbox Challenge and holds workshops around the nation. |
| 4.3 | (3) Pursuant to COMAR 13A.06.04(C)(4), The programs and activities the LEA proposes to implement must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity, including those that support educational equity; | The activities proposed include the partnerships below across our region. Nearly all these partners have created diversity/inclusion statements and measurable goals to support the creation of equitable programming that ultimately serves the students and community members of Prince George’s County. For example, Prince George’s County Parks and Recreation wants to, “...Provide safe spaces that welcome and celebrate our diverse community...” with a goal to “...maximize the agency’s effectiveness through inclusive process that benefit staff and communities alike...” Additionally, the University of Maryland offers a host of resources on their website documenting their attempts to create a diverse, inclusive campus for all students including an anti-racism action plan developed in November 2020. <ul style="list-style-type: none"> ▪ Prince George’s County Parks and Recreation ▪ Prince George’s County Health Department ▪ University of Maryland ▪ Bowie State University |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Activity Key for Well-Rounded Education Opportunities | |
|---|--|
| <p>The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select <i>“Reimbursing low-income students for accelerated learning examination fees”</i> from the drop down list of abbreviated names.</p> | |
| Well Rounded Education: Federal Examples ESEA§4107 | Abbreviated Name |
| College and career guidance and counseling programs, such as—(i) postsecondary education and career awareness and exploration activities | Providing postsecondary education and career awareness and exploration activities |
| College and career guidance and counseling programs, such as—(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning | Training counselors to effectively use labor market information to assist students with college and career planning |
| College and career guidance and counseling programs, such as—(iii) financial literacy and federal financial aid awareness activities | Financial literacy and federal financial aid awareness activities |
| Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution | Music and arts programs or activities |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”) such as—(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses | Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions) | Supporting the participation of low-income students in nonprofit competitions related to STEM subjects |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects | Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iv) supporting the creation and enhancement of STEM-focused specialty schools [or a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on the STEM subjects, which include authentic schoolwide research (ESEA § 4102(8))] | Supporting the creation and enhancement of STEM-focused specialty schools |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects | Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects |
| Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education | Integrating other academic subjects into STEM subject programs |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Activity Key for Well-Rounded Education Opportunities | |
|--|---|
| <p>The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select <i>“Reimbursing low-income students for accelerated learning examination fees”</i> from the drop down list of abbreviated names.</p> | |
| Well Rounded Education: Federal Examples ESEA§4107 | Abbreviated Name |
| Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations | Reimbursing low-income students for accelerated learning examination fees |
| Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses | Increasing access to accelerated learning courses and dual or concurrent enrollment programs |
| Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education | Activities to promote the instruction of American history, social studies, economics, geography, or government education |
| Foreign language instruction | World language instruction |
| Environmental education | Environmental education |
| Programs and activities that promote volunteerism and community involvement | Volunteerism and community involvement programs or activities |
| Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics | Multiple discipline integration programs or activities |
| Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences | Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 4.1 Well-Rounded Education Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | |
| Proposed Well-Rounded Activity 4.1: Turnitin Feedback Studio Writing Support Program | |
| Activity Implementation: (How will the activity operate and over what duration?) Site Admins will receive training on the Turnitin Platform during the Fall of 2021. Teachers will receive training on the Turnitin Feedback Studio platform in the Spring of 2022 and will begin to use the platform to provide feedback to student writing submissions. A Site Admin will be assigned at each school to support teacher and student use of the platform. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i> <ul style="list-style-type: none"> ▪ Students will learn effective research and citation skills to become more authentic in their writing. ▪ Educators' support will help students understand and employ the rules of citation in research and writing, and as a result, plagiarism will decrease among students. | Multiple discipline integration programs or activities Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: https://files.eric.ed.gov/fulltext/EJ1203213.pdf |
| | Evaluation |
| | How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> |
| | Evaluation for Outcome 1: Monthly usage data reports will track the number of teachers who are trained in the Turnitin Studio Feedback Platform to indicate progress in reaching the 70% goal. |
| | Evaluation for Outcome 2: Data tracking the number and percent of students using the Turnitin Platform with teachers trained in the program will be compared with results for students whose teachers have not been trained in usage of the Turnitin Platform. |
| | Evaluation for Outcome 3: N/A |
| Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Remember to indicate By When? E.g., January 2023? for all Outcomes By June 2023, 70% of teachers at the High School level will receive training on the Turnitin Platform and use it with students to develop academic integrity by decreasing the percentage of plagiarism incidences by 5%. | |
| Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2023, 60% of the enrolled students whose teachers were trained on the Turnitin Feedback Studio platform will show a decrease of plagiarism by 5%. | |
| Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) N/A | |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 4.1 Well-Rounded Education Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | |
| Proposed Well-Rounded Activity 4.1: Turnitin Feedback Studio Writing Support Program | |
| Activity Implementation: (How will the activity operate and over what duration?) Site Admins will receive training on the Turnitin Platform during the Fall of 2021. Teachers will receive training on the Turnitin Feedback Studio platform in the Spring of 2022 and will begin to use the platform to provide feedback to student writing submissions. A Site Admin will be assigned at each school to support teacher and student use of the platform. | |
| | Budget Narrative: Multiyear Contract: Year 1: \$110,279; Year 2: \$118,405 |
| Use of Funds: | Provide a total dollar amount per activity. \$228,684 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 4.2 Well-Rounded Education Activities | |
|---|---|
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocations \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | |
| Proposed Well-Rounded Activity 4.2: Conflict and Compromise: Agents of Change Through Social Movement | |
| Activity Implementation: (How will the activity operate and over what duration?) Teacher training workshops will be held in the Fall of 2022 to support them in conducting in-school workshops and preparing for the District-wide Mikva Challenge in the Spring of 2023. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| <p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes?</p> <p><i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i></p> <ul style="list-style-type: none"> ▪ Students will learn how to use their voice to impact change and become more comfortable with public speaking. ▪ Students will recognize that using their voice through public speaking can effect positive change in the communities and at school. ▪ Teachers will learn how to effectively implement lessons learned from attending the training workshop to build student’s confidence in public speaking. <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By May 2023, to create a space for student voice in the classroom on difficult issues, 80% of teachers participating in the Prince George’s County Change Makers workshops will show mastery on techniques and strategies to strengthen student effectiveness in the following skills and strategies: research; speech development; speech delivery; speech structure; and using rhetorical devices in speech delivery.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By May 2023, 20% of students in classes with teachers trained in Mikva Change Makers methodology will indicate an improvement in the following skills: Research, Public Speaking and Advocacy.</p> | <p>Activities to promote the instruction of American history, social studies, economics, geography, or government education</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence: Fronius, Trevor, et al. “Restorative Justice in US Schools a Research Review.” WestEd, Feb 2016 https://www.wested.org/wp-content/uploads/2016/11/1456766824resource/justiceresearchreview-3.pdf</p> |
| | Evaluation |
| | How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> |
| | <p>Evaluation for Outcome 1: A Likert scale survey will be administered to teachers at the beginning of the workshop series and at the end to measure their mastery and perception on the following Mikva skills and strategies as they pertain to creating a space for student voice in the classroom: speech development; speech delivery; speech structure; and using rhetorical devices in speech delivery.</p> <p>Evaluation for Outcome 2: By May 2023, students participating in classrooms with educators trained in the Mikva Challenge methodology will increase their skills for public speaking in the following areas: speech development; speech delivery; speech structure; and using rhetorical devices in speech delivery.</p> <p>Evaluation for Outcome 3: N/A</p> |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 4.2 Well-Rounded Education Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocations \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | |
| Proposed Well-Rounded Activity 4.2: Conflict and Compromise: Agents of Change Through Social Movement | |
| Activity Implementation: (How will the activity operate and over what duration?) Teacher training workshops will be held in the Fall of 2022 to support them in conducting in-school workshops and preparing for the District-wide Mikva Challenge in the Spring of 2023. | |
| Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) N/A | |
| | Budget Narrative: Mikva Challenge Contract - \$25,215 Workshop Pay: 3 Days x \$175/day x 40 teachers = \$21,000 Fringe: \$1,607 Workshop Pay: ½ day x \$87.50 x 40 teachers = \$3,500 Fringe: \$268 |
| Use of Funds: | Provide a total dollar amount per activity. |
| | \$51,589 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 4.3 Well-Rounded Education Activities | |
|---|--|
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. | |
| LECS Plan Focus Area #1: Academic Achievement and Student Growth in ELA and Mathematics | |
| Proposed Well-Rounded Activity 4.3: AP Professional Development for Teachers | |
| Activity Implementation: (How will the activity operate and over what duration?) The AP Teacher Professional Development will take place in the Spring of 2022. The AP Summer Institute will take place during the Summer of 2022 and 2023. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i> <ul style="list-style-type: none"> ▪ Teachers’ capacity to understand the AP content and best instructional practices will directly impact students’ experience in their ability to (1) complete a college-level rigorous course in high school; and (2) be better prepared for the AP Exam. • Teachers will provide effective instruction that will support students as they matriculate to other related courses. | Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: https://files.eric.ed.gov/fulltext/ED561037.pdf |
| | Evaluation |
| | How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> |
| | Evaluation for Outcome 1: Conduct a pre/post assessment on the teacher’s understanding of the scoring rubric. A pre and post scoring test will be administered to measure teacher accuracy in scoring the AP exam. |
| | Evaluation for Outcome 2: Compare the average 2022 AP Exam score of students who enrolled in AP Courses taught by teachers who attended either AP 2021 AP Summer Institute and/or the 2021/2022 A Day with an AP Reader PD activity with the average score of students who enrolled in AP courses taught by teachers who did not attend. |
| | Evaluation for Outcome 3: N/A |
| Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By May 2022, teachers participating in the A Day with An AP Reader PD will increase their efficiency (as measured by accuracy in the use of the scoring method) by 10%. | |
| Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By July 2022, the percentage of students earning a 3 or higher on AP Exams will increase by 5% for the students enrolled in AP courses taught by teachers attending the 2021 AP Summer Institute and/or the A Day with an AP Reader PDs. | |
| Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) | |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 4.3 Well-Rounded Education Activities | | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. | | |
| LECS Plan Focus Area #1: Academic Achievement and Student Growth in ELA and Mathematics | | |
| Proposed Well-Rounded Activity 4.3: AP Professional Development for Teachers | | |
| Activity Implementation: (How will the activity operate and over what duration?) The AP Teacher Professional Development will take place in the Spring of 2022. The AP Summer Institute will take place during the Summer of 2022 and 2023. | | |
| N/A | | |
| | Budget Narrative: AP Summer Institute: Registrations: \$1,000 @90 teachers = \$90,000 Workshop Pay: 5 days x \$175/day x 90 teachers = \$78, 750 Fringe: \$6,024 A Day with an AP Reader: Contracts: 5 Courses @ \$4,500 - \$22,500 Workshop Pay: 5 days x \$175/day x 30 teachers = \$26,250 Fringe: \$2,008 Classroom Materials and Supplies: 5 Steps to a 5 Resource books to support students in preparing for the AP Exams: \$26, 259 | |
| Use of Funds: | Provide a total dollar amount per activity. | \$251,792 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 4.4 Well-Rounded Education Activities | |
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| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. | |
| LECS Plan Focus Area #1: Academic Achievement and Student Growth in ELA and Mathematics | |
| Proposed Well-Rounded Activity 4.4: AP Summer Bridge for Students | |
| Activity Implementation: (How will the activity operate and over what duration?) The AP Summer Bridge will take place during the Summer of 2022. Students will be able to register for the program based on being enrolled in an AP course for the first time in SY 2022-2023. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i> <ul style="list-style-type: none"> ▪ Students will gain increased knowledge and skills needed to complete a college-level rigorous course in high school; and be better prepared for the AP Exam. | <div style="background-color: #e1eef6; padding: 2px;">Increasing access to accelerated learning courses and dual or concurrent enrollment programs</div> <div style="background-color: #e1eef6; padding: 2px; margin-top: 5px;">Level II - Moderate Evidence</div> <p style="margin-top: 10px;">Provide a link or citation below to support the Level of Evidence: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5332043/</p> |
| Evaluation | |
| Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By August 2022, the AP Summer Bridge Program will support 100% of participating students in preparing for their respective AP course in SY 2022-2023 by engaging them in goal setting, navigating AP course environment, identifying key concepts in each AP subject area, building AP reading and writing skills, develop strong skills for college-level coursework and beyond. Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) N/A Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) N/A | How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> Evaluation for Outcome 1: Pre and Post workshop surveys will be administered to measure students understanding of the concepts and their level of confidence in taking an AP course. Evaluation for Outcome 2: N/A Evaluation for Outcome 3: N/A |
| | Budget Narrative: AP Summer Bridge: Contracts: \$350/hour @10 hours x 10 classes = \$35,000 |
| Use of Funds: | Provide a total dollar amount per activity. \$35,000 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 4.5 Well-Rounded Education Activities | |
|--|--|
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. | |
| LECS Plan Focus Area #1: Academic Achievement and Student Growth in ELA and Mathematics | |
| Proposed Well-Rounded Activity 4.5: MDFAFSASTRONG Program | |
| Activity Implementation: (How will the activity operate and over what duration?) Beginning October 1, 2022, FAFSA and MSFAA sessions will be conducted to support parents and students with completing the application. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i> <ul style="list-style-type: none"> ▪ Students will gain increased knowledge and skills needed to complete the Free Application for Federal Student Aid (FAFSA) forms and Black College Application form. | Increasing access to accelerated learning courses and dual or concurrent enrollment programs Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5332043/ |
| Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By March 2023 increase the number of students completing the FAFSA and/or MSFAA by 60 students with a focus on ESOL students. Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By March 2023, provide 260 students with applications waivers for the Common Black College Application. Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) N/A | Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> Evaluation for Outcome 1: Track the number of students who complete the FAFSA and/or MSFAA applications. Evaluation for Outcome 2: Track the number of students who complete the Common Black College Applications. Evaluation for Outcome 3: N/A |
| | Budget Narrative: Common Black College Applications Waivers 267@ \$20/per voucher (estimated)=\$5,345 |
| Use of Funds: | Provide a total dollar amount per activity. |
| | \$5,345 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools | | | | | |
|--|--|---|--------------|---------|--------------|
| Title IV, Part A Grant - Well Rounded Educational Opportunities - Budget Narrative | | | | | |
| Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| Activity 4.0 - Strategy Item #4.1 (Turnitin Studio Writing Program) | | | | | |
| 203 - 205 - 02/02 - Contracted Services | Turnitin Feedback Studio Writing Support Program (online platform application) - Contracted Services | Turnitin Feedback Studio Full Suite for 2 years (Year 1 - \$110,279 & Year 2 - \$118,405) | \$228,684.00 | \$0.00 | \$228,684.00 |
| Subtotal - Activity 4.0 - Strategy Item #4.1 (Turnitin Studio Writing Program) | | | | | \$228,684.00 |
| Activity 4.0 - Strategy Item #4.2 (Conflict & Compromise) | | | | | |
| 203-205-09/02 - Contracted Services | Conflict and Compromise: Agents of Change Through Social Movement (Mikva Challenge - Restorative Justice Program Contract - Contracted Services | Based on vendor quotes | \$25,215.00 | \$0.00 | \$25,215.00 |
| 203-205-09/01 - Salaries & Wages | Conflict and Compromise: Agents of Change Through Social Movement - Professional development (workshop pay) | 40 Teachers x 3 days x \$175 workshop pay | \$21,000.00 | \$0.00 | \$21,000.00 |
| 212 - 04 - Other Charges | Conflict and Compromise: Agents of Change Through Social Movement - Professional development (fringe benefits) | \$21,000 x .0765 (FICA) | \$1,606.50 | \$0.00 | \$1,606.50 |
| 203-205-09/01 - Salaries & Wages | Conflict and Compromise: Agents of Change Through Social Movement - Professional development (workshop pay) | 40 Teachers x one (1) 1/2 half-day x \$87.50 | \$3,500.00 | \$0.00 | \$3,500.00 |
| 212 - 04 - Other Charges | Conflict and Compromise: Agents of Change Through Social Movement - Professional development (fringe benefits) | \$3,500 x .0765 (FICA) | \$267.75 | \$0.00 | \$267.75 |
| Subtotal - Activity 4.0 - Strategy Item #4.2 (Conflict & Compromise) | | | | | \$51,589.25 |
| Activity 4.0 - Strategy Item #4.3 (AP Professional Development) | | | | | |
| 203-205 - 09/04 - Other Charges | AP Summer Institute - Registration Fees for Teachers | 90 teachers @ \$1,00/per teacher registration | \$90,000.00 | \$0.00 | \$90,000.00 |
| 203-205-09/01 - Salaries & Wages | AP Summer Institute Workshop - Professional development (workshop pay) | 90 teachers @ \$175/per teacher x 5 days | \$78,750.00 | \$0.00 | \$78,750.00 |
| 212-04 - Other Charges | AP Summer Institute Workshop - Professional development (fringe Benefits) | \$78,750 x .0765 (FICA) | \$6,024.38 | \$0.00 | \$6,024.38 |
| 203-205 - 09/02 - Contracted Services | A Day with an AP Reader - Consultant Fee (contracted services) | 5 workshops x \$4,500 (per workshop) | \$22,500.00 | \$0.00 | \$22,500.00 |
| 203-205 - 09/01 Salaries & Wages | A Day with an AP Reader - Professional Development (workshop pay) | 30 teachers x 5 days/sessions @ \$175 (workshop pay per session) | \$26,250.00 | \$0.00 | \$26,250.00 |
| 212 - 04 - Other Charges | A Day with an AP Reader - Professional development (fringe benefits) | \$26,250 x .0765 (FICA) | \$2,008.13 | \$0.00 | \$2,008.13 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools | | | | | |
|--|---|---|-------------|---------|---------------------|
| Title IV, Part A Grant - Well Rounded Educational Opportunities - Budget Narrative | | | | | |
| Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| 203-205 - 02/03 - Supplies & Materials | A Day with an AP Reader - Classroom Teacher Supplies - Resource Book (5 Steps to a 5 Resource Book); used to support students in preparing for the AP Exams (supplies & materials) | Based on vendor quote | \$26,259.00 | \$0.00 | \$26,259.00 |
| Subtotal - Activity 4.0 - Strategy Item #4.3 (AP Professional Development) | | | | | \$251,791.50 |
| Activity 4.0 - Strategy Item #4.4 (AP Summer Bridge for Students) | | | | | |
| 203 - 205 - 02/02 - Contracted Services | AP Summer Bridge Contract (contracted services) | 10 classes x 10 hours @ \$350/per hour | \$35,000.00 | \$0.00 | \$35,000.00 |
| Subtotal - Activity 4.0 - Strategy Item #4.4 (AP Summer Bridge for Students) | | | | | \$35,000.00 |
| Activity 4.0 - Strategy Item #4.5 (Maryland Financial Literacy & Federal Financial Aid Awareness Program) | | | | | |
| 203 - 205 - 02/04 - Other Charges | Maryland Financial Literacy & Federal Financial Aid Awareness Program | 267 students @ \$20/per voucher (estimated) | \$5,345.00 | \$0.00 | \$5,345.00 |
| Subtotal - Activity 4.0 - Strategy Item #4.5 (MD Financial Literacy Program) | | | | | \$5,345.00 |
| Title IV, Part A - Well Rounded Educational Opportunities - Grand Total: | | | | | \$ 572,410 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| Local Educational Agency: <u>Prince George's County Public Schools</u> (use drop down) | Grant Year: FY 2022 |
| To guarantee the safety and well-being of every student, LEAs must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108. (20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION) | |
| It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)). | |
| Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section. | |
| 5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108] | |
| (5.1) Coordinated with other schools and community-based services and programs; [Section 4108](1)] | PGCPs and more specifically, the Department of Student Services collaborates with various organizations to address health and wellness for students in the school system to include: <ul style="list-style-type: none"> ▪ Prince George's County Health Department — Immunization Wellness Clinics ▪ Maryland Partnership for Prevention — Immunization ▪ Advanced Behavioral Health ▪ April May Company ▪ La Clinica del Pueblo ▪ Mary Center ▪ Sheppard Pratt ▪ The Children's Guild ▪ Thrive Behavioral Health The mental health frameworks used to provide staff training in the areas of crisis prevention are informed by the National Association of School Psychologists' PREPaRE model, which stands for prevent and prepare, reaffirm, evaluate, provide interventions and respond, and examine. |
| (5.2) Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)] | Due to the COVID-19 pandemic, PGCPs expanded its partnerships with the Prince George's County Health Department and Kaiser Permanente in adhering to CDC and PGCPs' Reopening Plan Guidelines on making available COVID-19 testing and vaccines to students. <p>In order to provide a safe and supportive environment for all students, Prince George's County Public Schools continues to work with a variety of agencies to ensure students' mental health and physical health. The school system has in place a Wellness Council which is comprised of stakeholders from both within the school system and outside the system. Membership includes people from the following offices:</p> <ul style="list-style-type: none"> ▪ Board of Education Member ▪ Parent Teacher Organizations/Associations; Parent Leader Groups ▪ Department of Students Services ▪ Department of Food and Nutrition Services ▪ Department of Benefits ▪ Department of Curriculum and Instruction ▪ Prince George's County Parks and Recreation ▪ Prince George's County Health Department |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| | <ul style="list-style-type: none"> ▪ University of Maryland ▪ Bowie State University ▪ Kaiser Permanente ▪ Care First <p>The Council focuses its efforts on student and staff wellness and supporting the mental health of students. PGCPs has in place processes and procedures to ensure the safety and well-being for students to include but not limited to the following:</p> <ul style="list-style-type: none"> ▪ Training for all school nurses to combat opioid addiction ▪ Training for athletic directors to combat opioid addiction ▪ Counseling provided to students with issues related to drugs and alcohol ▪ PGCPs sponsored the Quad County PBIS Return Team Conference ▪ PGCPs has created a bullying app that will allow parents, students and bystanders access to confidentiality submit an electronic report of bullying, harassment and intimidation |
| (5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)] | PGCPs continues to maintain a Wellness Council. The Department of Student Services works with the Department of Family and School Partnerships and Community Outreach and members of the Board of Education to facilitate parent sessions in the area of bullying education and mental health. |
| (5.4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)] | PGCPs works tirelessly to ensure for the well-being of our students and staff, as evidence by its partnership with organizations such as The Children’s Guild that have demonstrated experience and ability in using proven school-based mental health and well-being models and frameworks to provide staff training in the areas of Crisis Prevention Intervention, Peer Mediation and Social and Emotional support. |
| 5.5) Pursuant to COMAR 13A.06.04(C)(4), The programs and activities the LEA proposes to implement must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity, including those that support educational equity; | <p>Nearly all these partners have created diversity/inclusion statements and measurable goals to support the creation of equitable programming that ultimately serves the students and community members of Prince George’s County. For example, Prince George’s County Parks and Recreation wants to, “...Provide safe spaces that welcome and celebrate our diverse community...” with a goal to “...maximize the agency’s effectiveness through inclusive process that benefit staff and communities alike...” Additionally, the University of Maryland offers a host of resources on their website documenting their attempts to create a diverse, inclusive campus for all students including an anti-racism action plan developed in November 2020. The activities proposed include the following partnerships.</p> <ul style="list-style-type: none"> ▪ Prince George’s County Parks and Recreation ▪ Maryland Department of Health ▪ Prince George’s County Health Department ▪ University of Maryland (Counseling Department) ▪ University of Maryland Center for Dispute Resolution ▪ Bowie State University ▪ Kaiser Permanente ▪ Care First ▪ Maryland Partnership for Prevention ▪ The Mary Center ▪ Maryland State’s Attorney’s Office ▪ Prince George’s County Courthouse ▪ Prince George’s County Department of Social Services |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Activity Key for Safe and Healthy Students | |
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| The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. | |
| Safe and Healthy Students: Federal Examples ESEA§4108 | Abbreviated Name |
| Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes | Evidence-based drug and violence prevention activities and programs |
| Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention | Evidence-based professional development and training to prevent drug use and violence |
| In accordance with sections 4001 and 4111—(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers | School-based mental health services, including early identification of mental health symptoms, drug use, and violence |
| In accordance with sections 4001 and 4111—(ii) school-based mental health services partnership programs that—(I) are conducted in partnership with a public or private mental health entity or health care entity; and (II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise | Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices |
| Programs or activities that—(i) integrate health and safety practices into school or athletic programs | Programs or activities that integrate health and safety practices in schools or athletic programs |
| Programs or activities that—(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students | Healthy, active lifestyle programs and activities |
| Programs or activities that—(iii) help prevent bullying and harassment | Bullying and harassment prevention programs or activities |
| Programs or activities that—(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment | Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse |
| Programs or activities that—(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse | Mentoring and school counseling programs and activities |
| Programs or activities that—(vi) establish or improve school dropout and reentry programs | School dropout prevention and reentry programs |
| Programs or activities that—(vii) establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports | Providing safe and healthy learning environments, such as integrated systems of student and family supports |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(i) suicide prevention | Suicide prevention training for school personnel |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Activity Key for Safe and Healthy Students | |
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| The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. | |
| Safe and Healthy Students: Federal Examples ESEA§4108 | Abbreviated Name |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(ii) effective and trauma-informed practices in classroom management | High-quality training for school personnel related to effective and trauma-informed practices in classroom management |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(iii) crisis management and conflict resolution techniques | High-quality training for school personnel related to crisis management and conflict resolution techniques |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)) | Human trafficking training for school personnel |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(v) school-based violence prevention strategies | High-quality training for school personnel related to school-based violence prevention strategies |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(vi) drug abuse prevention, including educating children facing substance abuse at home | Drug abuse prevention training for school personnel |
| High-quality training for school personnel, including specialized instructional support personnel, related to—(vii) bullying and harassment prevention | Bullying and harassment prevention training for school personnel |
| In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse | Age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention |
| In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child | Providing information to parents and guardians of students about child sexual abuse awareness and prevention |
| Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—(i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan” | Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools |
| Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning | Implementing schoolwide PBIS |
| Designating a site resource coordinator at a school or LEA to provide a variety of services, such as—(i) establishing partnerships within the community to provide resources and support for schools;(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and(iii) strengthening relationships between schools and communities | Designating a school or district site resource coordinator |
| Pay for success initiatives [or “a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector” (ESEA § 8101(40))] aligned with the purposes of this section | Aligned Pay for success initiative |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 5.1 Safe & Healthy Students' Activities | |
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| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. | |
| LECS Plan Focus Area: School Quality and Student Success | |
| Proposed Safe & Healthy Student Activity 5.1: Social Emotional Learning (SEL) Platform – Quaver | |
| Activity Implementation: (How will the activity operate and over what duration?) Quaver SEL will be implemented over a 32-week period (November 1, 2021 – June 17, 2022) via classroom guidance, and/or small group lessons to students in all elementary schools. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed) | What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.) <ul style="list-style-type: none"> ▪ Improvement in students' ability to identify and manage their emotions in support of improved academic outcomes. ▪ Effective use of SEL practices by educators to positively impact students' social and emotional learning. ▪ Engagement of community partner organizations in providing resources on issues related to SEL. | Bullying and harassment prevention programs or activities Level III - Promising Evidence Provide a link or citation below to support the Level of Evidence: Howard, K. A. S., & Ferrari, L. (2021). Social-emotional learning and career development in elementary settings. <i>British Journal of Guidance & Counselling</i> . . Hubley, S., Moldow, E., Robbins, C., Harper, B., Martin, C., & Zhou, S. (2020). The Impact of Entertainment Education for Social and Emotional Learning in Elementary Schools. <i>American Journal of Health Education</i> , 51(5), 299–309. |
| | Evaluation |
| | How and when will the listed outcomes be measured for success? (Add more as needed) |
| | Evaluation for Outcome 1: Quarterly usage monitoring based on predetermined benchmarks. Student Pre and Post Assessment of Social Emotional Skills. Student pre and post assessment of learned social emotional skill. |
| | Evaluation for Outcome 2: Quarterly data will be collected on the number of K-5 students creating SEL SMART goals and goals completed. |
| | Evaluation for Outcome 3: N/A |
| Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2022, 85% of students in K-5 will show an increase in social emotional skills by learning how to recognize and manage emotions, care about others and improved decisions making skills. | |
| Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 2022, 100% students in grades K-5 will create academic and personal SMART goals to support improved social emotional skills and improved academic performance. | |
| Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) N/A | |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 5.1 Safe & Healthy Students' Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. | |
| LECS Plan Focus Area: School Quality and Student Success | |
| Proposed Safe & Healthy Student Activity 5.1: Social Emotional Learning (SEL) Platform – Quaver | |
| Activity Implementation: (How will the activity operate and over what duration?) Quaver SEL will be implemented over a 32-week period (November 1, 2021 – June 17, 2022) via classroom guidance, and/or small group lessons to students in all elementary schools. | |
| | Budget Narrative: 125 site licenses @ \$1,680.00 per unit |
| Use of Funds: | Provide a <i>total</i> dollar amount per activity. \$210,000 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 5.2 Safe & Healthy Students' Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. | |
| LECS Plan Focus Area: School Quality and Student Success | |
| Proposed Safe & Healthy Student Activity 5.2: Counseling Support for Students (Tobacco, Drug and Alcohol-Related) | |
| Activity Implementation: (How will the activity operate and over what duration?) <ul style="list-style-type: none"> ▪ During SY 2021-2022 provide students counseling services for alcohol and other drug related issues. ▪ Use information from student counseling centers evaluations and exit surveys to adjust counseling services to meet the social-emotional needs of the student population | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: Parents <input type="checkbox"/> Other Stakeholders: | School-based mental health services, including early identification of mental health symptoms, drug use, and violence Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: https://www.samhsa.gov/sbirt |
| What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i> <ul style="list-style-type: none"> ▪ Reduction in the likelihood of alcohol and other drug misuse for students referred per the Students Rights and Responsibilities Handbook, with an impact on students, parents and the community. ▪ Active participation of students and parents in seeking school resources on issues of social-emotional well-being. ▪ Access to community partnerships with expertise in the area of student behavioral health. ▪ Improve students' behavioral health and well-being as a result of training and resources invested on issues related to anger management, alcohol/drug mis-use, intervention/assessment and supporting behavioral health. | Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> Evaluation for Outcome 1: Number of students receiving Screening, Brief Intervention and Referral to Treatment (SBIRT). Number of students receiving Adolescent Community Reinforcement Approach (A-CRA). Evaluation for Outcome 2: Number of students serviced through the Evening Counseling Center Initiative that report an increase in school connectedness (exit survey). Evaluation for Outcome 3: N/A |
| Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Realize a 5% reduction of recidivism in the areas of alcohol/drug mis-use by June 30, 2022. | |
| Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) | |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 5.2 Safe & Healthy Students' Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. | |
| LECS Plan Focus Area: School Quality and Student Success | |
| Proposed Safe & Healthy Student Activity 5.2: Counseling Support for Students (Tobacco, Drug and Alcohol-Related) | |
| Activity Implementation: (How will the activity operate and over what duration?) <ul style="list-style-type: none"> ▪ During SY 2021-2022 provide students counseling services for alcohol and other drug related issues. ▪ Use information from student counseling centers evaluations and exit surveys to adjust counseling services to meet the social-emotional needs of the student population | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| The number of students accessing the Evening Counseling Center Initiative will increase by 10% by June 30, 2022. Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) N/A | |
| | Budget Narrative: Cost for Counselors = 12 evening counselors total @ 3 centers @\$60/hour X 4.5 hours X 33-34 weeks (estimated) = \$108,831 subtotal FICA \$108,831 x .0765 = \$8,326 |
| Use of Funds: | Provide a total dollar amount per activity. \$117,156 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 5.3 Safe & Healthy Students' Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. | |
| LECS Plan Focus Area: School Quality and Student Success | |
| Proposed Safe & Healthy Student Activity 5.3: Support for School Entry for Immigrant, ESOL and Refugee Students | |
| Activity Implementation: (How will the activity operate and over what duration?) Personnel will provide enhanced enrollment and orientation services during school year 2021-2022. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Parents of immigrant, refugee and ESOL students Click or tap here to enter text. What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i> <ul style="list-style-type: none">▪ Improvement in parent engagement to support their students' (Immigrant, ESOL and Refugee) academic achievement and involvement as full partners in the school system.▪ Increase in parent support to empower their students (Immigrant, ESOL and Refugee) to improve academically. Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) 20% improvement in enrollment processing of immigrant, ESOL and refugee students by September 30, 2022 as evidenced by the number of days students are enrolled in school in comparison to September 30, 2021. Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) 80% of immigrant parents will show an increase in knowledge of student attendance administrative procedure during multilingual orientation by June 30, 2022. Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) N/A | Providing safe and healthy learning environments, such as integrated systems of student and family supports Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: https://files.eric.ed.gov/fulltext/ED610689.pdf |
| | Evaluation |
| | How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> |
| | Evaluation for Outcome 1: Enrollment data (tracked monthly beginning in November and measured for success in June) |
| | Evaluation for Outcome 2: Immigrant, ESOL and refugee parent evaluations (reviewed monthly beginning in November and measured for success in June). Use pre-posttest on knowledge gained. |
| | Evaluation for Outcome 3: N/A |
| | Budget Narrative: Evening work: 5 counselors x 18 days x 3.75 hours x \$60/hr = \$20,250; FICA = \$20,250 x .0765 = \$1,549.13; Total = \$21,799.13 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 5.3 Safe & Healthy Students' Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. | |
| LECS Plan Focus Area: School Quality and Student Success | |
| Proposed Safe & Healthy Student Activity 5.3: Support for School Entry for Immigrant, ESOL and Refugee Students | |
| Activity Implementation: (How will the activity operate and over what duration?) | |
| Personnel will provide enhanced enrollment and orientation services during school year 2021-2022. | |
| | <p>Evening work: 3 second job registrars x 40 days x 4 hours x \$33/hr = \$15,840; FICA= \$15,840 x .0765 = \$1,211.76; Total = \$17,051.76</p> <p>Evening work: 2 International registrars x 70 days x 4 hours x \$49/hr = \$27,440; FICA: \$27,440 x .0765 = \$2,099.16; Total = \$29,539.16</p> <p>Summer work: 7 counselors x 10 days x 7.5 hours x \$60/hr. = \$31,500; FICA: \$31,500 x .0765= \$2,409.75; Total = \$33,909.75</p> <p>Summer work: 3 second job registrars x 28 days x 8 hours x \$33/hr = \$22,176; FICA: \$22,176 x .0765 = \$1,696.46; Total = \$23,872.46</p> |
| Use of Funds: | Provide a total dollar amount per activity. \$126,172.26 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 5.4 Safe & Healthy Students' Activities | |
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| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. | |
| LECS Plan Focus Area: School Quality and Student Success | |
| Proposed Safe & Healthy Student Activity 5.4: Positive Behavior Intervention Supports (PBIS) | |
| Activity Implementation: (How will the activity operate and over what duration?) In SY2021-2022, implementation of this activity will operate by: <ul style="list-style-type: none"> ▪ Providing PBIS trained schools an opportunity to attend on-site or virtual trainings in order to build their skill set to better manage behavior and engage students in the educational process. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: School Community <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. | Implementing schoolwide PBIS Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: "Positive Behavioral Interventions and Support Program" defined in Maryland Statute 7-304.1. "Positive Behavioral Interventions and Support Program" means the research-based, systems approach method adopted by the State Board to build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn. "Maryland Senate Bill 96- Education – Truancy Rates—Behavioral Interventions and Support Programs and Behavior Modifications Programs requires that PBIS be in certain schools based upon truancy rates and suspensions rates. All high schools in PGCPs are required to have a PBIS program. Each PBIS trained school must have a team that is responsible for building the framework, leaders that will lead the team, and the team is responsible for sharing, training and implementation with the overall staff. http://www.pbismaryland.org/resources/research-briefs https://www.pbis.org/resource-type/evaluation-briefs https://www.pbis.org/search?query=osep |
| What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i> PBIS Schools will: <ul style="list-style-type: none"> ▪ Experience a decrease in problematic behaviors. ▪ Improved school staff's ability to manage behavior and engage students in the educational process. ▪ Enhanced ability by school administrators and educators to address: Implicit Bias, Equity, Brain Function, Bullying, a Tiered-based approach, behavior management and building positive climate and culture. The trainings will be offered throughout the 2021/2022 school year. ▪ Implementation of positive school climate, behavior management and alignment to academic success through access of texts, videos and forms by PBIS Coaches. ▪ Implementation of PBIS and leadership of a team as a result of technical support provided to coaches. ▪ Use data to identify the students needing additional support, and a system for moving students into the tier 2 interventions and a system for exiting when a student has reached their goals. | |
| Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) | Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> Evaluation for Outcome 1: |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 5.4 Safe & Healthy Students' Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. | |
| LECS Plan Focus Area: School Quality and Student Success | |
| Proposed Safe & Healthy Student Activity 5.4: Positive Behavior Intervention Supports (PBIS) | |
| Activity Implementation: (How will the activity operate and over what duration?) | |
| In SY2021-2022, implementation of this activity will operate by: <ul style="list-style-type: none"> ▪ Providing PBIS trained schools an opportunity to attend on-site or virtual trainings in order to build their skill set to better manage behavior and engage students in the educational process. | |
| <p>100% of students who attend schools mandated by MSDE to receive PBIS training will have a viable PBIS framework that supports their culture and climate by June, 30, 2022.</p> <p>Outcome 2:(Smart, Measurable, Achievable, Relevant, & Time-Bound) 100% of PBIS Coaches will complete assigned activities (i.e., playlist of videos and associated activities, mini-course and action plan) to enhance their ability to implement and sustain tier 1 components of PBIS.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Students will benefit from an improved level of support as measured by the increase in the number of schools that move from Tier 1 to Tier 2 implementation by June 30, 2023.</p> | <p>PBIS trained schools will submit an action plan to develop implementation of tier 1 features. The action plan would include how they will teach and support staff, and implement with students a timeline. The PBIS Coordinator will follow-up with site visits to monitor progress and provide support.</p> <p>Evaluation for Outcome 2: The PBIS Coordinator will assign a playlist of videos for review and activities to accompany the playlist that will be submitted and discussed. PBIS coordinator will also assign a mini-course to be completed, which includes an assessment, and activities to be completed. PBIS coaches will include in their action plan how they will use the resource.</p> <p>Evaluation for Outcome 3: Measure impact on students by reviewing data related to student academic performance indicators (i.e., SchoolMax/student grades, suspension data, school attendance data).</p> |
| <p>Budget Narrative:</p> <p>PBIS New Team Training</p> <ul style="list-style-type: none"> ▪ 150 Participants ▪ Workshop Pay @\$87.50ea. ½ Day for 4 days for after school training =\$52,500 x .0765 (FICA) = \$4,016.25; Total = \$56,516.25 <p>Solution Tree Global PD Subscription</p> <ul style="list-style-type: none"> ▪ 180 @ \$70 each; Total=\$12,600 <p>Tier 2 Training</p> <ul style="list-style-type: none"> ▪ 40 participants ▪ Workshop Pay @87.50 ea. ½ day for 4 days for after school training =\$14,000 x .0765 (FICA) = \$1,071; Total = \$15,071 | |
| Use of Funds: | <p>Provide a total dollar amount per activity.</p> <p>\$ 84,187.25</p> |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 5.5 Safe & Healthy Students' Activities | |
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| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. | |
| LECS Plan Focus Area: School Quality and Student Success | |
| Proposed Safe & Healthy Student Activity 5.5: Expansion of Peer Mediation Implementation | |
| <p>Activity Implementation: (How will the activity operate and over what duration?) In SY2021-2023, This activity will expand and operate by:</p> <ul style="list-style-type: none"> ▪ Coordinating recruitment and training activities to create a strong foundation for students to become peer mediators. ▪ Managing interim review and assessment of peer mediation program across all participating schools. ▪ Assessing student feedback and evaluation of the peer mediation program and adjusting as needed. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed) | What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) |
| <p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input checked="" type="checkbox"/> Other Stakeholders: School Community</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</p> <p>Realize a decrease in the number of student suspensions for fighting as a result of peer mediation activities.</p> <ul style="list-style-type: none"> ▪ Increase interest of students in being peer mediator. ▪ Reduce student conflict and increase restorative practices in schools. ▪ Increase in student peer mediators as a result of educators actively engaged in supporting students. ▪ Implement Peer Mediation program in schools with staff trained in Peer Mediation. <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) In SY 2021-2022, the number of schools adopting a peer mediation program will increase from 134 schools to 175 schools, and as a result student aggression as measured by out of school suspensions for fighting on the monthly suspension report will decrease by 10% by June 30, 2022.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> | <p>Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse</p> <p>Level III - Promising Evidence</p> <p>Provide a link or citation below to support the Level of Evidence: Community Board Conflict Resolution The starting point in managing conflict more effectively is the active participation of those involved. To resolve a dispute, it is crucial that people in conflict communicate directly with one another to clarify their value differences, their perspectives, their emotions, and the attitudes and impressions they have of the other person . https://communityboards.org/youth-schools/trainings/</p> <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Review of school climate report and suspension data.</p> <p>Evaluation for Outcome 2: Review of the number of peer mediation programs implemented in schools.</p> <p>Evaluation for Outcome 3: N/A</p> |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 5.5 Safe & Healthy Students' Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. | |
| LECS Plan Focus Area: School Quality and Student Success | |
| Proposed Safe & Healthy Student Activity 5.5: Expansion of Peer Mediation Implementation | |
| Activity Implementation: (How will the activity operate and over what duration?) In SY2021-2023, This activity will expand and operate by: <ul style="list-style-type: none"> ▪ Coordinating recruitment and training activities to create a strong foundation for students to become peer mediators. ▪ Managing interim review and assessment of peer mediation program across all participating schools. ▪ Assessing student feedback and evaluation of the peer mediation program and adjusting as needed. | |
| 100% of schools with staff trained in Peer Mediation will implement a program in their school by June 30, 2022. | |
| Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) N/A | |
| | <p>Budget Narrative: $\\$500 \times 130$ (annual stipends to be paid to peer mediation teachers. $\\$65,000 \times .0765 = \\$4,972.50 = \mathbf{\\$69,972.50}$.</p> <p>$\\87.50 for half day workshop pay for 100 staff members (2 from 50 schools) to participate in peer mediation training and quarterly meetings (as funding allows); minimum of 2 trainings/meetings depending on number of participants. $\\$17,500 \times .0765 = \\$1,339 = \mathbf{\\$18,839}$</p> <p>Funding will allow training of new mediation teachers and previously trained mediation teachers to attend the quarterly meeting (in the evening).</p> |
| Use of Funds: | Provide a total dollar amount per activity. |
| | \$88,811.50 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 5.6 Safe & Healthy Students' Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. | |
| LECS Plan Focus Area: School Quality and School Support | |
| Proposed Safe & Healthy Student Activity 5.6: School-based Health Care Support to Schools | |
| <p>Activity Implementation: (How will the activity operate and over what duration?) This activity is being implemented due to the health crisis exacerbated by the COVID 19-pandemic.</p> <p>In SY2021-2022, implementation of this activity will help to mitigate the number of individual days lost by students to infectious diseases i.e., COVID-19. Sustainability of this activity will extend beyond the FY2022 Title IV funding.</p> | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| <p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input checked="" type="checkbox"/> Other Stakeholders: School Community</p> <p><input type="checkbox"/> Other Stakeholders:</p> <p>What are the desired changes?</p> <p><i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome</i></p> <ul style="list-style-type: none"> ▪ Reduction in incidences of infection disease impacting students and the larger school community. ▪ Improved ability of school administrators to respond to infectious disease incidences among students in a timely manner. ▪ Improved data collection and reporting processes and procedures by school-based staff. <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>To Improve efficiencies within the Office of School Health by increasing the certification of existing Infection Control nurses. By September 30,2022, there will be a 75% increase in the number of staff certified as infection control nurses</p> <p>Outcome 2:(Smart, Measurable, Achievable, Relevant, & Time-Bound)</p> <p>By June 30, 2022, the number of educational students sessions on infectious control will increase by 50% (100 schools) from that reported for June 30, 2021.</p> | <p>Healthy, active lifestyle programs and activities</p> <p>Level III – Promising Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>Controlling the spread of diseases in schools - Link</p> <p>Managing communicable diseases in schools - Link</p> <p>Management and control of communicable diseases in schools and other child care settings: systematic review on the incubation period and period of infectiousness - Link</p> |
| | Evaluation |
| | How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> |
| | <p>Evaluation for Outcome 1:</p> <p>A review of the number of nurses with certifications in infectious diseases by September 30, 2022.</p> <p>Evaluation for Outcome 2:</p> <p>The certification documentation of staff completing the course, assessment and certification.</p> <p>Evaluation for Outcome 3:</p> <p>Utilize the google survey to review dates in which educational sessions have been completed for students and school locations</p> |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By June 30, 2022, the number of educational students sessions on infectious control will increase by 50% (100 schools) from that reported for June 30, 2021.</p> | |
| | <p><u>Budget Narrative:</u> Cost of Certification per staff member x 12 (Nurse Managers & Specialists) = \$400 x 12 = \$4,800.00</p> |
| <p>Use of Funds:</p> | <p>Provide a <i>total</i> dollar amount per activity. \$4,800</p> |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 5.7 Safe & Healthy Students' Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 5.4, 5.5, etc. | |
| LECS Plan Focus Area: School Quality and Student Support | |
| Proposed Safe & Healthy Student Activity 5.7: Extended Program Support to Schools | |
| Activity Implementation: (How will the activity operate and over what duration?) Services will be provided to students and staff over the summer for the following services: Extended Support 1: Restorative Approaches - 1 Coordinator Extended Support 2: School Counselors – 50 Employees Extended Support 3: School Nurses (Immunization) - 50 Employees Extended Support 4: Pupil Personnel Workers (Attendance) - 44 Employees Extended Support 5: Bullying Support (Bullying, Harassment and Intimidation data entry) - 1 Employee | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: School Community <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. | Providing safe and healthy learning environments, such as integrated systems of student and family supports Level IV - Logic Model/Rationale Provide a link or citation below to support the Level of Evidence: Extended Support 1: https://www.rand.org/pubs/research_reports/RR2840.html Extended Support 2: https://www.schoolcounselor.org/getmedia/ee8b2e1b-d021-4575-982c-c84402cb2cd2/Role-Statement.pdf Extended Support 3: https://marylandpublicschools.org/about/Documents/DSFSS/SSSP/SHS/SHSGuidelines/RoleofHealthStaffImplementing504Schools.pdf Extended Support 4: https://www.attendanceworks.org/chronic-absence/the-problem/ Extended Support 5: https://www.unicef.org/media/66496/file/Behind-the-Numbers.pdf |
| What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i> <ul style="list-style-type: none"> ▪ Ensure that all students are compliant with the Maryland regulations for school entry and can start school on time. ▪ Realize a decrease in the number of non-compliant students in the 2020-2022 school year immunizations. ▪ Increase in parents and students actively engaged in the use of attendance plans prior to and during the school year. ▪ Increase in educators' understanding of their role in assisting with monitoring student attendance via routine inspection of student attendance plans and contract. ▪ Realize a reduction in bullying, harassment and intimidation in cases of students attending K-5 schools. ▪ Realize an improvement in the ability of elementary school educators and parents to recognize and support efforts in decreasing acts of bullying, harassment and intimidation in K-5 schools. | |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 5.7 Safe & Healthy Students' Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 5.4, 5.5, etc. | |
| LECS Plan Focus Area: School Quality and Student Support | |
| Proposed Safe & Healthy Student Activity 5.7: Extended Program Support to Schools | |
| Activity Implementation: (How will the activity operate and over what duration?) | |
| Services will be provided to students and staff over the summer for the following services: Extended Support 1: Restorative Approaches - 1 Coordinator Extended Support 2: School Counselors – 50 Employees Extended Support 3: School Nurses (Immunization) - 50 Employees Extended Support 4: Pupil Personnel Workers (Attendance) - 44 Employees Extended Support 5: Bullying Support (Bullying, Harassment and Intimidation data entry) - 1 Employee | |
| <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) During SY 2021-2022, suspensions in all restorative approaches trained schools will be reduced by 2% from the number reported during SY2020 by June 2022.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By August 30, 2022, school counselors will complete 30% of graduation notification agreements for students on their respective caseloads between July and August 2022.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) The number of students attempting to enter school without required immunizations in will be reduced by 10% from the number of non-compliant students during the previous year by June 30, 2022.</p> <p>Outcome 4: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Reduce truancy cases by 2% by improving processes for ensuring student Case Managers transition cases and records with other PPWs for continuity of services (i.e., Interventions, Attendance) by June 30, 2022.</p> <p>Outcome 5: (Smart, Measurable, Achievable, Relevant, & Time-Bound) 100% of our schools will accurately report data completing all required data fields, reporting and investigation forms to determine compiled numbers of bullying, harassment and intimidation incidences by June 30, 2022.</p> | <p style="background-color: #e1eef6;">Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Suspension Reports from Apex/SchoolMax for SY 2021-2022.</p> <p>Evaluation for Outcome 2: Review of the transcripts and attendance records of all secondary students from the SchoolMax student information system.</p> <p>Evaluation for Outcome 3: Immunization data are reviewed and analyzed weekly for compliance via SHERe/Frontline Platform</p> <p>Evaluation for Outcome 4: SchoolMax/Apex Attendance Reports</p> <p>Evaluation for Outcome 5: SchoolMax, Apex, Reporting and Investigation Forms – Bullying Database</p> |
| | <p>Budget Narrative:</p> <p>Extended Support 1: Restorative Approaches - 1 Coordinator Summer Work - 10 additional days - 1 employee @ \$60.00/per hour x 7.5 hours per day x 10 days = \$4,500; FICA: \$4,500 x .0765= \$344 Subtotal = \$4,844; Total = \$4,844</p> |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 5.7 Safe & Healthy Students' Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies. ADD MORE ACTIVIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 5.4, 5.5, etc. | |
| LECS Plan Focus Area: School Quality and Student Support | |
| Proposed Safe & Healthy Student Activity 5.7: Extended Program Support to Schools | |
| Activity Implementation: (How will the activity operate and over what duration?) | |
| Services will be provided to students and staff over the summer for the following services: | |
| Extended Support 1: Restorative Approaches - 1 Coordinator | |
| Extended Support 2: School Counselors – 50 Employees | |
| Extended Support 3: School Nurses (Immunization) - 50 Employees | |
| Extended Support 4: Pupil Personnel Workers (Attendance) - 44 Employees | |
| Extended Support 5: Bullying Support (Bullying, Harassment and Intimidation data entry) - 1 Employee | |
| | <p>Extended Support 2: School Counselors – 39 Employees $39 \text{ school counselors} \times 7.5 \text{ hours} \times \\$60.00/\text{hour} \times 10 \text{ days} = \\$175,500$; FICA: $\\$175,500 \times .0765 = \\$13,425.75$; Total = 188,925.75</p> <p>Extended Support 3: School Nurses (Immunization) - 40 Employees $40 \text{ nurses} \times 7.5 \text{ hours} \times 43.69/\text{hour} \times 10 = \\$131,070$; FICA: $\\$131,070 \times .0765 = \\$10,026.85$; Total = \$ 141,096.85</p> <p>Extended Support 4: Pupil Personnel Workers (Attendance) - 40 Employees $40 \text{ PPWs to work } 10 \text{ days during the summer with an average salary of approximately } \\$71.00/\text{hour} \times 7.5 \text{ hours} \times 10 \text{ days} = \\$213,000$; FICA: $\\$213,000 \times .0765 = \\$16,294.50$; Total = \$229,294.50 $1 \text{ Instructional Specialist to work } 10 \text{ days during the summer with a salary of approximately } \\$70/\text{hour} \times 8 \text{ hours} \times 10 \text{ days} = \\$5,600$; $\\$5,600 \times .0765 = \\428.40 Subtotal= \$6,028.40</p> <p>Extended Support 5: Bullying Support (Bullying, Harassment and Intimidation data entry) - 1 Employee $\text{Second Assignment} - 1 \text{ employee @ } \\$55.00/\text{hour} \times 195 \text{ hours} = \\$10,725$; $\\$10,725 \times .0765 \text{ (FICA)} = 820.46$; = \$11,545.46</p> |
| Use of Funds: | Provide a total dollar amount per activity. \$581,734.96 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools | | | | | |
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| Title IV, Part A Grant - Safe and Healthy Students - Budget Narrative | | | | | |
| Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| Activity 5.0 - Strategy Item #5.1. - Social Emotional Learning (SEL) Platform - Quaver | | | | | |
| 207 - 02 - Contracted Services | Social Emotional Learning (SEL) Platform - Quaver- Contracted Services (software licenses) | 125 site licenses @ \$1,680/per unit/license | \$210,000 | \$- | \$210,000 |
| Subtotal - Activity 5.0 - Strategy Item #5.1 - Social Emotional Learning (SEL) Platform – Quaver | | | | | \$210,000 |
| Activity 5.0 - Strategy Item #5.2 - Counseling Support for Students (Tobacco, Drug & Alcohol-Related) | | | | | |
| 207 - 01 - Salaries & Wages | Counseling Support for Students (Tobacco, Drug & Alcohol-Related)- Salaries & Wages (2nd Assignment) | 12 evening counselors@ \$60.00 (estimated hourly rate) x 4.5 hours x 33-34 weeks (estimated) | \$108,831 | \$- | \$108,831 |
| 212 - 04 - Other Charges | Counseling Support for Students (Tobacco, Drug & Alcohol-Related) - Salaries & Wages (fringe benefits) | \$108,831 x .0765 (FICA) | \$8,326 | \$- | \$8,326 |
| Subtotal - Activity 5.0 - Strategy Item #5.2 - Counseling Support for Students (Tobacco, Drug & Alcohol-Related) | | | | | \$117,156 |
| Activity 5.0 - Strategy Item #5.3 - Support for School Entry for Immigrant, ESOL & Refugee Students | | | | | |
| 207 - 01 - Salaries & Wages | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; counselors) - Salaries & Wages (2nd Assignment) | 5 counselors @ \$60.00 (estimated hourly rate) x 3.75 hours x 18 days | \$20,250 | \$- | \$20,250 |
| 212 - 04 - Other Charges | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; counselors) - Salaries & Wages (fringe benefits) | \$20,250 x .0765 (FICA) | \$1,549 | \$- | \$1,549 |
| 207 - 01 - Salaries & Wages | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; registrars) - Salaries & Wages (2nd Assignment) | 3 registrars @ \$33.00 (estimated hourly rate) x 4 hours x 40 days | \$15,840 | \$- | \$15,840 |
| 212 - 04 - Other Charges | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; registrars) - Salaries & Wages (fringe benefits) | \$15,840 x .0765 (FICA) | \$1,212 | \$- | \$1,212 |
| 207 - 01 - Salaries & Wages | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; international registrars) - Salaries & Wages (2nd Assignment) | 2 registrars @ \$49.00 (estimated hourly rate) x 4 hours x 70 days | \$27,440 | \$- | \$27,440 |
| 212 - 04 - Other Charges | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; international registrars) - Salaries & Wages (fringe benefits) | \$27,440 x .0765 (FICA) | \$2,099 | \$- | \$2,099 |
| 207 - 01 - Salaries & Wages | Support for School Entry for Immigrant, ESOL & Refugee Students (summer work; counselors) - Salaries & Wages (2nd Assignment) | 7 counselors @ \$60.00 (estimated hourly rate) x 7.5 hours x 10 days | \$31,500 | \$- | \$31,500 |
| 212 - 04 - Other Charges | Support for School Entry for Immigrant, ESOL & Refugee Students (summer work; counselors) - Salaries & Wages (fringe benefits) | \$31,500 x .0765 (FICA) | \$2,410 | \$- | \$2,410 |
| 207 - 01 - Salaries & Wages | Support for School Entry for Immigrant, ESOL & Refugee Students (summer work; registrars) - Salaries & Wages (2nd Assignment) | 3 registrars @ \$33.00 (estimated hourly rate) x 8 hours x 28 days | \$22,176 | \$- | \$22,176 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools | | | | | |
|---|---|---|----------|---------|------------------|
| Title IV, Part A Grant - Safe and Healthy Students - Budget Narrative | | | | | |
| Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| 212 - 04 - Other Charges | Support for School Entry for Immigrant, ESOL & Refugee Students (summer work; registrars) - Salaries & Wages (fringe benefits) | \$22,176 x .0765 (FICA) | \$1,696 | \$- | \$1,696 |
| Subtotal - Activity 5.0 - Strategy Item #5.3 - Support for School Entry for Immigrant, ESOL & Refugee Students | | | | | \$126,172 |
| Activity 5.0 - Strategy Item #5.4 - Positive Behavior Intervention Supports (PBIS) | | | | | |
| 207 -01 - Salaries & Wages | Positive Behavior Intervention Supports New Team Training - Salaries & Wages (workshop pay) | 150 participants @ \$87.50 (1/2 day workshop pay) x 4 days | \$52,500 | \$- | \$52,500 |
| 212 - 04 - Other Charges | Positive Behavior Intervention Supports New Team Training - Salaries & Wages (fringe benefits) | \$52,500 x .0765 (FICA) | \$4,016 | \$- | \$4,016 |
| 207 - 04 - Other Charges | Solution Tree Global Professional Development Subscription - Other Charges (on-line subscriptions) | 180 participant subscriptions @ \$70/per participant | \$12,600 | \$- | \$12,600 |
| 207 -01 - Salaries & Wages | Positive Behavior Intervention Supports Tier II Training - Salaries & Wages (workshop pay) | 40 participants @ \$87.50 (1/2 day workshop pay) x 4 days | \$14,000 | \$- | \$14,000 |
| 212 - 04 - Other Charges | Positive Behavior Intervention Supports Tier II Training - Salaries & Wages (fringe benefits) | \$14,000 x .0765 (FICA) | \$1,071 | \$- | \$1,071 |
| Subtotal - Activity 5.0 - Strategy Item #5.4 - Positive Behavior Intervention Supports (PBIS) | | | | | \$84,187 |
| Activity 5.0 - Strategy Item #5.5 - Expansion of Peer Mediation Implementation | | | | | |
| 207 -01 - Salaries & Wages | Peer Mediation Teachers Annual Stipends - Salaries & Wages (stipends) | 130 peer mediation teachers @ \$500/stipend payment per teacher | \$65,000 | \$- | \$65,000 |
| 212 - 04 - Other Charges | Peer Mediation Teachers Annual Stipends - Salaries & Wages (fringe benefits) | \$65,000 x .0765 (FICA) | \$4,973 | \$- | \$4,973 |
| 207 -01 - Salaries & Wages | Peer Mediation Training/Quarterly Meetings - Salaries & Wages (workshop pay) | 100 participants @ \$87.50 x 2 days (estimated) | \$17,500 | \$- | \$17,500 |
| 212 - 04 - Other Charges | Peer Mediation Training/Quarterly Meetings - Salaries & Wages (fringe benefits) | \$17,500 x .0765 (FICA) | \$1,339 | \$- | \$1,339 |
| Subtotal - Activity 5.0 - Strategy Item #5.5 - Expansion of Peer Mediation Implementation | | | | | \$88,811 |
| Activity 5.0 - Strategy Item #5.6 - School-Based Health Care Support to Schools | | | | | |
| 208 - 04 - Other Charges | School-Based Health Care Certifications - Other Charges (dues; subscriptions; certifications) | 12 nurse managers/specialists @ \$400/per certification | \$4,800 | \$- | \$4,800 |
| Subtotal - Activity 5.0 - Strategy Item #5.6 - School-Based Health Care Support to Schools | | | | | \$4,800 |
| Activity 5.0 - Strategy Item #5.7 - Extended Program Support to Schools | | | | | |
| 207 - 01 - Salaries & Wages | Extended Support #1 - Restorative Approaches; Summer Work - 10 additional days - Salaries & Wages (2nd Assignments) | 1 coordinator @ \$60.00 (estimated hourly rate) x 7.5 hours per day x 10 days | \$4,500 | \$- | \$4,500 |
| 212 - 04 - Other Charges | Extended Support #1 - Restorative Approaches; Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$4,500 x .0765 (FICA) | \$344 | \$- | \$344 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools | | | | | |
|---|---|--|-----------|---------|--------------------|
| Title IV, Part A Grant - Safe and Healthy Students - Budget Narrative | | | | | |
| Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| 207 - 01 - Salaries & Wages | Extended Support #2 - School Counselors; Summer Work - 10 additional days - Salaries & Wages (2nd Assignments) | 39 counselors @ \$60.00 (estimated hourly rate) x 7.5 hours x 10 days | \$175,500 | \$- | \$175,500 |
| 212 - 04 - Other Charges | Extended Support #2 - School Counselors; Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$175,500 x .0765 (FICA) | \$13,426 | \$- | \$13,426 |
| 208 - 01 - Salaries & Wages | Extended Support #3 - School Nurses (Immunization); Summer Work - 10 additional days - Salaries & Wages (2nd Assignments) | 40 school nurses @ \$43.69 (estimated hourly rate) x 7.5 hours x 10 days | \$131,070 | \$- | \$131,070 |
| 212 - 04 - Other Charges | Extended Support #3 - School Nurses (Immunization); Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$131,070 x .0765 (FICA) | \$10,027 | \$- | \$10,027 |
| 207 - 01 - Salaries & Wages | Extended Support #4 - Pupil Personnel Workers (Attendance); Summer Work - 10 additional days - Salaries & Wages (2nd Assignments) | 40 pupil personnel workers @ \$71.00 (estimated hourly rate) x 7.5 hours x 10 days | \$213,000 | \$- | \$213,000 |
| 212 - 04 - Other Charges | Extended Support #4 - Pupil Personnel Workers (Attendance); Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$213,000 x .0765 (FICA) | \$16,295 | \$- | \$16,295 |
| 207 - 01 - Salaries & Wages | Extended Support #4 - Instructional Specialist; Summer Work - 10 additional days - Salaries & Wages (2nd Assignments) | 1 instructional specialist @ \$70.00 (estimated hourly rate) x 8 hours per day x 10 days | \$5,600 | \$- | \$5,600 |
| 212 - 04 - Other Charges | Extended Support #4 - Instructional Specialist; Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$5,600 x .0765 (FICA) | \$428 | \$- | \$428 |
| 207 - 01 - Salaries & Wages | Extended Support #5 - Bullying Support (Bullying, Harassment & Intimidation data entry); Summer Work - 10 additional days - Salaries & Wages (2nd Assignment) | 1 employee @ \$55.00 (estimated hourly rate) x 195 hours | \$10,725 | \$- | \$10,725 |
| 212 - 04 - Other Charges | Extended Support #5 - Bullying Support (Bullying, Harassment & Intimidation data entry); Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$10,725 x .0765 (FICA) | \$820 | \$- | \$820 |
| Subtotal - Activity 5.0 - Strategy Item #5.7 - Extended Program Support to Schools | | | | | \$581,735 |
| Title IV, Part A - Safe and Healthy Students - Grand Total: | | | | | \$1,212,862 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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|--|----------------------------|
| Local Educational Agency: <u>Prince George's County Public Schools</u> (use drop down) | Grant Year: FY 2022 |
|--|----------------------------|

6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]

To increase access to personalized, rigorous learning experiences supported by technology, LEAs must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)). **(THE 15% RULE INCLUDES NONPUBLIC SPENDING) Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.**

Activity Key for Effective Use of Technology

The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

| <u>Effective Use of Technology Federal Examples ESEA§4109</u> | Abbreviated Name |
|---|---|
| Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(A) personalize learning to improve student academic achievement. | Providing professional learning resources to personalize learning |
| Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(B) discover, adapt, and share relevant high-quality educational resources. | Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources |
| Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies. | Providing professional learning resources to use technology effectively in the classroom |
| Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning | Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning |
| Building technological capacity and infrastructure, which may include—(A) procuring content and ensuring content quality | Procuring technological content and ensuring content quality |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Activity Key for the Effective Use of Technology | |
|--|--|
| The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. | |
| Building technological capacity and infrastructure, which may include—(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls | Technology infrastructure: Purchasing devices, equipment, and software applications |
| Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology | Delivering specialized or rigorous academic courses and curricula through the use of technology |
| Carrying out blended learning projects, which shall include—(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities | Technology infrastructure: Carrying out blended learning projects and planning activities |
| Carrying out blended learning projects, which shall include—(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project | Ongoing professional development to support blended learning project implementation and academic success |
| Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science | Providing professional development in the use of technology to enable educators to increase STEM achievement |
| Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators | Providing high-quality digital learning experiences to students in rural, remote, and underserved areas |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 6.1 Effective Use of Technology Activities | |
|---|---|
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | |
| Proposed Effective Use of Technology Activity 6.1: EmPowered Program | |
| <p>Activity Implementation: (How will the activity operate and over what duration?) Technology Workshops, After-school technology workshops aligned to PGCPs' EmPowered program to prepare educators with the knowledge, skills, and abilities to be both fluent users of technology and adept at incorporating technology into effective teaching practices. PGCPs Empowers is a professional learning program designed and developed to support educators through professional learning The training session will be offered both instructor-led and self-paced learning opportunities targeting educators with an emphasis on effective use of technology and student voice and choice starting Sept. 2021 throughout the school year June 30, 2022.</p> | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed) | What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) |
| <p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</p> <ul style="list-style-type: none"> ▪ Increase facilitators' knowledge, understanding and skills to support staff delivering professional learning activities implementing and utilizing instructional technology. ▪ Increased knowledge, strategies and use of digital tools for integrating technology for instructional delivery. ▪ Increase level of student engagement through the building the capacity for educators utilizing technology effectively. <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) 85% of the teachers participating in the PGCPs Empowers program will earn the Level 1: Charging Up microcredential badge by January 2022.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) 85% of the teachers in the PGCPs Empowers program will utilize the PGCPs approved digital tools, such as Google Suite, Nearpod, Pear Deck, etc used to increase student engagement by May 30, 2022.</p> | <p>Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence: https://tech.ed.gov/professional-learning/</p> <p>Professional learning should be personalized, job embedded, and ongoing to support educators with needed skills and knowledge. (U.S. Department of Education, 2017).</p> |
| | Evaluation |
| | How and when will the listed outcomes be measured for success? (Add more as needed) |
| | <p>Evaluation for Outcome 1: Badges for microcredentials will be setup in eDoctrina to assign to educators after the completion of the professional learning activities in the Empowered Learning Pathway to reach Level 4.</p> <p>Evaluation for Outcome 2: Teacher pre and post usage survey. CatchOn utilization reports and attendance sheets for technology integration afterschool workshops.</p> <p>Evaluation for Outcome 3: Student utilization reports in CatchOn.</p> |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 6.1 Effective Use of Technology Activities | | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. | | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | | |
| Proposed Effective Use of Technology Activity 6.1: EmPowered Program | | |
| <p>Activity Implementation: (How will the activity operate and over what duration?) Technology Workshops, After-school technology workshops aligned to PGCPs' EmPowered program to prepare educators with the knowledge, skills, and abilities to be both fluent users of technology and adept at incorporating technology into effective teaching practices. PGCPs Empowers is a professional learning program designed and developed to support educators through professional learning The training session will be offered both instructor-led and self-paced learning opportunities targeting educators with an emphasis on effective use of technology and student voice and choice starting Sept. 2021 throughout the school year June 30, 2022.</p> | | |
| <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) By May 30, 2022, 40% of students will spend more time on using the PGCPs digital technology tools such as Dreambox, Clever, Google Classroom and Zoom.</p> | <p>Budget Narrative: Instructors pay (½ day of work) @ \$175 x 10 monthly workshops= \$1,750 x 3 locations = \$5,250 (base workshop pay) / \$5,250 (base workshop pay) x .0765 (FICA - employee fringe benefit) = \$402 / Grand total = \$5,652 18 workshops (two monthly evening workshops) for 20 participants @ \$87.50 (360 x \$87.50 = \$31,500 + two half-day instructor pay at 175 x 2 = \$350 = \$31,850 \$31,850 (base workshop pay) x .0765 (FICA-employee fringe benefit) = \$2,438 (employee benefits)/ Grand total = \$34,288</p> | |
| Use of Funds: | Provide a total dollar amount per activity. | \$39,940 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 6.2 Effective Use of Technology Activities - | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | |
| Proposed Effective Use of Technology Activity 6.2: Canvas implementation and training leads representing Canvas Champions in schools. | |
| Activity Implementation: (How will the activity operate and over what duration?) Prepare Canvas Champions to train and support staff and students utilize Canvas LMS Sept. 2021 – June 2022. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| <p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes?</p> <p><i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i></p> <ul style="list-style-type: none"> ▪ Increase the effective use of technology by school-based staff and students. ▪ Increase the level of student engagement by building their capacity and that of educators by maximizing their use of technology. <p>Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) 95% of schools will identify a designated Canvas Champions assigned to assist educators in leveraging Canvas (LMS) as a teaching and learning community for stakeholders, enabling collaboration, supporting learning, and communicating with families by 10/30/2021.</p> <p>Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) 100% of the Canvas champions will promote the use of Canvas in their school and deliver the Canvas turn-key presentation to staff by 10/31/21.</p> <p>Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) 100% of the students whose teachers opt to deliver content via Canvas will successfully navigate, complete, and submit assignments in Canvas by June 30, 2022.</p> | <p>Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning</p> <p>Level II - Moderate Evidence</p> <p>Provide a link or citation below to support the Level of Evidence: "Teachers need variety in their learning materials just like students do. What's more, they need that connection with their instructor as well. Face-to-face training and having someone explaining and showing how to use the LMS is the preferred method of learning for many teachers. They understand better when they can play around in the new platform while knowing they have someone to turn to whenever they have a question." https://blog.neolms.com/5-tips-train-teachers-use-lms/</p> <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></p> <p>Evaluation for Outcome 1: List of named Canvas Champion for each school.</p> <p>Evaluation for Outcome 2: Attendance sheets for Canvas turn-key presentation delivered to staff from each school.</p> <p>Evaluation for Outcome 3: Canvas Champion attendance taken in eDoctrina and assignment completion in Canvas. Measure impact on students by reviewing the data on the total number of assignments submitted in Canvas.</p> |
| | Budget Narrative: |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 6.2 Effective Use of Technology Activities - | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | |
| Proposed Effective Use of Technology Activity 6.2: Canvas implementation and training leads representing Canvas Champions in schools. | |
| Activity Implementation: (How will the activity operate and over what duration?) Prepare Canvas Champions to train and support staff and students utilize Canvas LMS Sept. 2021 – June 2022. | |
| | 618 champions x 3 (60 minute) live webinars + 3 self-paced modules = two half day workshop payments at $\$87.50 \times 2 = \175 + two instructors x 1 day of instructor pay @ $\$250 = 500$ for a total of = $\$108,650$ $\$108,650$ (base workshop pay) x .0765 (FICA-employee fringe benefit) = $\$8,312$ / Grand total = $\$116,962$ |
| Use of Funds: | Provide a <i>total</i> dollar amount per activity. \$116,962 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 6.3 Effective Use of Technology Activities | |
|--|---|
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. | |
| LECS Plan Focus Area #1: Academic Achievement and Student Growth in ELA and Mathematics | |
| Proposed Effective Use of Technology Activity 6.3: Transformation of mobile STEM Lab. | |
| Activity Implementation: (How will the activity operate and over what duration?) Assigned educators at Croom Vocational will guide students in the electrical class to complete wiring inside the bus for wireless access. We will apply bus wrap and work with a select group to form science teams to write interactive lessons for the identified STEM schools to pilot Oct. 2021 – Aug. 2022. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed) | What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus) |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? (Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.) <ul style="list-style-type: none"> ▪ Finalize the work students started transforming the bus into a mobile STEM lab to increase student interest in science, technology, engineering, art, and math (STEAM) careers. ▪ Increase level of student engagement through the building the capacity for educators utilizing technology effectively. | Providing professional development in the use of technology to enable educators to increase STEM achievement Level I - Strong Evidence These “vehicles” may pique the curiosity of students and motivate them to continue their study of science in high school and beyond. Provide a link or citation below to support the Level of Evidence: Franzblau, Carl & Romney, Carla & Faux, Russell & Derosa, Donald. (2011). “Mobile laboratory programs as vehicles to promote STEM education in K-12 and beyond.” Proceedings - Frontiers in Education Conference. 10.1109/FIE.2011.6142774. |
| | Evaluation |
| | How and when will the listed outcomes be measured for success? (Add more as needed) |
| | Evaluation for Outcome 1: Final review and approved vehicle inspection by Croom vocational teachers of the converted mobile STEM lab. Evaluation for Outcome 2: STEM coordinators will collaborate to write six inquiry based lessons to be implemented in the four STEM schools to assess for needed revisions. Evaluation for Outcome 3: N/A |
| Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Croom Vocational students will complete 100% of the final wiring and conversion of the mobile STEM Lab by December 1, 2021. Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) The districts’ four designated STEM schools will implement the six inquiry-based STEM lessons by May 31, 2022. Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) NA | |
| | Budget Narrative: Workshop pay for middle school science teachers in three teams of 4 with STEM Coordinator oversight will write two interactive inquiry-based lessons utilizing VR |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 6.3 Effective Use of Technology Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. | |
| LECS Plan Focus Area #1: Academic Achievement and Student Growth in ELA and Mathematics | |
| Proposed Effective Use of Technology Activity 6.3: Transformation of mobile STEM Lab. | |
| Activity Implementation: (How will the activity operate and over what duration?) Assigned educators at Croom Vocational will guide students in the electrical class to complete wiring inside the bus for wireless access. We will apply bus wrap and work with a select group to form science teams to write interactive lessons for the identified STEM schools to pilot Oct. 2021 – Aug. 2022. | |
| | classroom kits and the Portable Labdisc STEM Labs 12 educators x 3 days at \$250 = \$9,000 (base workshop pay) x .0765 (FICA-employee benefits) = \$689 / Total = \$9,689 2 additional Portable STEM Labs @ \$37,500 = \$75,000 Supporting materials and supplies @ \$5,000 |
| Use of Funds: | Provide a total dollar amount per activity. |
| | \$89,689 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 6.4 Effective Use of Technology Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | |
| Proposed Effective Use of Technology Activity 6.4: School-based Engagement and Technology Leads | |
| Activity Implementation: (How will the activity operate and over what duration?) Develop instructional technology leads identified by principals in each school to assist teachers in becoming proficient in leveraging available technology tools Sept. 2021 – Aug. 2022. ETLs to use training resources to amplify technology coaching in their schools by delivering a minimum of 3 of 5 turn-key presentations to educators in their assigned schools by the end of the school year. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. | Providing professional learning resources to use technology effectively in the classroom Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: "classroom-based coaching is a better way to help teachers integrate new tools" Coaches teaching teachers https://www.kqed.org/mindshift/52648/coaching-teachers-to-become-powerful-users-of-classroom-tech |
| What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i> <ul style="list-style-type: none"> ▪ Empower Engagement Technology Leads to transform instruction by equipping them with technology-powered strategies to work 1:1 with teachers to address their unique classroom. ▪ Increase level of student engagement through the building the capacity for educators utilizing technology effectively. | Evaluation |
| Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) 100% of ETLs will implement at least one technology coaching strategies as a result of attending the Empowered workshops by June 2022. | How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> Evaluation for Outcome 1: Attendance sheets with school administrator signatures of attendees at the turn-key school-based training. |
| Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) 90% of the ETL's will participate in scheduled meetings and/or the online ETL community. | Evaluation for Outcome 2: Attendance sign in sheets and completed tasks in Google Classroom. Increased scores on the stakeholder survey related to students, "Getting excited to learn new things." |
| Outcome 3: NA | Evaluation for Outcome 3: N/A |
| | Budget Narrative: 207 ETLs x \$(1,040.40 stipend for schools up to 999 students; \$1,264.09 stipend for schools between 1,000 – 1,999 students, and 1,818.62 stipend for schools at or above 2,000 students) 65 ETLs @ \$1,818.62 = \$118,210 50 ETLs @ \$1,264.09 = \$63,205 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 6.4 Effective Use of Technology Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | |
| Proposed Effective Use of Technology Activity 6.4: School-based Engagement and Technology Leads | |
| Activity Implementation: (How will the activity operate and over what duration?) Develop instructional technology leads identified by principals in each school to assist teachers in becoming proficient in leveraging available technology tools Sept. 2021 – Aug. 2022. ETLs to use training resources to amplify technology coaching in their schools by delivering a minimum of 3 of 5 turn-key presentations to educators in their assigned schools by the end of the school year. | |
| | 92 ETLs @ \$1,040.40 = \$95,717 \$277,131.60 (base stipends) x .0765 (FICA-employee fringe benefit) = \$21,201 |
| Use of Funds: | Provide a <i>total</i> dollar amount per activity. |
| | \$298,333 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| 6.5 Effective Use of Technology Activities | |
|---|--|
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | |
| Proposed Effective Use of Technology Activity 6.5: Google Certified Educator Bootcamps | |
| Activity Implementation: (How will the activity operate and over what duration?) Host two Google Bootcamps to assist staff in mastering the skills need to become Google Certified Educators Level I and Level II Nov. 2021 – June 30, 2022. | |
| Outcomes | Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) |
| What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i> | What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i> |
| Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed. Each program/activity should include at least one student-based outcome.)</i> <ul style="list-style-type: none"> ▪ Increased use of the core G Suite tools to create instructional activities that promote student collaboration, critical thinking and problem-solving opportunities. ▪ Increase level of student engagement through the building the capacity for educators utilizing technology effectively. ▪ Increase educators’ ability to utilize the entire G-Suite in Google classroom for student engagement | Select an Effective Use of Technology Strategy. Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: “ Becoming certified strengthens an educator's confidence in using technology , helps them support students in using tech tools creatively, makes a classroom more efficient, increases digital citizenship and keeps teachers engaged in professional growth and lifelong learning.” https://ce.fresno.edu/news/why-become-a-google-certified-educator |
| | Evaluation |
| | How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> |
| | Evaluation for Outcome 1: Bootcamp counselors activity log and attendance sheets. Evaluation for Outcome 2: The number of Google Certified exam vouchers distributed and used. Evaluation for Outcome 3: Students will develop stronger digital citizenship skills through increased access to software such as Flipgrid or Google Jamboard and collaboration on the Google platform or through Zoom meetings. |
| Outcome 1: (Smart, Measurable, Achievable, Relevant, & Time-Bound) 100% of Bootcamp counselors (fall and spring sessions) will complete assigned tasks in support of Level I and Level II Bootcamp sessions. Outcome 2: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Increase in the number of Google Certified Educators from 215 to 250 by June 30, 2022. Outcome 3: (Smart, Measurable, Achievable, Relevant, & Time-Bound) Increased opportunities for students to engage in meaningful weekly activities that embody choice, alternate learning models, and creativity including creating educational videos using Flipgrid or engaging in online discussion using tools via Google Suite. | |
| | Budget Narrative: |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| 6.5 Effective Use of Technology Activities | |
| Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. | |
| LECS Plan Focus Area #2: School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum) | |
| Proposed Effective Use of Technology Activity 6.5: Google Certified Educator Bootcamps | |
| Activity Implementation: (How will the activity operate and over what duration?) Host two Google Bootcamps to assist staff in mastering the skills need to become Google Certified Educators Level I and Level II Nov. 2021 – June 30, 2022. | |
| | 20 certified educators will serve as Bootcamp counselors to provide coaching and support in small groups to GCE attendees for 2 days of instructor pay at \$250 x 2 days x 20 counselors \$10,000 (base workshop pay) x .0765 (FICA-employee fringe benefit) = \$765 |
| Use of Funds: | Provide a <i>total</i> dollar amount per activity. \$10,765 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools | | | | | |
|--|---|---|-----------|---------|------------------|
| Title IV, Part A Grant -Effective Use of Technology - Budget Narrative | | | | | |
| Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| Activity 6.0 - Strategy Item #6.1 - EmPowered Program - Technology Workshops | | | | | |
| 203-205-09/01-Salaries & Wages | EmPowered Program Technology Workshops - Professional Development (instructor pay) | 1/2 day @ \$175 (instructor pay) x 10 monthly workshops @ 3 locations | \$5,250 | \$- | \$5,250 |
| 212-04-Other Charges | EmPowered Program Technology Workshops - Professional Development (fringe benefits) | \$5,250 x .0765 (FICA) | \$403 | \$- | \$403 |
| 203-205-09/01-Salaries and Wages | EmPowered Program Technology Workshops - Professional Development (workshop pay) | 18 workshops for 20 participants @ \$87.50 | \$31,500 | \$- | \$31,500 |
| 212-04-Other Charges | EmPowered Program Technology Workshops - Professional Development (fringe benefits) | \$31,500 x .0765 (FICA) | \$2,410 | \$- | \$2,410 |
| 203-205-09/01-Salaries & Wages | EmPowered Program Technology Workshops - Professional Development (instructor pay) | 2 - 1/2 days @ \$175 (instructor pay) x 2 instructors | \$350 | \$- | \$350 |
| 212-04-Other Charges | EmPowered Program Technology Workshops - Professional Development (fringe benefits) | \$350 x .0765 (FICA) | \$28 | \$- | \$28 |
| Subtotal - Activity 6.0 - Strategy Item #6.1 (EmPowered Program - Technology Workshops) | | | | | \$39,940 |
| Activity 6.0 - Strategy Item #6.2 - Canvas Implementation | | | | | |
| 203-205-09/01-Salaries & Wages | Canvas Champions - Technology Workshops - Professional Development (workshop pay) | 618 champion participants x 2 - 1/2 day workshops @ \$87.50/each workshop | \$108,150 | \$- | \$108,150 |
| 212-04-Other Charges | Canvas Champions - Technology Workshops - Professional Development (fringe benefits) | \$108,150 x .0765 (FICA) | \$8,273 | \$- | \$8,273 |
| 203-205-09/01-Salaries & Wages | Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (facilitator pay) | 2 facilitators @ \$250/each x 1 workshop day | \$500 | \$- | \$500 |
| 212-04-Other Charges | Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (fringe benefits) | \$500 x .0765 (FICA) | \$38 | \$- | \$38 |
| Subtotal - Activity 6.0 - Strategy Item #6.2 (Canvas Implementation) | | | | | \$116,962 |
| Activity 6.0 - Strategy Item #6.3 - STEM Lab | | | | | |
| 203-205-09/01-Salaries & Wages | STEM Lab - Interactive Inquiry-Based Lessons - Professional Development/Curriculum Writing (workshop pay) | 12 educators @ \$250/per participant x 3 days | \$9,000 | \$- | \$9,000 |
| 212-04-Other Charges | STEM Lab - Interactive Inquiry-Based Lessons - Professional Development/Curriculum Writing (fringe benefits) | \$9,000 x .0765 (FICA) | \$689 | \$- | \$689 |
| 203-205-02/02-Contracted Services | STEM Labs - Portable Labdisc STEM Labs (contracted services) | 2 Portable STEM Labs @ \$37,500/per lab (based on vendor quote) | \$75,000 | \$- | \$75,000 |
| 203-205-02/03 - Supplies & Materials | STEM Labs - materials/supplies for STEM Lab | Based on various vendor quotes | \$5,000 | \$- | \$5,000 |
| Subtotal - Activity 6.0 - Strategy Item #6.3 (STEM Lab) | | | | | \$89,689 |
| Activity 6.0 - Strategy Item #6.4 - School-Based Engagement & Technology Leads | | | | | |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools | | | | | |
|--|--|---|-----------|---------|------------------|
| Title IV, Part A Grant -Effective Use of Technology - Budget Narrative | | | | | |
| Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| 203-205-02/01-Salaries & Wages | School-Based Engagement & Technology (stipends) | 207 School-Based Engagement & Technology Leads (65@\$1,818.62/per person, 50@\$1,264.09/per person, & 92@\$1,040.40/per person) | \$277,132 | \$- | \$277,132 |
| 212-04-Other Charges | School-Based Engagement & Technology (fringe benefits) | \$277,132 x .0765 (FICA) | \$21,201 | \$- | \$21,201 |
| Subtotal - Activity 6.0 - Strategy Item #6.4 (School-Based Engagement & Technology Leads) | | | | | \$298,333 |
| Activity 6.0 - Strategy Item #6.5 - Certified Educator Bootcamp | | | | | |
| 203-205-09/01-Salaries & Wages | Certified Educator Bootcamp (instructor pay) | 20 certified educators @ \$250/per person x 2 days | \$10,000 | \$- | \$10,000 |
| 212-04-Other Charges | Certified Educator Bootcamp (fringe benefits) | \$10,000 x .0765 (FICA) | \$765 | \$- | \$765 |
| Subtotal - Activity 6.0 - Strategy Item #6.5 (Certified Educator Bootcamp) | | | | | \$10,765 |
| Title IV, Part A - Effective Use of Technology- Grand Total: | | | | | \$555,688 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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|--|----------------------------|
| Local Educational Agency: Prince George's County Public Schools (use drop down) | Grant Year: FY 2022 |
| 7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]: | |
| Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)). | |
| Participating Private Schools and Services: Provide information regarding <i>the names of participating private schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.</i> (Include below or as an attachment in Appendix H.) | |

| Private Schools Participating in Title IV, Part A Program | | | |
|---|------------|---------------------------------|-------------------|
| Based on Enrollment Data for SY2020-2021 for Prince George's County, SY2021-2022 | | | |
| SCHOOL | TCH | STUDENTS | ALLOCATION |
| Al-Huda School | 60 | 490 | \$ 9,182 |
| Bishop McNamara HS | 126 | 840 | \$ 15,741 |
| Chelsea School | 32 | 69 | \$ 1,293 |
| DeMatha Catholic HS | 78 | 818 | \$ 15,32 |
| Elizabeth Seton HS | 75 | 597 | \$ 11,187 |
| Excellence Christian School | 34 | 162 | \$ 3,036 |
| The Foundation School | 138 | 161 | \$ 3,017 |
| From the Heart Christian School | 30 | 134 | \$ 2,511 |
| George E. Peters Adventist School | 15 | 120 | \$ 2,249 |
| Grace Brethren Christian School | 70 | 386 | \$ 7,233 |
| Holy Redeemer School | 24 | 183 | \$ 3,429 |
| Holy Trinity Episcopal Day School | 70 | 398 | \$ 7,458 |
| Lanham Christian School | 14 | 185 | \$ 3,467 |
| National Christian Academy | 24 | 150 | \$ 2,811 |
| New Chapel Christian Academy | 20 | 55 | \$ 1,031 |
| Reid Temple Christian Academy | 47 | 124 | \$ 2,324 |
| Riverdale Baptist | 35 | 280 | \$ 5,247 |
| St. Ambrose School | 17 | 157 | \$ 2,942 |
| St. Columba School | 14 | 129 | \$ 2,417 |
| St. Jerome Academy | 17 | 302 | \$ 5,659 |
| St. John the Evangelist | 19 | 195 | \$ 3,654 |
| St. Joseph's Regional Catholic School | 30 | 193 | \$ 3,617 |
| St. Mary of the Assumption School | 23 | 179 | \$ 3,354 |
| St. Mary of the Mills | 19 | 222 | \$ 4,160 |
| St. Mary School of Piscataway | 12 | 111 | \$ 2,080 |
| St. Mary's School in Landover Hills | 21 | 187 | \$ 3,504 |
| St. Matthias the Apostle School | 20 | 139 | \$ 2,605 |
| St. Phillip the Apostle Catholic School | 20 | 136 | \$ 2,549 |
| St. Pius X Regional School | 46 | 399 | \$ 7,477 |
| St. Vincent Pallotti HS | 62 | 404 | \$ 7,571 |
| Archdiocese of Washington | | <i>included in above totals</i> | |
| TOTAL | | 7,905 | \$ 148,134 |
| A. Number of Students | | | |
| LEA enrollment | | 128,651 | |
| Participating Private Schools Enrollment | | 7,905 | |
| Total Enrollment | | 136,556 | |
| B. Title IV, Part A Allocation | | | |
| Total LEA allocation | | \$2,611,176 | |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Private Schools Participating in Title IV, Part A Program | | | |
|--|------------|-----------------|-------------------|
| Based on Enrollment Data for SY2020-2021 for Prince George's County, SY2021-2022 | | | |
| SCHOOL | TCH | STUDENTS | ALLOCATION |
| Administrative Costs up to 2% (for public and private school programs) | | \$52,224 | |
| LEA Allocation Minus Admin Costs | | \$2,558,952 | |
| C. Per Pupil Rate | | | |
| Per Pupil Rate | | \$18.7392 | |
| D. Equitable Services | | | |
| Amount LEA must reserve for equitable services for private school teachers and other educational personnel | | \$148,134 | |

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| Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints. | |
| Initial Consultation: | Private schools in PGCPs are identified on the MSDE website. PGCPs' Title I Program Office contacts each school via US mail and/or email. This correspondence provides an opportunity for private school officials to acknowledge that they would like to participate in equitable services. <ul style="list-style-type: none"> Schools were asked to respond and indicate their intention to participate for SY22 The Initial Consultation Meeting for Non-public schools for FY22 planning was held on May 27, 2021. |
| On-Going Consultation: | Non-public schools are provided with technical assistance through on-going consultations with the Title IV, Part A administrative consultant. Title I Office coordinates inviting participating schools to attend ongoing consultation meetings; agendas are sent prior to the meetings whereby representatives can review and provide input. Title I, Title II, Title III, and Title IV participate and present at these meetings. Private schools will be informed of their total allocations and provided information on the process for securing Title IV funding. At the end of the consultation meetings with non-public schools, attendees complete the Affirmation of Consultation document to affirm PGCPs' engagement in timely and meaningful consultation. The sessions will continue to be assessed for the purpose of ensuring that PGCPs is responsive to Section 18005 of the CARES Act - Assistance to Non-Public School. |
| Managing Disputes/Complaints: | The Agenda for the Initial Consultation Meeting conducted on May 27, 2021 via Webex included explanation of the Prince George's County Complaint Resolution Procedures for Equitable Services under Every Student Succeeds Act (ESSA). Participants were provided instructions on how to direct complaints to the appropriate PGCPs personnel. |
| Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment) | |
| Needs Assessment: | Private school officials conduct a needs assessment and determine the programmatic interventions that best meet the needs of students based on their school's individual assessment. Each school determines and identifies the specific students to be served. The respective school's work plan is reviewed by PGCPs section leads for compliance with ESSA criteria. |
| Monitoring: | Services to students may be provided through a third-party vendor. On a quarterly basis, program managers monitor the progress of program implementation in each school. |
| Professional Development Plan: | Participating private school partners collaborate with PGCPs Title IV, Part A team leaders to develop and monitor proposed activities. Each school submits a workplan based on their specific student and school needs. Inclusive in the school's workplan is the professional development plan. The PGCPs Title IV, Part A team reviews each plan for compliance with ESSA guidelines and provides feedback as necessary to assist the school in the development of a responsive plan. |
| Total Amount for Non-Public Transfers: | \$148,134 |
| REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING. | |

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| Local Educational Agency: <u>Prince George's County Public Schools</u> (use drop down) | Grant Year: FY 2022 |
| 8.0 Assurances [ESEA, Section 4106(E)(2)]: EACH APPLICATION SHALL INCLUDE ASSURANCES THAT THE LEA WILL— | |
| <p><input checked="" type="checkbox"/> (A) prioritize the distribution of funds to schools served by the LEA that—</p> <ul style="list-style-type: none"> (i) are among the schools with the greatest needs, as determined by such LEA; (ii) have the highest percentages or numbers of children counted under section 1124(c); (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i); (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532; <p><input checked="" type="checkbox"/> (B) comply with section 8501 (regarding equitable participation by private school children and teachers);</p> <ul style="list-style-type: none"> (i) the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1); (ii) the LEA expenditures, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and (iii) the LEA assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2). <p><input checked="" type="checkbox"/> (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;</p> <p><input checked="" type="checkbox"/> (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;</p> <p><input checked="" type="checkbox"/> (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the LEA will comply with section 4109(b); and</p> <p><input checked="" type="checkbox"/> (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).</p> <p><input checked="" type="checkbox"/> (G) ensures the LEA has completed the application through an equity lens in order to satisfy all the requirements established in COMAR 13A.06.01 Educational Equity;</p> <p>(f) SPECIAL RULE.—Any LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)</p> | |

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| Local Educational Agency: <u>Prince George's County Public Schools</u> (use drop down) | Grant Year: FY 2022 |
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9.0 INTERNET SAFETY [ESEA, Section 4121]:

No funds made available under this part to a LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene;
- (ii) child pornography; or
- (iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene; or
- (ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A LEA with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| Local Educational Agency: <u>Prince George's County Public Schools</u> (use drop down) | Grant Year: FY 2022 |
| 10.0 BUDGET NARRATIVE: | |
| Guidance for Completion of the Budget Narrative for Individual Grants (REMEMBER TO CALCULATE THE PERCENTAGES FOR WELL-ROUNDED (20%) & SAFE & HEALTHY STUDENTS (20%) OFF THE TOP OF THE ORIGINAL ALLOCATION) | |
| The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information: <i>It is recommended that you arrange the budget narrative by content area, i.e., 4.0: Well-Rounded Education, 5.0: Safe and Healthy Students, and 6.0: Effective Use of Technology for reporting purposes.</i> | |
| <ul style="list-style-type: none"> ▪ Description of the specific item (What is it?) ▪ Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?) ▪ Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.) Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. Make absolutely sure your sums are accurate. | |
| Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible. | |
| Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices. | |
| Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective. | |
| <u>Personnel Costs:</u> <ul style="list-style-type: none"> ▪ <u>For Salaries:</u> List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant. ▪ <u>For Employee Benefits:</u> Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget. | |
| <u>Contracted Services</u> <ul style="list-style-type: none"> ▪ For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object. | |
| <u>Supplies and Materials</u> <ul style="list-style-type: none"> ▪ All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials). | |
| <u>Other Charges</u> <ul style="list-style-type: none"> ▪ Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project. | |
| <u>Equipment</u> <ul style="list-style-type: none"> ▪ Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project. Must be subtracted from indirect cost calculation. | |
| <u>Transfers</u> <ul style="list-style-type: none"> ▪ Transfers are payments to other LEAs, non-public schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project. Must be subtracted from indirect cost calculation. | |
| <u>Indirect Costs</u> | |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

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| Local Educational Agency: <u>Prince George's County Public Schools</u> (use drop down) | Grant Year: FY 2022 |
| 10.0 BUDGET NARRATIVE: | |
| Guidance for Completion of the Budget Narrative for Individual Grants (REMEMBER TO CALCULATE THE PERCENTAGES FOR WELL-ROUNDED (20%) & SAFE & HEALTHY STUDENTS (20%) OFF THE TOP OF THE ORIGINAL ALLOCATION) | |
| <ul style="list-style-type: none">To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity. The calculation is as follows: Total allocation less (-) transfers (equitable services) less (-) equipment x 0.0(ICR) x 1.0(ICR) Example: The LEA total allocation is \$50,000. The LEA indirect cost rate = 2.0%. The LEA has \$4,000 in transfers for equitable services and \$1,000 in equipment. The indirect cost rate calculation = $\\$50,000 - \\$4,000 \text{ (equitable services)} - \\$1,000 \text{ (equipment)} = \\$45,000.$$\\$45,000 \times .02 = \\$900. \\$900 \times 1.02 = \underline{\\$918 \text{ INDIRECT COSTS.}}$ | |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

*Upon final approval, please submit the Title IV, Part A application in the final LECS Plan.

BUDGET NARRATIVE

| Prince George's County Public Schools Consolidated Budget Narrative | | | | | | |
|---|----------------------------------|---|--|--------------|---------|--------------|
| Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant | | | | | | |
| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| SALARIES & WAGES | | | | | | |
| 4.0/4.2 | 203-205-09/01 - Salaries & Wages | Conflict and Compromise: Agents of Change Through Social Movement - Professional development (workshop pay) | 40 Teachers x 3 days x \$175 workshop pay | \$21,000.00 | \$0.00 | \$21,000.00 |
| 4.0/4.2 | 203-205-09/01 - Salaries & Wages | Conflict and Compromise: Agents of Change Through Social Movement - Professional development (workshop pay) | 40 Teachers x one (1) 1/2 half-day x \$87.50 | \$3,500.00 | \$0.00 | \$3,500.00 |
| 4.0/4.3 | 203-205-09/01 - Salaries & Wages | AP Summer Institute Workshop - Professional development (workshop pay) | 90 teachers @ \$175/per teacher x 5 days | \$78,750.00 | \$0.00 | \$78,750.00 |
| 4.0/4.3 | 203-205 - 09/01 Salaries & Wages | A Day with an AP Reader - Professional Development (workshop pay) | 30 teachers x 5 days/sessions @ \$175 (workshop pay per session) | \$26,250.00 | \$0.00 | \$26,250.00 |
| 5.0/5.2 | 207 - 01 - Salaries & Wages | Counseling Support for Students (Tobacco, Drug & Alcohol-Related)- Salaries & Wages (2nd Assignment) | 12 evening counselors@ \$60.00 (estimated hourly rate) x 4.5 hours x 33-34 weeks (estimated) | \$108,830.90 | \$0.00 | \$108,830.90 |
| 5.0/5.3 | 207 - 01 - Salaries & Wages | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; counselors) - Salaries & Wages (2nd Assignment) | 5 counselors @ \$60.00 (estimated hourly rate) x 3.75 hours x 18 days | \$20,250.00 | \$0.00 | \$20,250.00 |
| 5.0/5.3 | 207 - 01 - Salaries & Wages | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; registrars) - Salaries & Wages (2nd Assignment) | 3 registrars @ \$33.00 (estimated hourly rate) x 4 hours x 40 days | \$15,840.00 | \$0.00 | \$15,840.00 |
| 5.0/5.3 | 207 - 01 - Salaries & Wages | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; international registrars) - Salaries & Wages (2nd Assignment) | 2 registrars @ \$49.00 (estimated hourly rate) x 4 hours x 70 days | \$27,440.00 | \$0.00 | \$27,440.00 |
| 5.0/5.3 | 207 - 01 - Salaries & Wages | Support for School Entry for Immigrant, ESOL & Refugee Students (summer work; counselors) - Salaries & Wages (2nd Assignment) | 7 counselors @ \$60.00 (estimated hourly rate) x 7.5 hours x 10 days | \$31,500.00 | \$0.00 | \$31,500.00 |
| 5.0/5.3 | 207 - 01 - Salaries & Wages | Support for School Entry for Immigrant, ESOL & Refugee Students (summer work; registrars) - Salaries & Wages (2nd Assignment) | 3 registrars @ \$33.00 (estimated hourly rate) x 8 hours x 28 days | \$22,176.00 | \$0.00 | \$22,176.00 |
| 5.0/5.4 | 207 -01 - Salaries & Wages | Positive Behavior Intervention Supports New Team Training - Salaries & Wages (workshop pay) | 150 participants @ \$87.50 (1/2 day workshop pay) x 4 days | \$52,500.00 | \$0.00 | \$52,500.00 |
| 5.0/5.4 | 207 -01 - Salaries & Wages | Positive Behavior Intervention Supports Tier II Training - Salaries & Wages (workshop pay) | 40 participants @ \$87.50 (1/2 day workshop pay) x 4 days | \$14,000.00 | \$0.00 | \$14,000.00 |
| 5.0/5.5 | 207 -01 - Salaries & Wages | Peer Mediation Teachers Annual Stipends - Salaries & Wages (stipends) | 130 peer mediation teachers @ \$500/stipend payment per teacher | \$65,000.00 | \$0.00 | \$65,000.00 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools Consolidated Budget Narrative | | | | | | |
|--|----------------------------------|--|---|---------------|----------------|--------------|
| Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant | | | | | | |
| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| 5.0/5.5 | 207 -01 - Salaries & Wages | Peer Mediation Training/Quarterly Meetings - Salaries & Wages (workshop pay) | 100 participants @ \$87.50 x 2 days (estimated) | \$17,500.00 | \$0.00 | \$17,500.00 |
| 5.0/5.7 | 207 - 01 - Salaries & Wages | Extended Support #1 - Restorative Approaches; Summer Work - 10 additional days - Salaries & Wages (2nd Assignments) | 1 coordinator @ \$60.00 (estimated hourly rate) x 7.5 hours per day x 10 days | \$4,500.00 | \$0.00 | \$4,500.00 |
| 5.0/5.7 | 207 - 01 - Salaries & Wages | Extended Support #2 - School Counselors; Summer Work - 10 additional days - Salaries & Wages (2nd Assignments) | 39 counselors @ \$60.00 (estimated hourly rate) x 7.5 hours x 10 days | \$175,500.00 | \$0.00 | \$175,500.00 |
| 5.0/5.7 | 208 - 01 - Salaries & Wages | Extended Support #3 - School Nurses (Immunization); Summer Work - 10 additional days - Salaries & Wages (2nd Assignments) | 40 school nurses @ \$43.69 (estimated hourly rate) x 7.5 hours x 10 days | \$131,070.00 | \$0.00 | \$131,070.00 |
| 5.0/5.7 | 207 - 01 - Salaries & Wages | Extended Support #4 - Pupil Personnel Workers (Attendance); Summer Work - 10 additional days - Salaries & Wages (2nd Assignments) | 40 pupil personnel workers @ \$71.00 (estimated hourly rate) x 7.5 hours x 10 days | \$213,000.00 | \$0.00 | \$213,000.00 |
| 5.0/5.7 | 207 - 01 - Salaries & Wages | Extended Support #4 - Instructional Specialist; Summer Work - 10 additional days - Salaries & Wages (2nd Assignments) | 1 instructional specialist @ \$70.00 (estimated hourly rate) x 8 hours per day x 10 days | \$5,600.00 | \$0.00 | \$5,600.00 |
| 5.0/5.7 | 207 - 01 - Salaries & Wages | Extended Support #5 - Bullying Support (Bullying, Harassment & Intimidation data entry); Summer Work - 10 additional days - Salaries & Wages (2nd Assignment) | 1 employee @ \$55.00 (estimated hourly rate) x 195 hours | \$10,725.00 | \$0.00 | \$10,725.00 |
| 6.0/6.1 | 203-205-09/01-Salaries & Wages | EmPowered Program Technology Workshops - Professional Development (instructor pay) | 1/2 day @ \$175 (instructor pay) x 10 monthly workshops @ 3 locations | \$5,250.00 | \$0.00 | \$5,250.00 |
| 6.0/6.1 | 203-205-09/01-Salaries and Wages | EmPowered Program Technology Workshops - Professional Development (workshop pay) | 18 workshops for 20 participants @ \$87.50 | \$31,500.00 | \$0.00 | \$31,500.00 |
| 6.0/6.1 | 203-205-09/01-Salaries & Wages | EmPowered Program Technology Workshops - Professional Development (instructor pay) | 2 - 1/2 days @ \$175 (instructor pay) x 2 instructors | \$350.00 | \$0.00 | \$350.00 |
| 6.0/6.2 | 203-205-09/01-Salaries & Wages | Canvas Champions - Technology Workshops - Professional Development (workshop pay) | 618 champion participants x 2 - 1/2 day workshops @ \$87.50/each workshop | \$108,150.00 | \$0.00 | \$108,150.00 |
| 6.0/6.2 | 203-205-09/01-Salaries & Wages | Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (facilitator pay) | 2 facilitators @ \$250/each x 1 workshop day | \$500.00 | \$0.00 | \$500.00 |
| 6.0/6.3 | 203-205-09/01-Salaries & Wages | STEM Lab - Interactive Inquiry-Based Lessons - Professional Development/Curriculum Writing (workshop pay) | 12 educators @ \$250/per participant x 3 days | \$9,000.00 | \$0.00 | \$9,000.00 |
| 6.0/6.4 | 203-205-02/01-Salaries & Wages | School-Based Engagement & Technology (stipends) | 207 School-Based Engagement & Technology Leads (65@\$1,818.62/per person, 50@\$1,264.09/per person, & 92@\$1,040.40/per person) | \$277,132.00 | \$0.00 | \$277,132.00 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools Consolidated Budget Narrative | | | | | | |
|--|--------------------------------|--|--|---------------|----------------|-----------------------|
| Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant | | | | | | |
| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| 6.0/6.5 | 203-205-09/01-Salaries & Wages | Certified Educator Bootcamp (instructor pay) | 20 certified educators @ \$250/per person x 2 days | \$10,000.00 | \$0.00 | \$10,000.00 |
| Subtotal - Salaries & Wages | | | | | | \$1,486,813.90 |
| FIXED CHARGES | | | | | | |
| 4.0/4.2 | 212 - 04 - Other Charges | Conflict and Compromise: Agents of Change Through Social Movement - Professional development (fringe benefits) | \$21,000 x .0765 (FICA) | \$1,606.50 | \$0.00 | \$1,606.50 |
| 4.0/4.2 | 212 - 04 - Other Charges | Conflict and Compromise: Agents of Change Through Social Movement - Professional development (fringe benefits) | \$3,500 x .0765 (FICA) | \$267.75 | \$0.00 | \$267.75 |
| 4.0/4.3 | 212-04 - Other Charges | AP Summer Institute Workshop - Professional development (fringe Benefits) | \$78,750 x .0765 (FICA) | \$6,024.38 | \$0.00 | \$6,024.38 |
| 4.0/4.3 | 212 - 04 - Other Charges | A Day with an AP Reader - Professional development (fringe benefits) | \$26,250 x .0765 (FICA) | \$2,008.13 | \$0.00 | \$2,008.13 |
| 5.0/5.2 | 212 - 04 - Other Charges | Counseling Support for Students (Tobacco, Drug & Alcohol-Related) - Salaries & Wages (fringe benefits) | \$108,831 x .0765 (FICA) | \$8,325.56 | \$0.00 | \$8,325.56 |
| 5.0/5.3 | 212 - 04 - Other Charges | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; counselors) - Salaries & Wages (fringe benefits) | \$20,250 x .0765 (FICA) | \$1,549.13 | \$0.00 | \$1,549.13 |
| 5.0/5.3 | 212 - 04 - Other Charges | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; registrars) - Salaries & Wages (fringe benefits) | \$15,840 x .0765 (FICA) | \$1,211.76 | \$0.00 | \$1,211.76 |
| 5.0/5.3 | 212 - 04 - Other Charges | Support for School Entry for Immigrant, ESOL & Refugee Students (evening work; international registrars) - Salaries & Wages (fringe benefits) | \$27,440 x .0765 (FICA) | \$2,099.16 | \$0.00 | \$2,099.16 |
| 5.0/5.3 | 212 - 04 - Other Charges | Support for School Entry for Immigrant, ESOL & Refugee Students (summer work; counselors) - Salaries & Wages (fringe benefits) | \$31,500 x .0765 (FICA) | \$2,409.75 | \$0.00 | \$2,409.75 |
| 5.0/5.3 | 212 - 04 - Other Charges | Support for School Entry for Immigrant, ESOL & Refugee Students (summer work; registrars) - Salaries & Wages (fringe benefits) | \$22,176 x .0765 (FICA) | \$1,696.46 | \$0.00 | \$1,696.46 |
| 5.0/5.4 | 212 - 04 - Other Charges | Positive Behavior Intervention Supports New Team Training - Salaries & Wages (fringe benefits) | \$52,500 x .0765 (FICA) | \$4,016.25 | \$0.00 | \$4,016.25 |
| 5.0/5.4 | 212 - 04 - Other Charges | Positive Behavior Intervention Supports Tier II Training - Salaries & Wages (fringe benefits) | \$14,000 x .0765 (FICA) | \$1,071.00 | \$0.00 | \$1,071.00 |
| 5.0/5.5 | 212 - 04 - Other Charges | Peer Mediation Teachers Annual Stipends - Salaries & Wages (fringe benefits) | \$65,000 x .0765 (FICA) | \$4,972.50 | \$0.00 | \$4,972.50 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools Consolidated Budget Narrative | | | | | | |
|--|--------------------------|---|--------------------------|---------------|----------------|--------------|
| Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant | | | | | | |
| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| 5.0/5.5 | 212 - 04 - Other Charges | Peer Mediation Training/Quarterly Meetings - Salaries & Wages (fringe benefits) | \$17,500 x .0765 (FICA) | \$1,338.75 | \$0.00 | \$1,338.75 |
| 5.0/5.7 | 212 - 04 - Other Charges | Extended Support #1 - Restorative Approaches; Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$4,500 x .0765 (FICA) | \$344.25 | \$0.00 | \$344.25 |
| 5.0/5.7 | 212 - 04 - Other Charges | Extended Support #2 - School Counselors; Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$175,500 x .0765 (FICA) | \$13,425.75 | \$0.00 | \$13,425.75 |
| 5.0/5.7 | 212 - 04 - Other Charges | Extended Support #3 - School Nurses (Immunization); Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$131,070 x .0765 (FICA) | \$10,026.86 | \$0.00 | \$10,026.86 |
| 5.0/5.7 | 212 - 04 - Other Charges | Extended Support #4 - Pupil Personnel Workers (Attendance); Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$213,000 x .0765 (FICA) | \$16,294.50 | \$0.00 | \$16,294.50 |
| 5.0/5.7 | 212 - 04 - Other Charges | Extended Support #4 - Instructional Specialist; Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$5,600 x .0765 (FICA) | \$428.40 | \$0.00 | \$428.40 |
| 5.0/5.7 | 212 - 04 - Other Charges | Extended Support #5 - Bullying Support (Bullying, Harassment & Intimidation data entry); Summer Work - 10 additional days - Salaries & Wages (fringe benefits) | \$10,725 x .0765 (FICA) | \$820.46 | \$0.00 | \$820.46 |
| 6.0/6.1 | 212-04-Other Charges | EmPowered Program Technology Workshops - Professional Development (fringe benefits) | \$5,250 x .0765 (FICA) | \$402.63 | \$1.00 | \$402.63 |
| 6.0/6.1 | 212-04-Other Charges | EmPowered Program Technology Workshops - Professional Development (fringe benefits) | \$31,500 x .0765 (FICA) | \$2,409.75 | \$0.00 | \$2,409.75 |
| 6.0/6.1 | 212-04-Other Charges | EmPowered Program Technology Workshops - Professional Development (fringe benefits) | \$350 x .0765 (FICA) | \$27.78 | \$1.00 | \$27.78 |
| 6.0/6.2 | 212-04-Other Charges | Canvas Champions - Technology Workshops - Professional Development (fringe benefits) | \$108,150 x .0765 (FICA) | \$8,273.48 | \$0.00 | \$8,273.48 |
| 6.0/6.2 | 212-04-Other Charges | Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (fringe benefits) | \$500 x .0765 (FICA) | \$38.25 | \$0.00 | \$38.25 |
| 6.0/6.3 | 212-04-Other Charges | STEM Lab - Interactive Inquiry-Based Lessons - Professional Development/Curriculum Writing (fringe benefits) | \$9,000 x .0765 (FICA) | \$688.50 | \$0.00 | \$688.50 |
| 6.0/6.4 | 212-04-Other Charges | School-Based Engagement & Technology (fringe benefits) | \$277,132 x .0765 (FICA) | \$21,200.60 | \$0.00 | \$21,200.60 |
| 6.0/6.5 | 212-04-Other Charges | Certified Educator Bootcamp (fringe benefits) | \$10,000 x .0765 (FICA) | \$765.00 | \$0.00 | \$765.00 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools Consolidated Budget Narrative | | | | | | |
|--|---|---|--|---------------|----------------|---------------------|
| Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant | | | | | | |
| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| Subtotal - Fixed Charges | | | | | | \$113,743.26 |
| CONTRACTED SERVICES | | | | | | |
| 4.0/4.1 | 203 - 205 - 02/02 - Contracted Services | Turnitin Feedback Studio Writing Support Program (online platform application) - Contracted Services | Turnitin Feedback Studio Full Suite for 2 years (Year 1 - \$110,279 & Year 2 - \$118,405) | \$228,684.00 | \$0.00 | \$228,684.00 |
| 4.0/4.2 | 203-205-09/02 - Contracted Services | Conflict and Compromise: Agents of Change Through Social Movement (Mikva Challenge - Restorative Justice Program Contract - Contracted Services | Based on vendor quotes | \$25,215.00 | \$0.00 | \$25,215.00 |
| 4.0/4.3 | 203-205 - 09/02 - Contracted Services | A Day with an AP Reader - Consultant Fee (contracted services) | 5 workshops x \$4,500 (per workshop) | \$22,500.00 | \$0.00 | \$22,500.00 |
| 4.0/4.4 | 203 - 205 - 02/02 - Contracted Services | AP Summer Bridge Contract (contracted services) | 10 classes x 10 hours @ \$350/per hour | \$35,000.00 | \$0.00 | \$35,000.00 |
| 5.0/5.1 | 207 - 02 - Contracted Services | Social Emotional Learning (SEL) Platform - Quaver- Contracted Services (software licenses) | 125 site licenses @ \$1,680/per unit/license | \$210,000.00 | \$0.00 | \$210,000.00 |
| 6.0/6.3 | 203-205-02/02-Contracted Services | STEM Labs - Portable Labdisc STEM Labs (contracted services) | 2 Portable STEM Labs @ \$37,500/per lab (based on vendor quote) | \$75,000.00 | \$0.00 | \$75,000.00 |
| Subtotal - Contracted Services | | | | | | \$596,399.00 |
| SUPPLIES & MATERIALS | | | | | | |
| 4.0/4.3 | 203-205 - 02/03 - Supplies & Materials | A Day with an AP Reader - Classroom Teacher Supplies - Resource Book (5 Steps to a 5 Resource Book); used to support students in preparing for the AP Exams (supplies & materials) | Based on vendor quote | \$26,259.00 | \$0.00 | \$26,259.00 |
| 6.0/6.3 | 203-205-02/03 - Supplies & Materials | STEM Labs - materials/supplies for STEM Lab | Based on various vendor quotes | \$5,000.00 | \$0.00 | \$5,000.00 |
| Subtotal - Supplies & Materials | | | | | | \$31,259.00 |
| OTHER CHARGES | | | | | | |
| 4.0/4.3 | 203-205 - 09/04 - Other Charges | AP Summer Institute - Registration Fees for Teachers | 90 teachers @ \$1,00/per teacher registration | \$90,000.00 | \$0.00 | \$90,000.00 |
| 4.0/4.5 | 203 - 205 - 02/04 - Other Charges | Maryland Financial Literacy & Federal Financial Aid Awareness Program | 267 students @ \$20/per voucher (estimated) | \$5,345.00 | \$0.00 | \$5,345.00 |
| 5.0/5.4 | 207 - 04 - Other Charges | Solution Tree Global Professional Development Subscription - Other Charges (on-line subscriptions) | 180 participant subscriptions @ \$70/per participant | \$12,600.00 | \$0.00 | \$12,600.00 |
| 5.0/5.6 | 208 - 04 - Other Charges | School-Based Health Care Certifications - Other Charges (dues; subscriptions; certifications) | 12 nurse managers/specialists @ \$400/per certification | \$4,800.00 | \$0.00 | \$4,800.00 |
| Subtotal - Other Charges | | | | | | \$112,745.00 |
| NON-PUBLIC TRANSFERS | | | | | | |
| \$5.00 | 203-205-07/02 - Contracted Services | Equitable Services to students in private (non-public) schools | See Section 7.0 - Calculation Information (district level spread of funding in anticipation of applications) | \$17,776.00 | \$0.00 | \$17,776.00 |

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

| Prince George's County Public Schools Consolidated Budget Narrative | | | | | | |
|--|--------------------------------------|---|--|---------------|----------------|-----------------------|
| Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant | | | | | | |
| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| \$5.00 | 203-205-07/03 - Supplies & Materials | Equitable Services to students in private (non-public) schools | See Section 7.0 - Calculation Information (district level spread of funding in anticipation of applications) | \$32,590.00 | \$0.00 | \$32,590.00 |
| \$5.00 | 203-205-07/04 - Other Charges | Equitable Services to students in private (non-public) schools | See Section 7.0 - Calculation Information (district level spread of funding in anticipation of applications) | \$17,776.00 | \$0.00 | \$17,776.00 |
| \$5.00 | 203-205-07/05 - Equipment | Equitable Services to students in private (non-public) schools | See Section 7.0 - Calculation Information (district level spread of funding in anticipation of applications) | \$79,992.00 | \$0.00 | \$79,992.00 |
| Subtotal - Non-Public Transfers | | | | | | \$148,134.00 |
| Administrative Cost (allowed to charge up to 2% of total grant award) / 201-23/02 - Contracted Services | | | | | | |
| \$5.00 | 201-23/02 - Contracted Services | Title IV, Part A Grant Project Manager - daily grant oversight - Contracted Services | \$2,611,176 x .02 (2% percentage allowed per MSDE) | \$52,554.00 | \$0.00 | \$52,224.00 |
| Subtotal - Administrative Cost | | | | | | \$52,224.00 |
| Indirect Cost Recovery (201-22/08 Transfers) | | | | | | |
| \$5.00 | 201-22/08 - Transfers | Indirect Cost Recovery - Transfers (FY22 Approved IDC Rate - 3.02% | Grant amount - equipment - equitable services = base Base - (Base/(1 + IDC Rate= IDC amount | \$69,858.38 | \$0.00 | \$69,858.38 |
| Subtotal - Indirect Cost Recovery | | | | | | \$69,858.38 |
| Title IV, Part A Grand Total Requested | | | | | | \$2,611,176.54 |



Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

MSDE C-125 BUDGET REQUEST

MARYLAND STATE DEPARTMENT OF EDUCATION GRANT BUDGET C-1-25

| | | | | |
|-----------------------|--|-----------------------|---------------------------------------|---------------|
| ORIGINAL GRANT BUDGET | 2,611,176 | AMENDED BUDGET# | REQUEST DATE | 10/15/21 |
| GRANT NAME | Title IV, A Student Support & Academic Enrichment (SAES) Grant | GRANT RECIPIENT NAME | Prince George's County Public Schools | |
| MSDE GRANT# | | RECIPIENT GRANT # | 7012 | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Prince George's County Public Schools | |
| FUND SOURCE CODE | | GRANT PERIOD | July 1, 2021 | June 30, 2023 |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | BUDGET BY CAT./PROG. |
|---------------------------------------|----------------------|------------------------|--------------------------|--------------------|----------------|----------------|----------------------|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 06 - TRANSFERS | |
| 201 Administration | | | | | | | |
| Prog. 21 General Support | | | | | | | |
| Prog. 22 Business Support | | | | | | 69,858.00 | 69,858.00 |
| Prog. 23 Centralized Support | | 52,224.00 | | | | | 52,224.00 |
| 202 Mid-Level Administration | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | |
| Prog. 16 Inst. Admin. & Supv. | | | | | | | |
| 203-205 Instruction Categories | | | | | | | |
| Prog. 01 Regular Prog. | | | | | | | |
| Prog. 02 Special Prog. | 277,132.00 | 338,684.00 | 31,259.00 | 5,345.00 | | | 652,420.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | |
| Prog. 04 Gifted & Talented Prog. | | | | | | | |
| Prog. 07 Non Public Transfers | | 17,776.00 | 32,590.00 | 17,776.00 | 79,992.00 | | 148,134.00 |
| Prog. 08 School Library Media | | | | | | | |
| Prog. 09 Instruction Staff Dev. | 294,250.00 | 47,715.00 | | 90,000.00 | | | 431,965.00 |
| Prog. 10 Guidance Services | | | | | | | |
| Prog. 11 Psychological Services | | | | | | | |
| Prog. 12 Adult Education | | | | | | | |
| 206 Special Education | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | |
| Prog. 09 Instruction Staff Dev. | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | |
| Prog. 16 Inst. Admin & Superv. | | | | | | | |
| 207 Student Personnel Serv. | 784,362.00 | 210,000.00 | | 12,600.00 | | | 1,006,962.00 |
| 208 Student Health Services | 131,070.00 | | | 4,800.00 | | | 135,870.00 |
| 209 Student Transportation | | | | | | | |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | |
| Prog. 31 Operating Services | | | | | | | |
| 211 Plant Maintenance | | | | | | | |
| 212 Fixed Charges | | | | 113,743.00 | | | 113,743.00 |
| 214 Community Services | | | | | | | |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | |
| Prog. 35 Buildings & Additions | | | | | | | |
| Prog. 36 Remodeling | | | | | | | |
| Total Expenditures By Object | 1,488,814.00 | 686,399.00 | 63,848.00 | 244,264.00 | 79,992.00 | 69,858.00 | 2,611,176.00 |

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| Finance Official Approval | Michael Herbstman, Chief Financial Officer |  | Digitally signed by Michael Herbstman DN: cn=Michael Herbstman, ou=PGCPS, email=Michael.Herbstman@pgcps.org, c=US Date: 2021.11.10 08:33:16 -0500 | 301-952-6099 |
| Supt./Agency Head Approval | Monica E. Goldson, Ed.D., Chief Executive Officer |  | 11/10/2021 | 301-952-6008 |
| MSDE Grant Manager Approval | Jonathan Turner, Lead Specialist for Student Support & Academic Enrichment | | | 410-767-0288 |

MSDE ASSURANCES

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

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| <i>Monica E. Goldson, Ed.D., Chief Executive Officer</i> |  | 11/10/2021 |
| Superintendent of Schools or Head of Grantee Agency | | Date |

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2021 FINE ARTS INITIATIVE STATE GRANT APPLICATION



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2021 FINE ARTS INITIATIVE STATE GRANT APPLICATION



FINE ARTS INITIATIVE GRANTS APPLICATION

Local school systems should provide a cohesive, stand-alone response to the prompts below.

School Year 2020-2021: Progress and Challenges

1. Complete the chart below describing the **progress and challenges** in meeting the Programs in Fine Arts goals articulated in the system’s 2020-2021 Annual Update. Identify the programs, practices, strategies, and resource allocations that are related to progress.

| Disciplines | Goals from the School Year 2020-2021 | Current Progress | Challenges |
|---------------------------|--|---|---|
| DANCE | <ul style="list-style-type: none"> ▪ Increase the number of Middle and High schools offering dance education. ▪ Provide more opportunities for students to see dance performances. ▪ Partner with higher education to provide PGCPs high schools with one masterclass in dance. ▪ Provide basic dance attire for students in need. ▪ All schools with dance education will participate in county dance showcase. ▪ Obtain supervisor membership in National Dance Education Organization (NDEO) and International Association of Blacks in Dance (IABD). | <ul style="list-style-type: none"> ▪ One additional middle dance education program was added for the 2021-2022 school year. ▪ Higher education dance programs will provide teaching artists for the 2021-2022 Systemic Dance Master class events. ▪ Dance attire purchased during the 2020-2021 school year will be provided to students in need this school year. ▪ In Spring 2021, 95% of the schools with dance programs participated in the Virtual Dance Day which took the place of our traditional Dance Showcase due to Covid/virtual instruction. ▪ Membership was secured for NDEO and IABD for the Dance Supervisor, Dance Resource Teacher and Dance Mentor Teacher. | <ul style="list-style-type: none"> ▪ Due to the shift to virtual learning, enrollment is down in many programs. Many schools did not offer dance education because students were not as excited about virtual dance instruction. Many of the new programs that started pre-Covid did not get a chance to host a formal in-person concert. In-person events have been great for attracting new students to dance programs district-wide. We hope to exceed pre-Covid enrollment numbers as we return to in-person dance instruction this school year. |
| INSTRUMENTAL MUSIC | <ul style="list-style-type: none"> ▪ Work with four vendors to provide two free masterclass sessions for 50 students to improve proficiency in pedagogical skills. ▪ Increase the number of teachers participating in assessment workshops. ▪ Continue with the assessment of professional development workshops with the focus on string pedagogy for | <ul style="list-style-type: none"> ▪ Workshop pay was used to support 75 teachers in orchestra and/or band to provide pertinent feedback to the teachers on the entire assessment process. ▪ Materials of instruction funds were spent to purchase new music for the Middle School Honor Band and Orchestra students. | <ul style="list-style-type: none"> ▪ All large instrumental music ensemble performance assessments were cancelled due to the COVID-19 pandemic. ▪ 19 Middle School Honor Ensembles were cancelled due to the COVID-19 pandemic. |

| Disciplines | Goals from the School Year 2020-2021 | Current Progress | Challenges |
|---|---|---|--|
| | <p>non-string majors.</p> <ul style="list-style-type: none"> ▪ Purchase instructional supplies for workshops. | <ul style="list-style-type: none"> ▪ Additional workshops were held for think tank groups to plan for pandemic instruction. ▪ 19 percussion kits were purchased to provide instruments for students who did not have access to school owned percussion equipment during the pandemic. ▪ Violin First Professional Development sessions and website subscription access was provided to teachers to enhance strings instruction. | |
| <p>VOCAL GENERAL MUSIC</p> | <ul style="list-style-type: none"> ▪ Expand the lending choral library with purchases of current choral literature and solo literature for piano, guitar, vocal. This included 40 copies of six pieces. ▪ All staff attend a professional conference for music program leadership. ▪ Secure an editor to assist with virtual instruction. ▪ Provide digital piano and guitar methods books. ▪ Provide professional development for teachers for digital instructional use. | <ul style="list-style-type: none"> ▪ The choral library has been installed and new music has been incorporated into the collection. ▪ Professional conferences were adjusted to virtual settings. Minimal fees allowed all staff members to attend. ▪ Professional editing was completed. | <ul style="list-style-type: none"> ▪ Due to COVID-19 all conferences were virtual. ▪ Digital piano and guitar method books were not accessible. Paper versions were purchased. ▪ Professional development did not take place for the digital method books as paper copies were purchased. |
| <p>THEATRE</p> | <ul style="list-style-type: none"> ▪ Provide substitutes for teacher leaders to plan and attend the Theatre Festival. ▪ Provide keynote speakers and hands-on workshops for theatre students. ▪ Increase the number of students attending theatre workshops. ▪ Update the Creative, Visual, and Performing Arts Program curriculum. | <ul style="list-style-type: none"> ▪ Monthly virtual Theatre Festival planning meetings were held consistently, leading up to the Theatre Festival. All (8) teacher leaders attended the Theatre Festival. ▪ 20 PGCPs teachers attended the virtual Theatre Festival. ▪ We hosted a pro-bono, guest keynote speaker and moderator and 12 paid workshop presenters/adjudicators. ▪ Teacher membership dues were paid into two national theatre organizations - | <ul style="list-style-type: none"> ▪ Due to the impact of COVID 19 and the subsequent shift to Distance Learning, we were unable to use the substitute funds for curriculum writing. An amendment to move Substitute Teacher Funds to Classroom Teacher Supplies was approved and implemented. |

| Disciplines | Goals from the School Year 2020-2021 | Current Progress | Challenges |
|-------------|---|---|---|
| | | American Alliance for Theatre and Education (AATE) and Educational Theatre Association (EdTA). | |
| Media Arts | <ul style="list-style-type: none"> ▪ Provide students with one masterclass, (either virtual or face-to-face) for all Creative Performing Arts (CPA) and Visual Performing Arts (VPA) Schools (five schools). ▪ Professionals will be contracted to lead sessions for the PGCPS Film Festival Showcase and visit classrooms. ▪ Media Arts staff will attend professional development to learn how Media Arts programs are developed and evaluated. ▪ Provide materials of instruction to support special projects. | <ul style="list-style-type: none"> ▪ Max Bent is scheduled to do a set of masterclasses and a workshop for teachers. The goal of the sound-editing workshops is to improve film festival entries. ▪ Audio equipment was ordered for classrooms. | <ul style="list-style-type: none"> ▪ Due to different scheduling during COVID shut down, it was hard to schedule artists. ▪ Many virtual PD opportunities had little to no cost to attend. While the Media Arts staff did attend PD, all funds were not used. |
| VISUAL ART | <ul style="list-style-type: none"> ▪ Increase the number of schools participating in the 3D Exhibit by two schools. ▪ Increase the number of schools participating in the countywide exhibit for seniors by two schools. ▪ Update curriculum documents for Art 7 and Pre-K. | <ul style="list-style-type: none"> ▪ With the move to a fully virtual exhibit for 2021, including the 3-D Exhibit, we had over 600 entries! ▪ We updated the curriculum for Art 7 and PreK. In addition, we were able to build a new curriculum site, as well as begin to update the Intermediate and Advanced Drawing & Painting curriculum. | <ul style="list-style-type: none"> ▪ The countywide exhibits were fully virtual due to the pandemic. The art show coordinators worked with teachers to submit work and build a gallery site with the help of our Department of Communications. |

School Year 2021-2022 Goals

The Educational Equity regulation (COMAR 13A.01.06) is integrated throughout the Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan to demonstrate comprehensive support and improvement. Educational equity means that all students have access to opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being.

2. What are the practices or strategies to advance racial equity through Fine Arts instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures?

DANCE – The Dance team will address racial equity by redesigning the high school World Dance units and middle school curriculum. The focus for the redesigned curriculum will be on identifying cultures of study that address the diversity of our students. We will measure success by reviewing student participation and enrollment in future dance courses. Our dance educators, now serving as curriculum writers, represent diverse social identities and professional experiences.

VISUAL ARTS – The Visual Arts team advances educational equity by exposing our students to artists representing many social identities. Our curriculum writing team features diverse voices and writers focused on integrating culturally responsive teaching practices throughout the curricula. Student autonomy is allowed through the art-making process. Social-Emotional Learning strategies allow students to discuss difficult topics and process their emotions throughout the art-making process.

MEDIA ARTS – The Media Arts team advances educational equity by creating diverse writing teams. Class projects allow for the use of different skill sets and languages, promoting student voice and agency. Students are allowed to choose production topics and are encouraged to tackle issues that are important to them. Assessments are rubric-based to measure student growth.

THEATRE – The Theatre team advances educational equity by creating diverse curriculum writing teams, instructional resources, materials, and professional development opportunities. Culturally responsive teaching discussions and practices provide opportunities for student voice through devised theatre and project-based learning. We will measure success by reviewing student and teacher responses to opportunities and participation in activities.

VOCAL MUSIC – The Vocal Music team advances educational equity by purchasing choral music representing cultural, gender, and ethnic diversity. The music purchased was intended to reflect the diverse populations within the district to have selections representative of our students' cultures.

INSTRUMENTAL MUSIC – The Instrumental Music team advances educational equity by exposing students to more cultures through musical exploration and creativity. Students collaborated and had open discussions about composers of color. The team also supplemented standard book method selections by identifying and performing music from current composers of color. Teachers aligned musical selections to the monthly district celebrations of various cultures.

3. What community needs are addressed through instructional programming, curriculum development, instructional planning and delivery, material selection, and/or assessment? What are the success measures? Community needs could include marginalized individual characteristics (Ability, Ethnicity, Family Structure, Gender Identity, Language, National origin, Religion, Sexual Orientation, Socioeconomic Status), program access, areas of disproportionality, and school climate and culture.

MEDIA ARTS – The Media Arts team addresses community needs by providing equipment to all schools to ensure equitable opportunities in filmmaking. The annual Film Festival provides students with the opportunity to create productions that reflect themselves and their communities. The Film Festival showcase is an open-house opportunity for the community to see and celebrate students' productions.

DANCE – The Dance team created a Virtual Dance Day event to provide students with master dance class opportunities from community partners. This opportunity provided students with a chance to take dance classes from a professional teaching artist that may look like them. The PGPCS Virtual Dance Day and Dance Showcase events exposed students to multi-cultural dance forms that they may not have previously observed. The team has also provided K – 12 students with more access to dance education through our performance assessments and artist class opportunities.

VISUAL ART - Visual Art exhibits provide students the opportunity to display artwork that reflects themselves and their communities. The Countywide Art Exhibits, 3D exhibits, and senior exhibits (either in person or online) are opportunities for families to see and celebrate students' artwork. When online, the exhibits can reach a wider global audience.

THEATRE - Theatre addresses community needs by providing master classes and workshops from a diverse roster of presenters. The team shared enrichment programs and extended learning opportunities with all theatre programs in PGPCS. Students were also supported in their expression of identity and desired names. Success is measured by response and participation in enrichment opportunities and extended learning opportunities.

INSTRUMENTAL MUSIC - Instrumental music addresses community needs by providing additional equipment to students/schools of socio-economic need. Reinstating the Summer Instrumental Music Experience (SIME) will allow students to play with others from various schools and ability levels. The team also created open assessment opportunities for parents to meet the needs of the students/programs.

VOCAL MUSIC - Vocal Music addresses community needs by providing additional materials to schools in need of support. Last year the team expanded the choral library collection to include more titles by female and racially diverse composers. The team provided schools unable to provide the Music K-8 Magazine with all 32 volumes, free of purchase. The team also purchased instruments for piano and guitar courses for students needing instruments for virtual instruction.

4. As stated in COMAR 13A.01.16, Section .03 Certification Procedures, each local school system shall report annually their goals, objectives, and strategies regarding the implementation of fine arts instructional programming and methods for measuring progress. Complete the charts below outlining the 2021-2022 goals of the local school system to meet the requirements outlined in COMAR 13A.04.16, Programs in Fine Arts for music, dance, theatre, visual art, and media arts. For comparison, also list the strategic targets (forecast to 2024 Fine Arts Certification) within each arts discipline.

Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations regarding the implementation of fine arts instructional programming, development of curriculum, instructional planning, instructional delivery, material selection, and assessment and the use an equity lens (per COMAR 13A.01.06, an equity lens means that for any program, practice, decision, or action, the impact on all students is addressed, with a strategic focus on marginalized student groups) to meet the needs of all students.

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| <h1>Dance</h1> | <p>2021-2022 Goals (Annual Goals)</p> <ul style="list-style-type: none"> ▪ Increase the number of Middle and High schools offering dance education by two schools per year. Provide more opportunities for students to see local, state, national and professional dance performances (virtually). ▪ Partner with higher education and teaching artists to provide PGPCS high schools with one masterclass in dance. ▪ Provide basic dance attire for students in need for daily class instruction and/or dance costumes for performance events. ▪ All schools with dance education will participate in county dance performance assessments (Student Choreography Showcase, PGPCS Dance Day, Dance Showcase Matinee and Annual Dance Showcase events; either virtual or face-to-face). ▪ Each Dance teacher will be compensated for one full workshop day for bringing their students to participate in either the Northern or Southern PGPCS Dance Showcase. ▪ Classroom Teachers supplies will continue to be allocated for students in need of dance uniforms or dance costumes for instructional/performance purposes. |
| | <p>2023 Targets (Long Term Goals)</p> <ul style="list-style-type: none"> ▪ Increase the number of new dance education programs by 10. ▪ Every high school receives two master Dance classes per year (virtual or face-to-face). ▪ Students will have opportunities to audition for scholarships during masterclasses at the PGPCS systemic Dance events. ▪ Continue to meet students’ material needs in order to participate in dance education. ▪ Offer multiple dance matinees featuring dance instructional programs within a school feeder pattern (virtual or face to face). |

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| <h1>Media Arts</h1> | <p>2021-2022 Goals (Annual Goals)</p> <ul style="list-style-type: none"> ▪ Professionals will be contracted to lead sessions for the PGCPs Film Festival Showcase and visit classrooms. ▪ Media Arts staff will attend professional development to learn how Media Arts programs are developed and evaluated. ▪ Provide materials of instruction to support special projects. |
| | <p>2023 Targets (Long Term Goals)</p> <ul style="list-style-type: none"> ▪ Revise curriculum to reflect Media Arts Standards. ▪ Provide professional development in all aspects of Media Arts: Journalism, Film Production, Podcasting, Coding/Maker, and more. ▪ Provide more student opportunities in different aspects of Media Arts. ▪ Provide teacher and student certification opportunities with Adobe software. ▪ Media Arts courses at the high school level will meet the fine arts requirement. |

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| <h1>Instrumental Music</h1> | <p>2021-2022 Goals (Annual Goals)</p> <ul style="list-style-type: none"> ▪ Provide fifteen beginner/transitional instruments to pilot a third-grade instrumental program at one school. ▪ Develop elementary instrumental music classes for five schools on starter/transitional instruments to increase enrollment and recruitment. ▪ Provide five professional development masterclass and/or workshop opportunities in Middle Schools using community partners to increase professional artist interaction with students. ▪ Provide access to virtual performance software for Visual Performing Arts schools (two schools). ▪ Provide music method books for students that have limited access to digital devices or the internet. |
| | <p>2023 Targets (Long Term Goals)</p> <ul style="list-style-type: none"> ▪ Increase the number of students participating to 250. ▪ Provide opportunities for all teachers with five years of experience or less to participate in assessment workshops to improve instruction. ▪ Provide opportunity for all teachers without a string education background to complete masterclasses to improve instruction. |

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| <h2>Vocal General Music</h2> | <p>2021-2022 Goals (Annual Goals)</p> <ul style="list-style-type: none"> ▪ Update curriculum documents (Music Survey, Musicianship, Guitar, Middle School General Music and Middle School Chorus). ▪ Create second job assignment position for a choral librarian. ▪ Provide professional development for provisional teachers to improve instruction and successful completion of student growth measures. ▪ Provide professional development for middle school general music teachers (Instrumental Music and Vocal General teachers). ▪ Develop two new courses - Musical Theatre and Artists and Industry (in collaboration with all fine arts disciplines). <p>2023 Targets (Long Term Goals)</p> <ul style="list-style-type: none"> ▪ Increase access to multicultural literature for choral and general music instruction. ▪ Share strategies with teachers and district leaders to understand best practices in vocal general music. |
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| <h2>Theatre</h2> | <p>2021-2022 Goals (Annual Goals)</p> <ul style="list-style-type: none"> ▪ Provide substitutes for teacher leaders to plan and attend the Theatre Festival. ▪ Provide a keynote speaker and hands-on workshops for theatre students. ▪ Increase the number of theatre programs in the District by two schools. ▪ Revise theatre curriculum to reflect coursework and course names required for entrance into college and university programs. <p>2023 Targets (Long Term Goals)</p> <ul style="list-style-type: none"> ▪ Increase number of theatre programs in the district. ▪ Continue updating Creative and Visual and Performing Arts Program curriculum to reflect National Core Arts Standards and Maryland State Standards. |
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| <h2>Visual Art</h2> | <p>2021-2022 Goals (Annual Goals)</p> <ul style="list-style-type: none"> • Continue updating curriculum to meet state and national visual art standards. • Provide stipends for visual art educators to support systemic art exhibits. <p>2023 Targets (Long Term Goals)</p> <ul style="list-style-type: none"> ▪ Increase the number of schools participating in the 3D Exhibit by 10. ▪ Increase the number of schools participating in the countywide exhibit for seniors by 10. ▪ Update all curriculum documents including our Visual and Performing Arts programs. |
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5. Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to “Guidance for Completion of the Budget Narrative for the Fine Arts Initiative,” “Sample Fine Arts Budget,” and “Fine Arts Budget Categories” in the following pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this current State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

| Fine Arts Budget Narrative, Prince George's County SY2021-2022 / FY 2022-2023 | | | | | | | |
|---|--|--|--|---|-----------------|-----------------|-----------------|
| Discipline | Category | Line Item | Calculation | Amount | In-Kind | Total | |
| Instrumental Music | 203-205/09 (Instructional Staff Development) 01 - Salaries & Wages | Professional Development & Assessment Pedagogy Workshops (Workshop Pay) | 20 teachers x 1-day workshop session pay x \$175 | \$3,500 | | \$3,500 | |
| | 203-205/03 (Special Programs) 03 - Supplies & Materials | Instrument Supplies (Classroom Teacher Supplies) | Based on various vendor quotes | \$7,794 | | \$7,794 | |
| | 212 - Fixed Charges 04 - Other Charges | Professional Development & Assessment Pedagogy Workshops (Fringe Benefits) | \$3,500 x .0765 (FICA) | \$268 | | \$268 | |
| | | | | Instrumental Music - Subtotal | \$11,562 | | \$11,562 |
| MUSIC - Vocal General | 203-205/02 (Special Programs) 01- Salaries & Wages | Choral Librarian Stipend (Other Stipends) | 1 teacher @ \$37.00/per hour for 20-21 hours (estimated) | \$740 | | \$740 | |
| | 203-205/02 (Special Programs) 01- Salaries & Wages | Curriculum Writing Stipends (Other Stipends) | 10 writers @ \$1,000 each | \$10,000 | | \$10,000 | |
| | 212 - Fixed Charges 04 - Other Charges | Choral Librarian Stipend & Curriculum Writing Stipends (Fringe Benefits) | \$10,000 x .0765 (FICA) | \$824 | | \$824 | |
| | | | | MUSIC (Vocal General) - Subtotal | \$11,564 | | \$11,564 |
| | 203-205/09 (Instructional Staff Development) 01 - Salaries & Wages | Annual Dance Secondary Showcase | 37 teachers x 1 session x \$175 (full day workshop pay) | \$6,475 | | \$6,475 | |
| | 203-205/03 (Special Programs) 03 - Supplies & Materials | Instructional Dance Materials | Based on various vendor quotes | \$3,720 | | \$3,720 | |
| | 203-205/09 (Instructional Staff Development) 04 - Other Charges | Professional Development (Memberships) | Dance Members (National Dance Education Organization - 3 memberships @ \$185/per membership and International Association of Blacks in Dance - 3 memberships @ \$125/per membership) | \$930 | | \$930 | |
| | 212 - Fixed Charges 04 - Other Charges | Annual Dance Secondary Showcase (Fringe Benefits) | \$6,475 x .0765 (FICA) | \$495 | | \$495 | |
| | | | Dance - Subtotal | \$11,620 | | \$11,620 | |
| Theatre | 203-205/09 (Instructional Staff Development) 01 - Salaries & Wages | Virtual Theatre Festival (Workshop/Staff Development Pay) | 15 teachers x 1 session x \$175 (full day workshop pay) | \$2,625 | | \$2,625 | |
| | 203-205/09 (Instructional Staff Development) 02 - Contracted Services | Virtual Theatre Festival (contracted services) | 12 consultants @ \$300/per consultant | \$3,600 | | \$3,600 | |

| Fine Arts Budget Narrative, Prince George's County SY2021-2022 / FY 2022-2023 | | | | | | |
|---|---|---|---|-----------------|------------|-----------------|
| Discipline | Category | Line Item | Calculation | Amount | In-Kind | Total |
| | 203-205/09 (Instructional Staff Development) 04 - Other Charges | Professional Development (Memberships) | Theatre Memberships (American Alliance for Theatre & Education (AATE) - 1 membership @ \$125 and Educational Theatre Association (EdTA) - 1 membership @ \$129 | \$254 | | \$254 |
| | 203-205/03 (Special Programs) 03 - Supplies & Materials | Annual Theatre Festival (Classroom Teacher Supplies) | Based on various vendor quotes | \$4,755 | | \$4,755 |
| | 212 - Fixed Charges 04- Other Charges | Virtual Theatre Festival (Fringe Benefits) | \$2,625 x .0765(FICA) | \$201 | | \$201 |
| | | | Theatre - Subtotal | \$11,435 | | \$11,435 |
| Media Arts | 203-205/09 (Instructional Staff Development) 02 - Contracted Services | Film Festival Showcase/Masterclasses | 12 sessions @ \$300/per session 5 sessions @ \$500/per session | \$6,100 | | \$6,100 |
| | 203-205/02 (Special Programs) 03 - Supplies & Materials | Student Supplies to support specialty projects (film making equipment, maker supplies, sound equipment, etc.) | Based on various vendor quotes | \$4,000 | | \$4,000 |
| | 203-205/09 (Instructional Staff Development) 04 - Other Charges | Professional Development (Registration Fees) | 2 staff members @ \$350 per staff member | \$700 | | \$700 |
| | | | Media Arts - Subtotal | \$10,800 | | \$10,800 |
| Visual Arts | 203-205/02 (Special Programs) 01- Salaries & Wages | Curriculum Writing Stipends (Other Stipends) | 5 writers @ \$1,000/per writer | \$5,000 | | \$5,000 |
| | 203-205/02 (Special Programs) 01- Salaries & Wages | Art Show Coordinator Stipends (Other Stipends) | 2 Countywide Exhibit Coordinators @ \$2,250/each 1 3D Exhibit Coordinator @ \$500 1 Senior Exhibit Coordinator @ \$500 | \$5,500 | | \$5,500 |
| | 212 - Fixed Charges 04- Other Charges | Curriculum Writing Stipends & Art Show Coordinator Stipends (Other Stipends) | \$10,500 x .0765 (FICA) | \$803 | | \$803 |
| | | | Visual Arts - Subtotal | \$11,303 | | \$11,303 |
| | | | SUBTOTAL (Pre Indirect Cost Calculation) | \$68,284 | | \$68,284 |
| Indirect Cost | Indirect Cost | | \$70,367 (total grant) - \$0.00 (equipment allocation) - \$0.00 (equitable services) - \$0.00 (contracted services; up to \$25,000) = \$70,367 (total grant base) - (\$70,367/1.0302*.0302 (3.02% FY22 IDC Rate) = \$2,083 (IDC allocation) | \$2,083 | | \$2,083 |
| | | | Grand Total | \$70,367 | \$- | \$70,367 |

C-125 BUDGET REQUEST

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

| | | | | | |
|-----------------------|----------------------------|-----------------------|---------------------------------------|--------------|-----------|
| ORIGINAL GRANT BUDGET | \$70,367 | AMENDED BUDGET # | | REQUEST DATE | 09/10/21 |
| GRANT NAME | Fine Arts Initiative Grant | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | 3932 | | |
| REVENUE SOURCE | State | RECIPIENT AGENCY NAME | Prince George's County Public Schools | | |
| FUND SOURCE CODE | | GRANT PERIOD | 7/1/2021 | TO | 6/30/2022 |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | |
|---------------------------------------|----------------------|------------------------|--------------------------|--------------------|----------------|-----------------|----------------------|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 - EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| 201 Administration | | | | | | | |
| Prog. 21 General Support | | | | | | | |
| Prog. 22 Business Support | | | | | | 2,083.00 | 2,083.00 |
| Prog. 23 Centralized Support | | | | | | | |
| 202 Mid-Level Administration | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | |
| Prog. 16 Inst. Admin. & Supv. | | | | | | | |
| 203-206 Instruction Categories | | | | | | | |
| Prog. 01 Regular Prog. | | | | | | | |
| Prog. 02 Special Prog. | 21,240.00 | | 20,269.00 | | | | 41,509.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | |
| Prog. 04 Gifted & Talented Prog. | | | | | | | |
| Prog. 07 Non Public Transfers | | | | | | | |
| Prog. 08 School Library Media | | | | | | | |
| Prog. 09 Instruction Staff Dev. | 12,600.00 | 9,700.00 | | 1,684.00 | | | 24,184.00 |
| Prog. 10 Guidance Services | | | | | | | |
| Prog. 11 Psychological Services | | | | | | | |
| Prog. 12 Adult Education | | | | | | | |
| 206 Special Education | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | |
| Prog. 09 Instruction Staff Dev. | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | |
| Prog. 16 Inst. Admin & Superv. | | | | | | | |
| 207 Student Personnel Serv. | | | | | | | |
| 208 Student Health Services | | | | | | | |
| 209 Student Transportation | | | | | | | |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | |
| Prog. 31 Operating Services | | | | | | | |
| 211 Plant Maintenance | | | | | | | |
| 212 Fixed Charges | | | | 2,591.00 | | | 2,591.00 |
| 214 Community Services | | | | | | | |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | |
| Prog. 35 Buildings & Additions | | | | | | | |
| Prog. 36 Remodeling | | | | | | | |
| Total Expenditures By Object | 33,840.00 | 9,700.00 | 20,269.00 | 4,475.00 | 0.00 | 2,083.00 | 70,367.00 |

Finance Official Approval Michael Herbstman, Chief Financial Officer  Digitally signed by Michael Herbstman on 11/10/21
DN: cn=Michael Herbstman, o=MSDE, ou=MSDE, email=Michael.Herbstman@msde.org, c=US
Date: 2021.11.10 16:02:07 -0500 301-952-6099

Supt./Agency Head Approval Monica E. Goldson, Ed.D., Chief Executive Officer  11/10/2021 301-952-6008

MSDE Grant Manager Approval Alysia Lee, Division of Curriculum, Assessment & Accountability _____ 410-767-0352

Grant Budget C-1-25 Rev. 11/20/07

RECIPIENT ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 2 CFR §180, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 2 CFR §200 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

Monica E. Goldson, Ed.D., Chief Executive Officer
Superintendent of Schools or Head of Grantee Agency



11/10/2021

Date

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APPENDIX H: EQUITABLE SERVICES TO PRIVATE SCHOOLS UNDER ESSA



Appendix H: Equitable Services to Private Schools Under ESSA Section

Appendix H: Equitable Services to Private Schools under ESSA Section

This section applies to Title I, Part A and programs covered Title VIII, including:

- Title I, Part A(Improving Basic Programs Operated by Local Education Agencies
- Title I, Part C Migrant Education Program)
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers

To ensure equitable services and other benefits are being provided for eligible private school students, teachers, and other educational personnel, the Equitable Services State Ombudsman is responsible for monitoring and enforcing the requirements in the Every Student Succeeds Act (ESSA) under Title I and covered programs under Title VIII. **Please submit the following:**

- Consultation timeline for each program
- Signed Affirmation of Consultation
- Complaint procedures/dispute resolution process for covered programs under ESSA

In addition, the Maryland State Department of Education and local education agencies (LEA) must annually provide information to private school officials on the amount of funds allocated for equitable services under Title I and each of the covered programs under Title VIII (*Sections 1117(a)(4)(C) and 8501 (a)(4)(C)*).

Please complete the Equitable Services Table for each program listed. Provide information regarding the names of participating private schools, the number of private school participants, and proportionate share for equitable services.

| Local School System: Prince George's County Public Schools | | EQUITABLE SERVICES TABLE | | | | |
|---|--|--|-------------------------------------|--|--|--|
| Participating Private School Name and Address | Title I-A | Title I-C | Title II-A | Title III-A | Title IV-A | Title IV-B |
| <i>All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</i> | Total Number of Participating Students | Total Number of Participating Students | Total Number of Participating Staff | Total Number of Participating Students | Total Number of Participating Students | Total Number of Participating Students |
| Archbishop Nealle School 104 Port Tobacco Road La Plata, MD 20646 | 0 | | 0 | 0 | 0 | |
| Al-Huda School 5301 Edgewood Road College Park, MD 20740 | 14 | | 60 | 8 | 530 | |
| Bishop McNamara 6800 Marlboro Pike Forestville, MD 20747 | 0 | | 130 | 0 | 856 | |
| DeMatha Catholic HS 4318 Madison Street Hyattsville, MD 20781 | 0 | | 78 | 0 | 822 | |
| Elizabeth Seton High School 57515 Emerson Street Bladensburg, MD 20710 | 0 | | | 0 | 593 | |
| Excellence Christian School 9010 Frank Tippet Road Upper Marlboro, MD 20772 | 0 | | 34 | 0 | 199 | |
| Foundation School 1330 McCormick Drive Largo, MD 20774 | 0 | | 138 | 0 | 135 | |
| From the Heart Christian School 4949 Allentown Road Camp Springs, MD 20746 | 0 | | 65 | 0 | 197 | |
| George E. Peters Adventist School 6303 Riggs Road Adelphi, MD 20783 | 3 | | 15 | 0 | 0 | |
| Grace Brethren Christian School 6501 Surratts Road Clinton, MD 20735 | 0 | | 510 | 0 | 510 | |
| Highland Park Christian Academy 6801 Sheriff Road Landover, MD 20785 | 0 | | 0 | 0 | 0 | |
| Holy Family Catholic School 2200 Callaway Street Hillcrest Heights, MD 20748 | 0 | | 0 | 0 | 0 | |
| Holy Redeemer 4902 Berwyn Road College Park, MD 20740 | 30 | | 25 | 5 | 207 | |
| Holy Trinity Episcopal Day School | 0 | | 70 | 0 | 424 | |

| Local School System: Prince George's County Public Schools | | EQUITABLE SERVICES TABLE | | | | |
|---|--|--|-------------------------------------|--|--|--|
| Participating Private School Name and Address | Title I-A | Title I-C | Title II-A | Title III-A | Title IV-A | Title IV-B |
| <i>All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</i> | Total Number of Participating Students | Total Number of Participating Students | Total Number of Participating Staff | Total Number of Participating Students | Total Number of Participating Students | Total Number of Participating Students |
| 11902 Daisy Lane Glenn Dale, MD 20769 | | | | | | |
| Lanham Christian School 8400 Good Luck Road Lanham, MD 20706 | 0 | | 14 | 0 | 220 | |
| NASA Goddard CDC 8800 Greenbelt Road Greenbelt, MD 20771 | 0 | | 0 | 0 | 0 | |
| National Christian Academy 6700 Bock Road Fort Washington, MD 20744 | 0 | | 0 | 0 | 287 | |
| New Hope Academy 7009 Varnum Street Landover Hills, MD 20784 | 0 | | 40 | 3 | 0 | |
| Reid Temple Christian Academy 11400 Glenn Dale Boulevard Glenn Dale, MD 20769 | 0 | | 47 | 0 | 237 | |
| Riverdale Baptist School 1133 Largo Road Upper Marlboro, MD 20774 | 0 | | 35 | 0 | 413 | |
| St. Ambrose School 6310 Jason Street Cheverly, MD 20785 | 27 | | 28 | 0 | 206 | |
| St. Columba School 7800 Livingston Road Oxon Hill, MD 20745 | 15 | | 16 | 13 | 182 | |
| St. Jerome Academy 5207 42nd Place Hyattsville, MD 20781 | 0 | | 18 | 24 | 300 | |
| St. John the Evangelist School 8912 Old Branch Avenue Clinton, MD 20735 | 5 | | 21 | 17 | 220 | |
| St. Joseph's Regional Catholic School 11011 Montgomery Road Beltsville, MD 20705 | 9 | | 13 | 38 | 202 | |
| St. Mary's Catholic School 7207 Annapolis Road Landover Hills, MD 20784 | 45 | | 15 | 55 | 217 | |
| St. Mary's of the Assumption 4610 Largo Road | 0 | | 23 | 0 | 0 | |

| Local School System: Prince George's County Public Schools | | EQUITABLE SERVICES TABLE | | | | |
|---|--|--|-------------------------------------|--|--|--|
| Participating Private School Name and Address | Title I-A | Title I-C | Title II-A | Title III-A | Title IV-A | Title IV-B |
| <i>All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</i> | Total Number of Participating Students | Total Number of Participating Students | Total Number of Participating Staff | Total Number of Participating Students | Total Number of Participating Students | Total Number of Participating Students |
| Upper Marlboro, MD 20772 | | | | | | |
| St. Mary of the Mills 106 St. Marys Place Laurel, MD 20707 | 0 | | 19 | 0 | 267 | |
| St. Mary's School of Piscataway 13407 Piscataway Road Clinton, MD 20735 | 0 | | 14 | 0 | 0 | |
| St. Matthias the Apostle School 9473 Annapolis Road Lanham, MD 20706 | 33 | | 21 | 28 | 185 | |
| St Matthew's UME Ed Center 14900 Annapolis Road Bowie, MD 20715 | 0 | | 42 | 0 | 0 | |
| St. Philip the Apostle Catholic School 5414 Henderson Way Camp Springs, MD 20746 | 14 | | 15 | 0 | 0 | |
| St. Pius X Regional School 14710 Annapolis Road Bowie, MD 20715 | 0 | | 43 | 0 | 0 | |
| St. Vincent Pallotti High School 113 St. Marys Place Laurel, MD 20707 | 0 | | 51 | 0 | 404 | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Total Allocation: | \$ \$598,974 | | \$238,364 | \$23,789 | | NA |

TITLE I, PART DOCUMENTATION

Title I, Part A Consultation Timelines**

| Month | PGCPS Major Agenda Topic | Consultation Topic(s) |
|--------------------------------------|---|---|
| November 2020 - December 2020 | Title I staff will request principals or central office serving a group of private schools for the following poverty data (appropriate) on private school students: | What services will be offered; How and when the agency will make decisions about the delivery of services to eligible children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor; The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined; |
| January 2021 | Title I staff will obtain from principals or central office serving a group of private schools the requested poverty data (appropriate) on private school students. | What services will be offered; How and when the agency will make decisions about the delivery of services to eligible children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor; How, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor; Whether to provide equitable services to eligible private school children I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or II in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools; |
| April 2021 | Title I staff matched addresses of private school students from low-income families to participating public school attendance areas. Estimate the amount of funds generated for instruction using the same estimated per-pupil amount that is used for public school students in participating public school attendance areas. Title I staff will meet with private school officials to discuss poverty data collected, amount of estimated instructional funds generated, and determine if funds will be pooled, not pooled, or a combination of both options. | What services will be offered; How the children’s needs will be identified; How, where, and by whom the services will be provided; Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor; When, including the approximate time of day, services will be provided; Whether to provide equitable services to eligible private school children— (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools; Whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs. |

| Month | PGCPS Major Agenda Topic | Consultation Topic(s) |
|----------------------|---|--|
| May/June 2021 | <p>Title I staff will determine the multiple, educationally related, objective criteria to be used to select eligible students (educationally needy students who reside in Title I attendance areas) in consultation with private school officials.</p> <p>Obtain from private school officials lists of names, addresses, and grades of private school students who meet the criteria.</p> <p>Discuss with private schools officials the needs of selected students, appropriate Title I services to serve those needs, and location of services.</p> <p>Design services that meet participants’ needs based on consultation, using the estimated amount of funds generated by private school students from low-income families, and the equitable share of funds reserved for district wide instructional activities.</p> <p>Determine with private schools officials the standards and annual assessments for measuring progress of the Title I program.</p> | <p>What services will be offered; How the children’s needs will be identified;</p> <p>How, where, and by whom the services will be provided; When, including the approximate time of day, services will be provided; Whether to provide equitable services to eligible private school children— (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;</p> |
| June 2021 | <p>Obtain written affirmation from private school officials or their representatives that timely and meaningful consultation has occurred.</p> <p>Assess the achievement of current year’s program using the standards previously agreed upon last year</p> | <p>What services will be offered; How the children’s needs will be identified;</p> <p>How, where, and by whom the services will be provided; When, including the approximate time of day, services will be provided; Whether to provide equitable services to eligible private school children— (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools; How the services will be academically assessed and how the results of that assessment will be used to improve those services;</p> <p>The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined; Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.</p> |

| Month | PGCPS Major Agenda Topic | Consultation Topic(s) |
|----------------------------------|--|--|
| July - August 2021 | <p>Define annual progress. Determine criteria for making program modifications when annual progress is not achieved.</p> <p>Title I staff will determine in consultation with private school officials the professional development and parent involvement needs of private school teachers and families of private school participants'</p> <p>Inform private schools officials of tentative program designs, service delivery models, number of Title I participants, allocations, locations of services, and estimated costs.</p> <p>Update private school officials if there are any changes. Generate a list of students who will receive Title I services beginning in September of the next school year.</p> <p>Complete all necessary reports, contract negotiations, ordering of materials, hiring of teachers, etc.</p> <p>Finalize the complaint and dispute procedures</p> | <p>How the children's needs will be identified; What services will be offered;</p> <p>How, where, and by whom the services will be provided; When, including the approximate time of day, services will be provided; Whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.</p> <p>The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;</p> |
| September 2021 | <p>Title I will report on the readiness of the Title I program for private school participants to private school officials.</p> | <p>What services will be offered; How, where, and by whom the services will be provided; When, including the approximate time of day, services will be provided; How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;</p> |
| September - October 2021 | <p>Title I will begin services for students identified the previous spring as participants and provide private school officials with their name, services to be provided, and names of Title I teachers.</p> <p>Plan professional development (if applicable) and parent involvement activities based on previous spring's consultation.</p> | <p>What services will be offered; How, where, and by whom the services will be provided; When, including the approximate time of day, services will be provided; How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;</p> |
| November 2021 - June 2022 | <p>Title I staff will continue monitoring visits to Title I classrooms and have regular communications with private school officials about student progress and program compliance</p> | <p>How the children's needs will be identified; What services will be offered; How, where, and by whom the services will be provided; How the services will be academically assessed and how the results of that assessment will be used to improve those services; Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and</p> |

| Month | PGCPS Major Agenda Topic | Consultation Topic(s) |
|-------|--|--|
| | <p>Assess student progress and evaluate program effectiveness as an ongoing process</p> <p>Continue to implement professional development and parent involvement activities based on previous spring's consultation.</p> | <p>analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;</p> |

Key issues relating to the provision of Title I services are discussed during consultation, which provides an opportunity for the both the public and private school officials to express their views and to have those views considered. Ultimately, the LEA is responsible for planning, designing, and implementing the Title I program and may not delegate that responsibility to the private schools or their officials.

As a result, private school officials who want services for their eligible students should be aware of their roles in the consultation process to ensure that Title I programs designed by the LEA effectively meet the needs of their participating children, their teachers, and their families. Roles for the private school officials are:

- Participating in consultation;
- Providing lists of addresses and grades of low-income families;
- Providing lists of names, addresses, and grade levels of children who meet the multiple, educationally related, objective criteria for participation eligibility;
- Suggesting ideas, program designs, and modifications that meet the needs of their eligible children, their teachers, and their families; and
- Providing a dedicated space, if appropriate.

COMPLAINT PROCEDURES AND DISPUTE RESOLUTION FOR TITLE I PART A

Twice during the program year (January and July), the Title I Staff and private school officials discuss the complaint procedures and dispute resolution process. All parties consult to determine on how complaints and disputes can be resolved at various levels. Upon agreement, the team adopts the final resolution process. Additionally, during these meetings private school officials receive notification of the ESEA Equitable Services requirement for the State Educational Agency to designate an Ombudsman to assist with resolution. This practice is in place to ensure the appropriate equitable services for private school students, teachers, and families. By August, finalized dispute procedures are presented to all participating private school officials.

TITLE I, PART A - AFFIRMATION OF CONSULTATION

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA INFORMATION **CONTACT INFORMATION**

| | |
|---|---|
| NAME OF LEA: Prince George's County Public Schools | TELEPHONE NUMBER: 301-618-8390 |
| LEA REPRESENTATIVE & TITLE: Chandra Brown, Coordinating Supervisor | EMAIL ADDRESS: chandra.brown@pgcps.org |

PRIVATE SCHOOL INFORMATION **CONTACT INFORMATION**

| | |
|--|--------------------------------------|
| NAME OF PRIVATE SCHOOL: Archdiocese of Washington Catholic Schools | TELEPHONE NUMBER: 301-853-5357 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Brian Radziwill, Director of Government Programs | EMAIL ADDRESS: radziwillb@adw.org |

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|---|--|---|--|--|
| <input checked="" type="checkbox"/> Title I, Part A (ESSA Sect. 1117) | <input type="checkbox"/> Title I, Part C (ESSA Sect. 8501) | <input type="checkbox"/> Title II, Part A (ESSA Sect. 8501) | <input type="checkbox"/> Title III, Part A (ESSA Sect. 8501) | <input type="checkbox"/> Title IV, Part A (ESSA Sect. 8501) | <input type="checkbox"/> Title IV, Part B (ESSA Sect. 8501) |
|--|---|--|---|--|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

Affirmation of Consultation – 6/16/2021

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. **Administrative costs of providing equitable services including Indirect costs, as applicable. **TITLE I ONLY***
- P. **Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. **TITLE I ONLY***

(*Revised as of 6/10/2021)

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|------------------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: Brian Radziwill | DATE: 6/22/21 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|---|--|-------------------------------------|--|
| NAME OF LEA: PGCPS | | TELEPHONE NUMBER: | |
| LEA REPRESENTATIVE & TITLE: | | EMAIL ADDRESS: | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: Al-Huda School | | TELEPHONE NUMBER: 301-982-2402 | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Haroon Baqai, Principal | | EMAIL ADDRESS: hbaqai@alhuda.org | |

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|--|---|--|---|---|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input checked="" type="checkbox"/> (ESSA Sect. 8501) |
|--|--|---|--|---|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

Affirmation of Consultation – 6/16/2021

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. **Administrative costs of providing equitable services including indirect costs, as applicable.* **TITLE I ONLY**
- P. **Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable.* **TITLE I ONLY**

*(*Revised as of 6/10/2021)*

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|------------------------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: June 23, 2021 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|--|---------------------|
| NAME OF LEA: Prince George's County Public School | TELEPHONE NUMBER: |
| LEA REPRESENTATIVE & TITLE: | EMAIL ADDRESS: |

| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
|---|---|
| NAME OF PRIVATE SCHOOL: George E. Peters Adventist School | TELEPHONE NUMBER: 301-559-6710 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Jarren Jeffery, Principal | EMAIL ADDRESS: jjeffery@gepeters.org |

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|--|---|---|---|---|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input checked="" type="checkbox"/> (ESSA Sect. 8501) |
|--|--|---|---|---|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
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- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. **Administrative costs of providing equitable services including Indirect costs, as applicable. **TITLE I ONLY***
- P. **Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. **TITLE I ONLY***

(*Revised as of 6/10/2021)

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|-------------------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Jarren Jeffery</i> | DATE: 7/1/2021 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
| Please share any Comments or Requests for Further Consultation | |

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

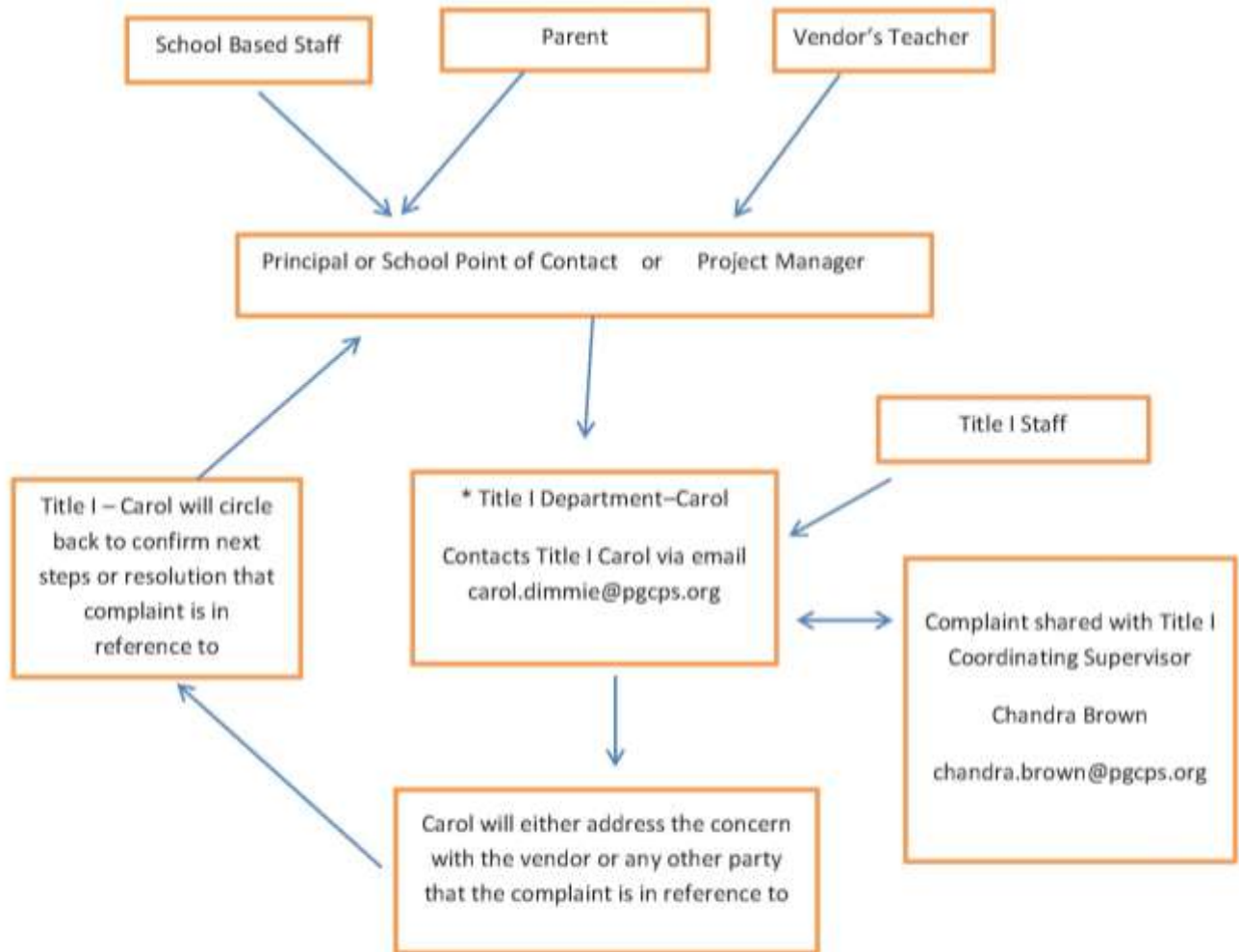


ESSA AND TITLE I

 Prince George's County Public Schools

First Level Concern Procedures

To ensure effective communication among all stakeholders, this flow chart identifies the action that should take place once a concern has been identified. As a reminder, all correspondence should be originated or followed up in writing to provide the LSS an opportunity to respond and address concerns in a timely manner.



***Note: All concerns expressed will be acknowledged within 2 business days**

ESSA and Title I Department
Prince George's County Public Schools

Updated 8/3/20



Second Level Concern Procedures

Please ensure that the first level concern procedures has been done prior to the following the steps below.

1. If resolution is not to the satisfaction of the stakeholder within the first level, the stakeholder is to bring it to the attention of the Coordinating Supervisor, Chandra Brown (Chandra.brown@pgcps.org) which will respond within 48 hours.
2. After that, the Director, Dr. Tracey Adesegun should be the next level to direct your complaint prior to moving to the PGCPs (adesegun@pgcps.org) which will respond within 48 hours.
3. If by any means, the resolution is not to the satisfaction, then go to <https://apps.pgcps.org/pls/apex/f?p=370:1:::> to document an official concern. An Area Resolution Specialist will respond accordingly.
4. Lastly, if needed, Equitable Services State Ombudsman, Barbara Scherr (Barbara.scherr@maryland.gov) which will respond within 48 hours.

Finalized 8/15/19



COMPLAINT RESOLUTION PROCEDURES FOR ELEMENTARY AND SECONDARY EDUCATION UNDER THE EVERY STUDENT SUCCEEDS ACT (ESSA)

The first core value of Prince George’s County Public Schools (PGCPS) is “students are our priority”. PGCPS believes that delivering on the promise of “*Educational excellence anchored in equity*” requires shared responsibility, accountability, transparency, and partnerships. In upholding these principles, PGCPS recognizes that there will be times when an individual may need to make an inquiry of PGCPS employees, raise a concern, or file a formal complaint.

It is the practice of PGCPS to review concerns and complaints in a collaborative and timely manner. The efficient and courteous servicing of constituent concerns is a critical component to maintain transparency, promote systemic improvement, inform constituents, and support the needs of the students and the school district. When complaints occur, PGCPS encourages individuals to seek informal resolution initially at the administrative level most closely responsible for the issue. To facilitate this process, PGCPS provides a step-by-step guide to addressing complaints and concerns.

The PGCPS Guide to Addressing Concerns provides a process to address inquiries, problems, issues, complaints and concerns for resolution and to facilitate continuous systemic improvement. The Guide may be found on the web at <https://www.pgcps.org/about-pgcps/contact-us/a-guide-to-addressing-questions-and-concerns>.

For additional information about complaint procedures for ESSA, contact the office or administrator listed below for the specific program of question.

| PROGRAMS | CONTACT | TELEPHONE NUMBER |
|---|---|--------------------------------------|
| Title I, Part A <i>Improving Basic Programs</i> | Division of Accountability <i>Department of ESSA & Title I</i> | Dr. Tracey Adesegun 301-618-8390 |
| Title II, Part A <i>Systems of Support For Excellent Teaching and Leading</i> | Division of Academics <i>Department of Academic Programs</i> | Mr. Clarence Parker 301-808-5956 |
| Title III, Part A <i>English Language Acquisition, Language Enhancement, And Academic Achievement</i> | Division of Academics <i>Department of Academic Programs Office of English Language Learners</i> | Dr. Melissa Kanney 301-445-8450 |
| Title IV <i>Student Support and Academic Achievement</i> | Division of Special Education & Student Services <i>Department of Student Services</i> | Ms. Elizabeth Faison 301-567-8669 |



TITLE II, PART A CONSULTATION TIMELINE

January – February: PGCPS will meet individually with each non-public school who had qualifying students to determine their needs for the following school year.

March: Prince George's County Public Schools sends an Intent to Participate form to each non-public school listed on the MSDE website.

April: Prince George's County Public Schools invites all who returned the Intent to Participate form to an Initial Consultation Meeting.

May – June: PGCPS will work with the schools to refine their needs assessment from January – February.

May: Prince George's County Public Schools holds an Initial Consultation Meeting jointly with Titles I – IV.

July: Non-public schools' needs assessments will be finalized and funds will be allocated in the grant.

August: Title II will contact non-public schools who expressed an interest in participating in Title II to inform them of their school's allocation and provide them with a copy of the Title II application for completion.

September: Title II will communicate to non-public schools how much funding is remaining from the prior year grant and offer schools access to funding on a first come, first serve basis.

October: Non-public schools submit their Title II applications for review and approval.

November: Prince George's County Public Schools holds a Consultation Meeting jointly with Titles I – IV for participating non-public schools.



TITLE III, PART A - CONSULTATION TIMELINE

April: Prince George's County Public Schools sends an Intent to Participate form to each non-public school listed on the MSDE website.

April: Prince George's County Public Schools invites all who returned the Intent to Participate form to an Initial Consultation Meeting.

May: Prince George's County Public Schools holds an Initial Consultation Meeting jointly with Titles I – IV.

September: Title III contacts non-public schools who expressed an interest in participating in Title III to ensure they have what they need to administer the ELPA (English Language Proficiency Assessment) to their students whose HLS (Home Language Survey) makes them eligible for testing.

October: Non-public schools submit their test results.

November: PGCPS submits the names and information for students who qualify for ESOL services to MSDE.

February-March: PGCPS will meet individually with each non-public school who had qualifying students to determine their needs for the following school year.

May – June: PGCPS will communicate to non-public schools how much funding they are allowed and work with the schools to refine their needs assessment from February-March.

July: Non-public schools' needs assessments will be finalized and funds will be allocated in the grant.



TITLE IV, PART A - CONSULTATION TIMELINE

April - Prince George's County Public Schools sends an Intent to Participate form to each non-public school listed on the MSDE website.

April - Prince George's County Public Schools invites all who returned the Intent to Participate form to an Initial Consultation Meeting.

May - Prince George's County Public Schools holds an Initial Consultation Meeting jointly with Titles I - IV.

September/October - Title IV contacts non-public schools who expressed an interest in participating in Title IV to inform them of their school's allocation and process for submitting a proposed plan based on a Needs Assessment. This contact is via an email which contains a template for the proposed plan, a list of allowable activities, and a copy of the Title IV, Part A Non-Regulatory Guidance.

October - Title IV conducts a webinar to provide TA to all participating schools (including schools that did not attend the May Consultation meeting). Non-public schools submit their proposed plan (including needs assessment, activities, intended outcomes, and a description of the expenses) for approval.

November - Non-public schools' proposed plans will be reviewed and approved. In some cases, clarification may be requested.

December/January - Non-public schools' funds will be loaded to support their approved activities/strategies.

September – June - PGCPS will communicate with non-public schools on a regular basis via email and/or phone to provide TA.

TITLE II - PROGRAMS, PART A - AFFIRMATION OF CONSULTATION

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



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PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|--|--|---|--|
| NAME OF LEA: Prince George's County Public Schools | | TELEPHONE NUMBER: 301-808-8275 | |
| LEA REPRESENTATIVE & TITLE: Clarence Parker, Fiscal Analyst | | EMAIL ADDRESS: clarence.parker@pgcps.org | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: Archdiocese of Washington Catholic Schools | | TELEPHONE NUMBER: 301-853-5357 | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Brian Radziwill, Director of Government Programs | | EMAIL ADDRESS: radziwillb@adw.org | |

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|--|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|--|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
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- H. Whether to provide equitable services to eligible private school children –
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 - II. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
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Affirmation of Consultation – 6/16/2021

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. **Administrative costs of providing equitable services including Indirect costs, as applicable. TITLE I ONLY*
- P. **Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. TITLE I ONLY*

*(*Revised as of 6/10/2021)*

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

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- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|--------------------|
| LEA REPRESENTATIVE SIGNATURE: <i>Clarence Parker</i> | DATE: 6/24/2021 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: Brian Radziwill | DATE: 6/22/21 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|---|-------------------------------------|
| NAME OF LEA: PGCPS | TELEPHONE NUMBER: |
| LEA REPRESENTATIVE & TITLE: | EMAIL ADDRESS: |
| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
| NAME OF PRIVATE SCHOOL: Al-Huda School | TELEPHONE NUMBER: 301-982-2402 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Haroon Baqai, Principal | EMAIL ADDRESS: hbaqai@alhuda.org |

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|--|---|--|---|---|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input checked="" type="checkbox"/> (ESSA Sect. 8501) |
|--|--|---|--|---|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - ii. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

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PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. **Administrative costs of providing equitable services including Indirect costs, as applicable. TITLE I ONLY*
- P. **Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. TITLE I ONLY*

*(*Revised as of 6/10/2021)*

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|---------------------|
| LEA REPRESENTATIVE SIGNATURE: <i>Clarence Parker</i> | DATE: 6/25/2021 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>[Signature]</i> | DATE: June 23, 2021 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
| Please share any Comments or Requests for Further Consultation | |

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

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The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|--|---------------------|
| NAME OF LEA: Prince George's County Public School | TELEPHONE NUMBER: |
| LEA REPRESENTATIVE & TITLE: | EMAIL ADDRESS: |

| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
|---|---|
| NAME OF PRIVATE SCHOOL: George E. Peters Adventist School | TELEPHONE NUMBER: 301-559-6710 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Jarren Jeffery, Principal | EMAIL ADDRESS: jjeffery@gepeters.org |

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input checked="" type="checkbox"/> (ESSA Sect. 8501) |
|--|--|---|---|---|---|
|--|--|---|---|---|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

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- K.** How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L.** The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M.** When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N.** Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O.** *Administrative costs of providing equitable services including Indirect costs, as applicable. **TITLE I ONLY**
- P.** *Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. **TITLE I ONLY**

(*Revised as of 6/10/2021)

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|-------------------|
| LEA REPRESENTATIVE SIGNATURE: <i>Clarence Parker</i> | DATE: 7/3/2021 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Jarren Jeffery</i> | DATE: 7/1/2021 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

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PART I: CONTACT INFORMATION

| LEA INFORMATION | CONTACT INFORMATION |
|---|---|
| NAME OF LEA: Prince George's County Public Schools | TELEPHONE NUMBER: 301-808-8275 |
| LEA REPRESENTATIVE & TITLE: Clarence Parker, Fiscal Analyst | EMAIL ADDRESS: clarence.parker@pgcps.org |
| PRIVATE SCHOOL INFORMATION | CONTACT INFORMATION |
| NAME OF PRIVATE SCHOOL: Holy Trinity Episcopal School | TELEPHONE NUMBER: 301-464-3215 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Michael S. Mullin, Head of School | EMAIL ADDRESS: mmullin@htrinity.org |

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|---|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|---|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
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- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

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PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. **Administrative costs of providing equitable services including Indirect costs, as applicable. TITLE I ONLY*
- P. **Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. TITLE I ONLY*

*(*Revised as of 6/10/2021)*

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|--------------------|
| LEA REPRESENTATIVE SIGNATURE: <i>Clarence Parker</i> | DATE: 9/28/2021 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Michael Hillier</i> | DATE: 9/28/2021 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|--|--|---|--|
| NAME OF LEA: Prince George's County Public Schools | | TELEPHONE NUMBER: 301-808-8275 | |
| LEA REPRESENTATIVE & TITLE: Clarence Parker, Fiscal Analyst | | EMAIL ADDRESS: clarence.parker@pgcps.org | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: Lanham Christian School | | TELEPHONE NUMBER: (301) 552-9102 | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Vanessa S. Smith, Principal | | EMAIL ADDRESS: vanessa.smith@lanhamchristian.org | |

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|--|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|--|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

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PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. **Administrative costs of providing equitable services including Indirect costs, as applicable. TITLE I ONLY*
- P. **Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. TITLE I ONLY*

(*Revised as of 6/10/2021)

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

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- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|----------------------------|
| LEA REPRESENTATIVE SIGNATURE: <i>Clarence Parker</i> | DATE: <i>10/1/2021</i> |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Vanessa Smith</i> | DATE: <i>Sept 30, 2021</i> |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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PART I: CONTACT INFORMATION

LEA INFORMATION

NAME OF LEA:
Prince George's County Public Schools

LEA REPRESENTATIVE & TITLE:
Clarence Parker, Fiscal Analyst

CONTACT INFORMATION

TELEPHONE NUMBER:
301-808-8275

EMAIL ADDRESS:
clarence.parker@pgcps.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL:
ST. VINCENT PALLOTTI HIGH SCHOOL

PRIVATE SCHOOL REPRESENTATIVE & TITLE:
David Tenney - Assistant Principal for Academics

CONTACT INFORMATION

TELEPHONE NUMBER:
301-725-3228 x2203

EMAIL ADDRESS:
dtenney@pallottihs.org

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|---|---|---|---|---|--|
| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|---|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
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- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
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- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

Affirmation of Consultation – 6/16/2021

**Maryland State Department of Education
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PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. *Administrative costs of providing equitable services including Indirect costs, as applicable. **TITLE I ONLY**
- P. *Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. **TITLE I ONLY**

(*Revised as of 6/10/2021)

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|---------------|
| LEA REPRESENTATIVE SIGNATURE: <i>Clarence Parker</i> | DATE: 9/30/21 |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>[Signature]</i> | DATE: 9/29/21 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|---|--|--|--|
| NAME OF LEA: Prince George's County Public Schools | | TELEPHONE NUMBER: 301-808-8275 | |
| LEA REPRESENTATIVE & TITLE: Clarence Parker, Fiscal Analyst | | EMAIL ADDRESS: clarence.parker@pgcps.org | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: <i>The Foundation Schools</i> | | TELEPHONE NUMBER: <i>301-881-0078 x0105</i> | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: <i>Kelli Kunert Director of Development</i> | | EMAIL ADDRESS: <i>KKunert@foundationschools.org</i> | |

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501) |
|---|---|---|---|---|--|
|---|---|---|---|---|--|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - ii. in the LEA's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

Affirmation of Consultation – 6/16/2021

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. *Administrative costs of providing equitable services including Indirect costs, as applicable. **TITLE I ONLY**
- P. *Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. **TITLE I ONLY**

(*Revised as of 6/10/2021)

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|-----------------|
| LEA REPRESENTATIVE SIGNATURE: <i>Clarence Parker</i> | DATE: 10/1/2021 |
|--|-----------------|

| | |
|---|---------------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Kellie G. Hurst</i> | DATE: 9-30-21 |
|---|---------------|

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

* Required

1. Email *

2. Are you interested in participating in one or more federal programs listed below.

Mark only one oval.

Yes

No

I have additional questions, please contact me at _____.

3. Indicate the federal program(s) in which you are interested:

Check all that apply.

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

4. Name of Non-Public School

5. School Address

6. Contact Person

7. Telephone Number

8. Contact Person Email Address

9. Number of Staff (Teachers, Administration, & Paraprofessionals)

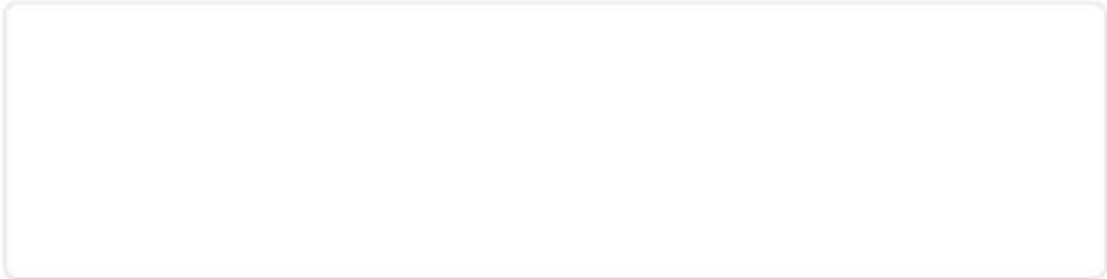
10. Number of Students in Grades K-12, as of September 1, 2020

11. Number of Students in Grades Pre-K, as of September 1, 2020

12. Signature of Authorized Non-Public School Official

13. Date you complete the form

Example: January 7, 2019



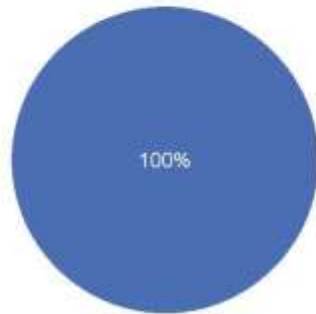
Non-Public Schools Response Form

19 responses

[Publish analytics](#)

Are you interested in participating in one or more federal programs listed below.

19 responses

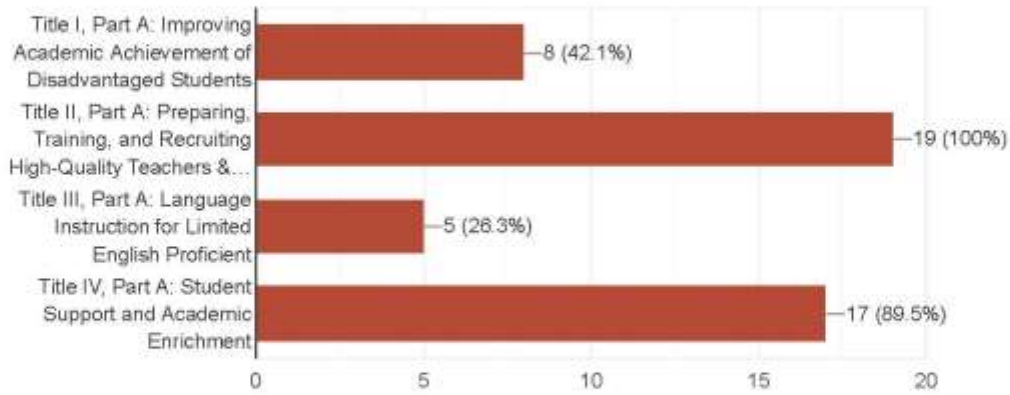


- Yes
- No
- I have additional questions, please contact me at _____



Indicate the federal program(s) in which you are interested:

19 responses



Name of Non-Public School

19 responses

Archdiocese of Washington Catholic Schools- 13 schools pooled--will send list separately

Holy Trinity-An Episcopal School

Al-Huda School

Riverdale Baptist School

Dr.Susie Long

Steven Battle

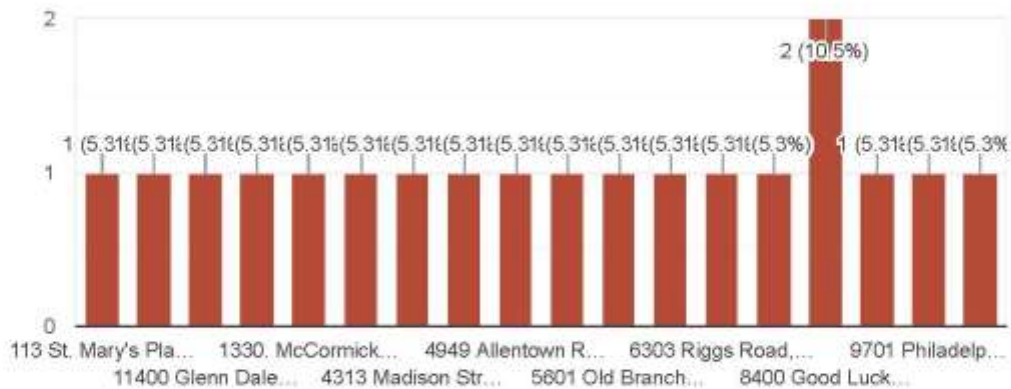
Treesa Elam-Respass

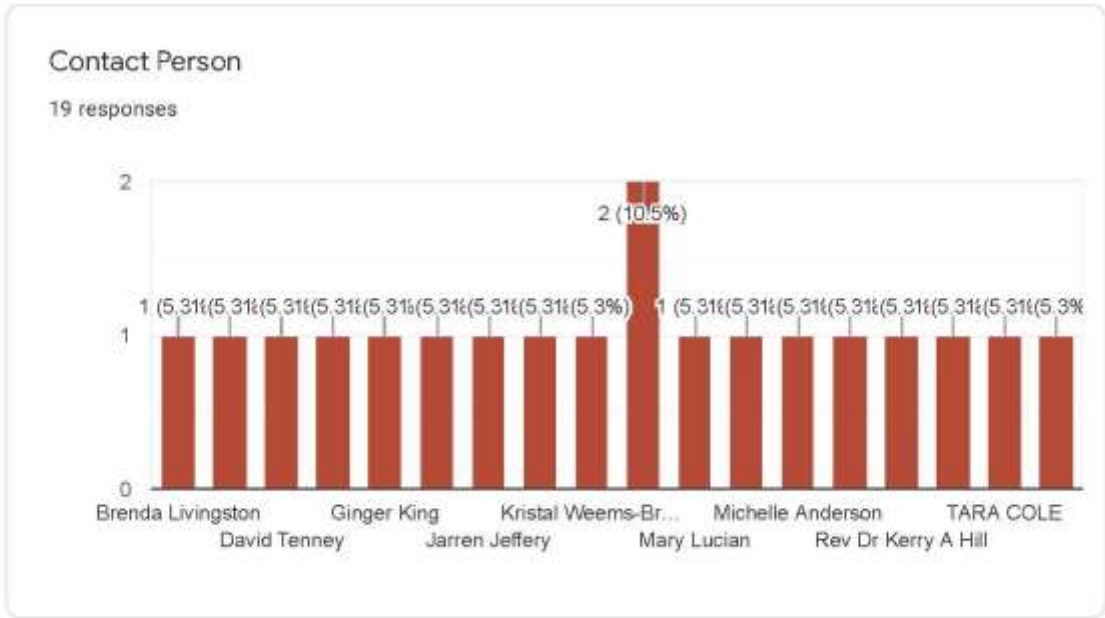
Chelsea School

St. Vincent Pallotti High School

School Address

19 responses





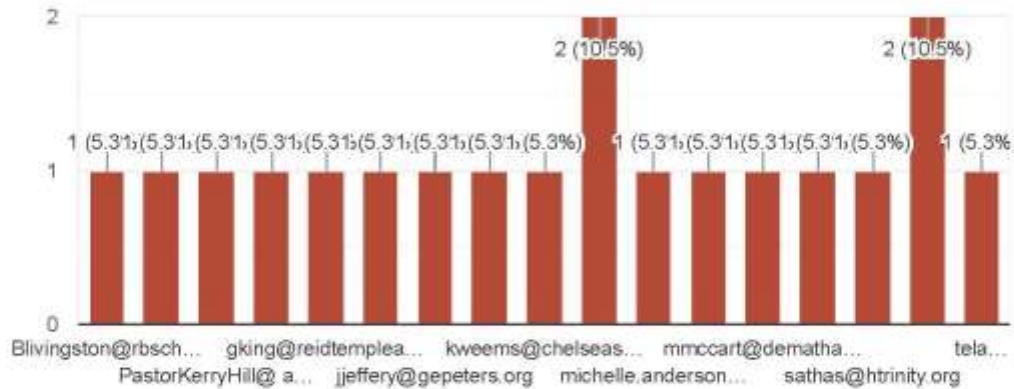
Telephone Number

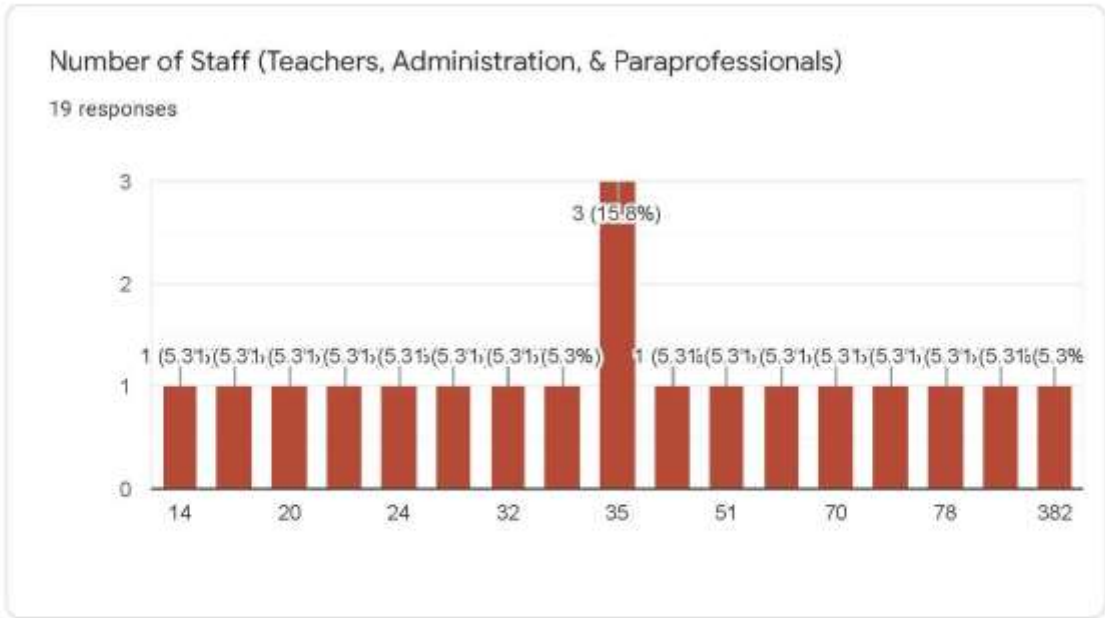
19 responses

- 301-853-5357
- 301-464-3215
- 301-982-2402
- 301-249-7000 x 144
- 301899-2968
- (301) 899-2968
- 3018681873
- 240-467-2100
- (301) 725-3228 x2203

Contact Person Email Address

19 responses





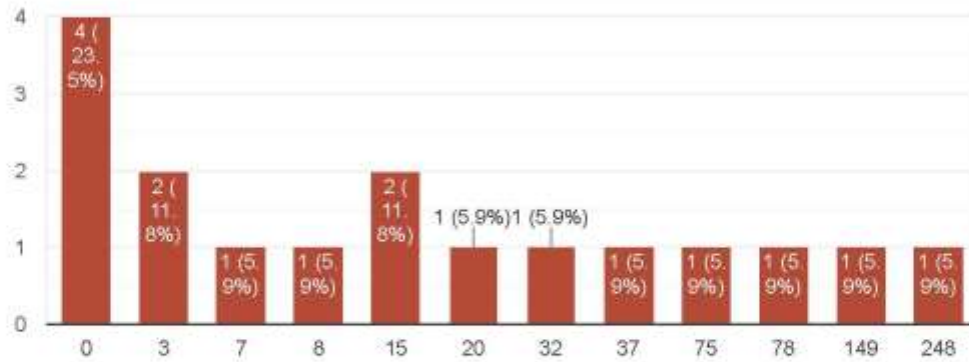
Number of Students in Grades K-12, as of September 1, 2020

19 responses

2532
398
490
280
134
130
162
69
408

Number of Students in Grades Pre-K, as of September 1, 2020

17 responses



Signature of Authorized Non-Public School Official

15' 23:50:38E3

Brian Radziwill

Michael S. Mullin

Haron Baqai

Corine Merritt

Dr. Susie A. Long-Instructional Coordinator

Steven A. Battle, Sr.

Treasa Clam-Respass

Kristal Weems-Bradner

David Tenney

Date you complete the form

15' 23:50:38E3

| | | | | | | | | | | | | |
|----------|----|---|----|----|----|----|---|----|----|----|----|----|
| Apr 2021 | 8 | 9 | 5 | 10 | 11 | 13 | 2 | 14 | 15 | 16 | 20 | 26 |
| May 2021 | 10 | 2 | 17 | | | | | | | | | |
| Sep 2021 | 23 | | | | | | | | | | | |

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TITLE III - PROGRAMS, PART A - AFFIRMATION OF CONSULTATION

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

| LEA INFORMATION | | CONTACT INFORMATION | |
|---|--|-------------------------------------|--|
| NAME OF LEA: PGCPS | | TELEPHONE NUMBER: | |
| LEA REPRESENTATIVE & TITLE: | | EMAIL ADDRESS: | |
| PRIVATE SCHOOL INFORMATION | | CONTACT INFORMATION | |
| NAME OF PRIVATE SCHOOL: Al-Huda School | | TELEPHONE NUMBER: 301-982-2402 | |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Haroon Baqai, Principal | | EMAIL ADDRESS: hbaqai@alhuda.org | |

Our organization represents a consortium of schools and will represent our schools. A formal letter will be provided.

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--|--|---|--|---|---|
| Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117) | Title I, Part C <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title III, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501) | Title IV, Part B <input checked="" type="checkbox"/> (ESSA Sect. 8501) |
|--|--|---|--|---|---|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children’s needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of “academically” only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - II. in the LEA’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;

Affirmation of Consultation – 6/16/2021

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**
- O. **Administrative costs of providing equitable services including Indirect costs, as applicable. TITLE I ONLY*
- P. **Transferring funds from Title II, Part A or Title IV, Part A into Title I, Part A, as applicable. TITLE I ONLY*


*(*Revised as of 6/10/2021)*

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|--|------------------------|
| LEA REPRESENTATIVE SIGNATURE: | DATE: |
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:  | DATE: June 23, 2021 |

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
| Please share any Comments or Requests for Further Consultation | |

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**Maryland State Department of
Education Affirmation of Consultation
Form**



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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

| | |
|--|-----------------------------------|
| NAME OF LEA: Prince George's County Public Schools | TELEPHONE NUMBER: 301-445-8450 |
| LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Enrollment & Testing Specialist | EMAIL ADDRESS: dyohe@pgcps.org |
| PRIVATE SCHOOL INFORMATION | |
| NAME OF PRIVATE SCHOOL: New Hope Academy | TELEPHONE NUMBER: |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: | EMAIL ADDRESS: |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--------------------------------------|--------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|
| Title I, Part A (ESSA Sect. 1117) | Title I, Part C (ESSA Sect. 8501) | Title II, Part A (ESSA Sect. 8501) | Title III, Part A X (ESSA Sect. 8501) | Title IV, Part A (ESSA Sect. 8501) | Title IV, Part B (ESSA Sect. 8501) |
|--------------------------------------|--------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children -
 - i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - ii. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.

J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:

Bianne Yohé

DATE:

3/18/21

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

John H.

DATE:

3/18/2021

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

DATE:

Please share any Comments or Requests for Further Consultation

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**Maryland State Department of
Education Affirmation of Consultation
Form**



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LEA CONTACT INFORMATION

| | |
|--|-----------------------------------|
| NAME OF LEA: Prince George's County Public Schools | TELEPHONE NUMBER: 301-445-8450 |
| LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Enrollment & Testing Specialist | EMAIL ADDRESS: dyohe@pgcps.org |

PRIVATE SCHOOL INFORMATION

| | |
|---|--|
| NAME OF PRIVATE SCHOOL: St Mary Catholic School | TELEPHONE NUMBER: |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: LaSandra Hayes, Principal | EMAIL ADDRESS: principal@stmarylh.org |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--------------------------------------|--------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|
| Title I, Part A (ESSA Sect. 1117) | Title I, Part C (ESSA Sect. 8501) | Title II, Part A (ESSA Sect. 8501) | Title III, Part A X (ESSA Sect. 8501) | Title IV, Part A (ESSA Sect. 8501) | Title IV, Part B (ESSA Sect. 8501) |
|--------------------------------------|--------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
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 - ii. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|-------------------------|
| LEA REPRESENTATIVE SIGNATURE: <i>Bianne Yohe</i> | DATE: 3/10/21 |
|---|-------------------------|

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| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Stephanie M. Hays</i> | DATE: <i>3/10/2021</i> |
|--|---------------------------|

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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**Maryland State Department of
Education Affirmation of Consultation
Form**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

| | |
|--|-----------------------------------|
| NAME OF LEA: Prince George's County Public Schools | TELEPHONE NUMBER: 301-445-8450 |
| LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Enrollment & Testing Specialist | EMAIL ADDRESS: dyohe@pgcps.org |

PRIVATE SCHOOL INFORMATION

| | |
|--|---|
| NAME OF PRIVATE SCHOOL: Academy of St Matthias | TELEPHONE NUMBER: |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Ann O'Hare | EMAIL ADDRESS: aohare@stmatthias.org |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| Title I, Part A (ESSA Sect. 1117) | Title I, Part C (ESSA Sect. 8501) | Title II, Part A (ESSA Sect. 8501) | Title III, Part A X (ESSA Sect. 8501) | Title IV, Part A (ESSA Sect. 8501) | Title IV, Part B (ESSA Sect. 8501) |
|--------------------------------------|--------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|
|--------------------------------------|--------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - ii. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

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 - we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
 - timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|-------|
| LEA REPRESENTATIVE SIGNATURE: <i>Bianna Yoke</i> | DATE: |
|---|-------|

| | |
|--|----------------------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Wm O'Hare</i> | DATE: <i>3/10/21</i> |
|--|----------------------|

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

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**Maryland State Department of
Education Affirmation of Consultation
Form**



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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

| | |
|--|-----------------------------------|
| NAME OF LEA: Prince George's County Public Schools | TELEPHONE NUMBER: 301-445-8450 |
| LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Enrollment & Testing Specialist | EMAIL ADDRESS: dyohe@pgcps.org |

PRIVATE SCHOOL INFORMATION

| | |
|--|--------------------------------------|
| NAME OF PRIVATE SCHOOL: AL HUDA SCHOOL | TELEPHONE NUMBER: 301-332-2178 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Shamila Hashim | EMAIL ADDRESS: shashim@alhuda.org |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--------------------------------------|--------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|
| Title I, Part A (ESSA Sect. 1117) | Title I, Part C (ESSA Sect. 8501) | Title II, Part A (ESSA Sect. 8501) | Title III, Part A X (ESSA Sect. 8501) | Title IV, Part A (ESSA Sect. 8501) | Title IV, Part B (ESSA Sect. 8501) |
|--------------------------------------|--------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - ii. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

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- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:

Dianne Yohe

DATE:

3/26/21

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

S. Hark

DATE: March 26, 2021

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS *NOT* OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

DATE:

Please share any Comments or Requests for Further Consultation

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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

| | |
|---|---|
| NAME OF LEA: Prince George's County Public Schools | TELEPHONE NUMBER: 301-445-8450 |
| LEA REPRESENTATIVE & TITLE: Melissa Kanney, EdD, ESOL Supervisor | EMAIL ADDRESS: mel.kochanowski@pgcps.org |

PRIVATE SCHOOL INFORMATION

| | |
|--|--|
| NAME OF PRIVATE SCHOOL: Holy Redeemer Catholic School | TELEPHONE NUMBER: |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Hannah Bernitt | EMAIL ADDRESS: hannah.bernitt@holy-redeemer.org |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--------------------------------------|--------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|
| Title I, Part A (ESSA Sect. 1117) | Title I, Part C (ESSA Sect. 8501) | Title II, Part A (ESSA Sect. 8501) | Title III, Part A X (ESSA Sect. 8501) | Title IV, Part A (ESSA Sect. 8501) | Title IV, Part B (ESSA Sect. 8501) |
|--------------------------------------|--------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be *[academically]* assessed and how the results of that assessment will be used to improve those services; NOTE: *[language of "academically" only applies to Title I]*
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
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- H. Whether to provide equitable services to eligible private school children –
 - i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - ii. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

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- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:

Bianca Yohe

DATE:

3/2/2021

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

Harsh & Decatt

DATE:

3/2/2021

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

DATE:

Please share any Comments or Requests for Further Consultation

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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

| | |
|---|-----------------------------------|
| NAME OF LEA: Prince George's County Public Schools | TELEPHONE NUMBER: 301-445-8450 |
|---|-----------------------------------|

| | |
|--|-----------------------------------|
| LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Enrollment & Testing Specialist | EMAIL ADDRESS: dyohe@pgcps.org |
|--|-----------------------------------|

PRIVATE SCHOOL INFORMATION

| | |
|---------------------------------------|-------------------|
| NAME OF PRIVATE SCHOOL: St Columba | TELEPHONE NUMBER: |
|---------------------------------------|-------------------|

| | |
|--|--|
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Cindy Cobleigh | EMAIL ADDRESS: cobleighc@stcatholic.org |
|--|--|

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| Title I, Part A (ESSA Sect. 1117) | Title I, Part C (ESSA Sect. 8501) | Title II, Part A (ESSA Sect. 8501) | Title III, Part A X (ESSA Sect. 8501) | Title IV, Part A (ESSA Sect. 8501) | Title IV, Part B (ESSA Sect. 8501) |
|--------------------------------------|--------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|
| | | | | | |

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
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 - i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - ii. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
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PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
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- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:

Bianca Yohe

DATE:

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

Limba Wilcox

DATE:

3/11/21

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

DATE:

Please share any Comments or Requests for Further Consultation

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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

| | |
|--|-----------------------------------|
| NAME OF LEA: Prince George's County Public Schools | TELEPHONE NUMBER: 301-445-8450 |
| LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Enrollment & Testing Specialist | EMAIL ADDRESS: dyohe@pgcps.org |

PRIVATE SCHOOL INFORMATION

| | |
|---|---|
| NAME OF PRIVATE SCHOOL: <i>St. Jerome Academy</i> | TELEPHONE NUMBER: <i>(301) 277-4568</i> |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: <i>Suzie Ritz - Librarian</i> | EMAIL ADDRESS: <i>gritz@stjermes.org</i> |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| | | | | | |
|--------------------------------------|--------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|
| Title I, Part A (ESSA Sect. 1117) | Title I, Part C (ESSA Sect. 8501) | Title II, Part A (ESSA Sect. 8501) | Title III, Part A X (ESSA Sect. 8501) | Title IV, Part A (ESSA Sect. 8501) | Title IV, Part B (ESSA Sect. 8501) |
|--------------------------------------|--------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
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- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). TITLE I ONLY

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:

Bianca Yoke

DATE:

3/18/21

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

Dr. H

DATE:

3/18/21

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

DATE:

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

**Maryland State Department of
Education Affirmation of Consultation
Form**



The goal of reaching agreement between a local education agency (LEA) and appropriate private school officials is grounded in timely, meaningful, and open communication on key issues that are relevant to the equitable participation of eligible private school students, teachers and other educational personnel, and families in programs under the Every Student Succeeds Act (ESSA).

PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

| | |
|---|---|
| NAME OF LEA: Prince George's County Public Schools | TELEPHONE NUMBER: 301-445-8450 |
| LEA REPRESENTATIVE & TITLE: Melissa Kanney, EdD, ESOL Supervisor | EMAIL ADDRESS: mel.kochanowski@pgcps.org |

PRIVATE SCHOOL INFORMATION

| | |
|--|---|
| NAME OF PRIVATE SCHOOL: St John the Evangelist | TELEPHONE NUMBER: 301-868-2010 |
| PRIVATE SCHOOL REPRESENTATIVE & TITLE: Karen Panciera, Resource Coordinor | EMAIL ADDRESS: resource@saintjohnsschool.org |

PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

| Title I, Part A (ESSA Sect. 1117) | Title I, Part C (ESSA Sect. 8501) | Title II, Part A (ESSA Sect. 8501) | Title III, Part A X (ESSA Sect. 8501) | Title IV, Part A (ESSA Sect. 8501) | Title IV, Part B (ESSA Sect. 8501) |
|--------------------------------------|--------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|
|--------------------------------------|--------------------------------------|---------------------------------------|--|---------------------------------------|---------------------------------------|

PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
- D. Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.
- E. How the services will be [academically] assessed and how the results of that assessment will be used to improve those services; NOTE: [language of "academically" only applies to Title I]
- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. Whether to provide equitable services to eligible private school children –
 - i. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or
 - ii. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials,
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

The goal of consultation is agreement between the LEA and appropriate private school officials on how to provide equitable and effective programs for eligible private school children (ESSA sections 1117(b)(1) and 8501(c)(1)(5)).

By signing this form, we agree that:

- timely and meaningful consultation occurred prior to the LEA making any decisions which affected the participation of eligible private school children in the program.
- we participated in meaningful and timely discussion(s) on each Title program and have chosen to participate in the program(s) indicated above in Part II.
- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

| | |
|---|-------------------|
| LEA REPRESENTATIVE SIGNATURE: <i>Bianne Yoke</i> | DATE: 3/2/2021 |
|---|-------------------|

| | |
|--|-------------------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Karen Hancock</i> | DATE: 3/2/2021 |
|--|-------------------|

ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

| | |
|--|-------|
| PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: | DATE: |
|--|-------|

Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

TITLE IV - PROGRAMS, PART A - AFFIRMATION OF CONSULTATION

10/7/21, 2:21 PM

Non-Public Schools Response Form

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

radziwillb@adw.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7qEGMw7vxsSDbzeRShjF5OjDlJm8ied/#response=ACYDBNjkUkqBVeUkj0BntS3/WoTGRtdVUI7BwQzS146AQg4Y11GQqekVf_3pVdVUHj0XMo

1/2

Name of Non-Public School
 Archdiocese of Washington Catholic Schools- 13 schools pooled--will send list separately

School Address
 Various--13 schools total

Contact Person
 Brian Radz/will

Telephone Number
 301-853-5357

Contact Person Email Address
 radzwillb@adw.org

Number of Staff (Teachers, Administration, & Paraprofessionals)
 382

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cJEGMw7vxe5DbzeRShtjF5OjDjIm8redI#response=ACYDBNjKlUkqBVeUkj0Bnt93jWoTGRtdVUI7BwQzS146AQg4Y1IGCoekVf_3pVdVUjh0XMe 2/3

10/7/21, 2:21 PM

Non-Public Schools Response Form

Number of Students in Grades K-12, as of September 1, 2020

2532

Number of Students in Grades Pre-K, as of September 1, 2020

248

Signature of Authorized Non-Public School Official

Brian Radziwill

Date you complete the form

MM DD YYYY

04 / 08 / 2021

This form was created inside of PGCPSS.

Google Forms

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7qEGMw7vxeSDbzeRShjJfSOjDjIm8iedt#response=ACYDBNjkUkqBVeUkj0Bnt93jWoTGRtdvUI7BwQzS146AQg4Y11GQqekvI_3pVdVUthj0XMo

3/3

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

hbaqa@alhuda.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Al-Huda School

School Address

5301 Edgewood Road, College Park MD 20740

Contact Person

Haroon Baqai

Telephone Number

301-982-2402

Contact Person Email Address

hbaqai@alhuda.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

60

Number of Students in Grades K-12, as of September 1, 2020

490

Number of Students in Grades Pre-K, as of September 1, 2020

75

Signature of Authorized Non-Public School Official

Haroon Baqai

Date you complete the form

MM DD YYYY

04 / 09 / 2021

This form was created inside of PGCPS.



Number of Students in Grades K-12, as of September 1, 2020

490

Number of Students in Grades Pre-K, as of September 1, 2020

75

Signature of Authorized Non-Public School Official

Haroon Baqai

Date you complete the form

MM DD YYYY

04 / 09 / 2021

This form was created inside of PGCPSS.



Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence_parker@pgcps.org.

Email *

kweems@chelseaschool.edu

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7qjEGMw7vxeSDbzeRShjIFSOjDjm8ledit#response=ACYDBNjWccrvdYNhmeZzv8agNUcqJyW3MqMThvqmaKoE2085IPpTICUhiQLMUGeLyQGs> 1/3

Name of Non-Public School

Chelsea School

School Address

2970 Belcrest Center Drive, Suite 300, Hyattsville, Md 20782

Contact Person

Kristal Weems-Bradner

Telephone Number

240-467-2100

Contact Person Email Address

kweems@chelseaschool.edu

Number of Staff (Teachers, Administration, & Paraprofessionals)

32

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjtFSOjDljm8/edit#response=ACYDBNjWcomvdYNhmeZzvK8aqNUcqUyW3MqMThvqmaKoE2085>

Number of Students in Grades K-12, as of September 1, 2020

69

Number of Students in Grades Pre-K, as of September 1, 2020

0

Signature of Authorized Non-Public School Official

Kristal Weems-Bradner

Date you complete the form

MM DD YYYY

04 / 11 / 2021

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Google Forms

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSdbzeRShjtFSOjDlJm8/edit#response=ACYDBNjWcomvdYNhmeZzvK8aqNUcqUyW3MqMThvqmaKcE2085fPp>

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

mmccart@dematha.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

<https://docs.google.com/forms/d/1L6b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjF5OjDlJm8/edit#response=ACYDBNheiQTkz2GNLReUUMJvOerMuTgG-6F21zGd7D-AgthjQJJD>

Name of Non-Public School

DeMatha Catholic High School

School Address

4313 Madison Street

Contact Person

Maureen McCart

Telephone Number

2407642221

Contact Person Email Address

mmccart@dematha.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

78

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7gEGMw7vxeSDBzeRShjIFSOlDjIm8/edit#response=ACYDBNhelQTKz2GNLReUUIMJvOerMuTgG-6F21zGd7D-AgthjQUJD>

Number of Students in Grades K-12, as of September 1, 2020

818

Number of Students in Grades Pre-K, as of September 1, 2020

Signature of Authorized Non-Public School Official

Maureen McCart

Date you complete the form

MM DD YYYY

04 / 26 / 2021

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<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDBzeRShjIFSOIjDljm8/edit#response=ACYDBNhelQTKz2GNLReUUIMJvOerMuTgG-6F21zGd7D-AgthjQJJDb>

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

tedwards@setonhs.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjtFSOjDl|m8/edit#response=ACYDBNhXqBO0_15mclCSQMy2guBFKmjnbwZ61knGFowQRRdqd5

Name of Non-Public School

Elizabeth Seton High School

School Address

5715 Emerson Street

Contact Person

Mary Lucian

Telephone Number

3018644532

Contact Person Email Address

mlucian@setonhs.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

75

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjF5OjDlJm8/edit#response=ACYDBNhXqBO0_i5mclCSQMy2guBFKmjnbwZ61knGFowQRRdq

Number of Students in Grades K-12, as of September 1, 2020

597

Number of Students in Grades Pre-K, as of September 1, 2020

Signature of Authorized Non-Public School Official

Date you complete the form

MM DD YYYY

05 / 17 / 2021

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Google Forms

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjFSOjDlJm8/edit#response=ACYDBNhXqBO0_15mclCSQMj2guBFKmjnbwZ81knGFowQRRdqd5

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

telam-respass@goecseagles.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjFSOjDljm8/edit#response=ACYDBNidUx-873SfLmgBGoCYuHf5_X4QA3PzdmtKivAt8H4jC_kz822

Name of Non-Public School

Treesa Elam-Respass

School Address

9010 Frank Tippett Road

Contact Person

Treesa Elam-Respass

Telephone Number

3018681873

Contact Person Email Address

telam-respass@goecseagles.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

34

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjF5OIjDjJm8/edit#response=ACYDBNidUx-873SfLmgBGoCYuHf5_X4OA3PzdmtKlvA18H4jO_kz6

Number of Students in Grades K-12, as of September 1, 2020

162

Number of Students in Grades Pre-K, as of September 1, 2020

15

Signature of Authorized Non-Public School Official

Treesa Elam-Respass

Date you complete the form

MM DD YYYY

04 / 10 / 2021

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https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cJEGMw7vxeSDbzeRShjtFSOjJDIjm8/edit#response=ACYDBNidUx-873SfLmgBGoCYuHf5_X4OA3PzdmtKivAt8H4jO_kz622

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

kkunert@foundationschools.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDBzeRShjtFSQIjDlJm8/edit#response=ACYDBNh9dOCDurHaXi7CADTufY1PZZcEEw4Q8AjBE0dwmuT3xoSF>

Name of Non-Public School

The Foundation School

School Address

1330, McCormick Drive

Contact Person

Kelli Kunert

Telephone Number

3018810078

Contact Person Email Address

kkunert@foundationschools.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

138

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjIFSOlDlJm8/edit#response=ACYDBNh9dOCDurHaXl7CADTuFY1PZZcEEw4Q8AjBEQdwmuT3x>

Number of Students in Grades K-12, as of September 1, 2020

161

Number of Students in Grades Pre-K, as of September 1, 2020

0

Signature of Authorized Non-Public School Official

Kelli J. Kunert

Date you complete the form

MM DD YYYY

04 / 15 / 2021

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Google Forms

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSdbzeRShjtFSQlJDIjm8/edit#response=ACYDBNh9dOCDurHaXt7CADTufY1PZZcEEw4Q8AjBEOdwmuT3xoSF>

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

slong@fthcm.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjIFSOjDlJm8/edit#response=ACYDBNgJoG4KglkNMxfon2U_8GWGhS4Qm64b0GEVQPNCdsi6MIX

Name of Non-Public School

Dr.Susie Long

School Address

4949 Allentown Road Suitland, Maryland 20746

Contact Person

Dr.Susie Long

Telephone Number

301899-2968

Contact Person Email Address

slong@fthcm.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

30

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShtjF5OjDljm8/edit#response=ACYDBNgJoG4KglkNMxfon2U_8GWGhS4Qm84b0GEVQPNCds16M

Number of Students in Grades K-12, as of September 1, 2020

134

Number of Students in Grades Pre-K, as of September 1, 2020

8

Signature of Authorized Non-Public School Official

Dr. Susie A. Long-Instructional Coordinator

Date you complete the form

MM DD YYYY

04 / 09 / 2021

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Google Forms

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxsSDbzeRShjtFSOjDlrm8/edit#response=ACYDBNgJoG4KgikNMxfon2U_8GWGhS4Qm64b0GEVQPNCdSI6MIX

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

jjeffery@gepeters.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjtFSOIjDlJm8/edit#response=ACYDBNjJgfE71bHE51ohqtWhyNEOUJsMEkfdMk3r0hKHOvB0qQ1u8>

Name of Non-Public School

George E. Peters Adventist School

School Address

6303 Riggs Road, Hyattsville MD 20783

Contact Person

Jarren Jeffery

Telephone Number

410-908-3985

Contact Person Email Address

jjeffery@gepeters.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

15

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cJEGMw7vxeSDBzeRShjtFSOjDljm8/edit#response=ACYDBNjJgfE71bHE51ohqtWlhyNEOUJsMEkfDMk3r0hKH0vB0qQ1u>

Number of Students in Grades K-12, as of September 1, 2020

129

Number of Students in Grades Pre-K, as of September 1, 2020

149

Signature of Authorized Non-Public School Official

Jarren Jeffery

Date you complete the form

MM DD YYYY

04 / 20 / 2021

This form was created inside of PGCPSS.

Google Forms

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cJEGMw7vxeSDbzeRShjtFSOljDljm8/edit#response=ACYDBNjJgfE71bHE51ohqWhyNEOUJsMEkDMk3r0hKH0vB0qQ1u8>

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

mmullin@htrinity.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDBzeRShjIFSOjDlJm8/edit#response=ACYDBNgcPABn5R8pNLYuNnhf18h8Z5wWkGa6_IJQrFBNASdkV5R

Name of Non-Public School

Holy Trinity-An Episcopal School

School Address

11902 Daisy Lane Glenn Dale, MD 20769

Contact Person

Ms. Selene Athas

Telephone Number

301-464-3215

Contact Person Email Address

sathas@htrinity.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

70

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjtFSOjDljm8/edit#response=ACYDBNgcPABn5R8pNLYuNnhf18h8Z5wWkGa6_UJQrFBNASdkv5R

Number of Students in Grades K-12, as of September 1, 2020

398

Number of Students in Grades Pre-K, as of September 1, 2020

32

Signature of Authorized Non-Public School Official

Michael S. Mullin

Date you complete the form

MM DD YYYY

04 / 09 / 2021

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Google Forms

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7qjEGMw7vxeSDbzeRShjtF5OjDjrn8/edit#response=ACYDBNgcPABn5R8pNLYuNnhf18h8Z5wWkGa6_IJQrFBNASdkV5Reo

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

vanessa.smith@lanhamchristian.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjtFSOjDlJm8/edit#response=ACYDBNg5AicIE-HPihjyCdsBaAudY3fSE_R2Di72MhocCyom9qybkh4

Name of Non-Public School

Lanham Christian School

School Address

8400 Good Luck Road Lanham, MD 20706

Contact Person

LaToya Doster

Telephone Number

3015529102

Contact Person Email Address

ldoster@lanhamchristian.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

14

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjTFsOjDlJm8/edit#response=ACYDBNg5AicE-HPihjyCdsBaAudY3fSE_R2DI72MhocCyom9qybkx

Number of Students in Grades K-12, as of September 1, 2020

185

Number of Students in Grades Pre-K, as of September 1, 2020

3

Signature of Authorized Non-Public School Official

LaToya M Doster

Date you complete the form

MM DD YYYY

04 / 16 / 2021

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**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and email it by **October 13, 2021** to:
 Prince George's County Public Schools
 Department of Student Services
 ATTN: Dr. Wardell Payne
 Email: pg_wardell.payne@pgcps.org

- Yes, we are interested in participating in the Title IV, Part A: Student Support and Academic Enrichment federal program.
- No, we will NOT participate in the Title IV, Part A: Student Support and Academic Enrichment federal program.

Name of Non-Public School: **National Christian Academy**

Address: **6701 Bock Road, Fort Washington, MD 20744**

Contact Person: **Prentice Christian or Mary M. Jackson**

Telephone Number: **301-567-9507**

Email Address: principal@nceaeagles.org or dataentry@nceaeagles.org

| School Enrollment Data for September 30, 2020 | |
|--|-----|
| Number of Staff (Teachers, Administrators, & Paraprofessionals): | 28 |
| Number of Students in Grade Pre-K: | 37 |
| Number of Students in Grades K- 12: | 139 |

Signature of Authorized Non-Public School Official Confirming Reported Information

Mary M. Jackson

Date 10/7/2021

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

PastorKerryHill@aol.com

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjIFSOlJDIjm8/edit#response=ACYDBNglwAJ08r99g9PboJaojzr6NVon-y1TBRUActn5q3U2-72Y4W6FM>

10/7/21, 2:46 PM

Non-Public Schools Response Form

Name of Non-Public School

New Chapel Christian Academy

School Address

5601 Old Branch Ave Camp Springs Maryland 20748

Contact Person

Rev Dr Kerry A Hill

Telephone Number

3013999991

Contact Person Email Address

PastorKerryHill@aol.com

Number of Staff (Teachers, Administration, & Paraprofessionals)

20

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7qjEGMw7vxeSDbzeRShjtFSOijDijm8/edit#response=ACYDBNgIwAJ0&r99g9PboJaojzr6NVon-y1TBtUAcrn5q3U2-72Y4W>

Number of Students in Grades K-12, as of September 1, 2020

55

Number of Students in Grades Pre-K, as of September 1, 2020

15

Signature of Authorized Non-Public School Official

Rev Dr Kerry A Hill

Date you complete the form

MM DD YYYY

05 / 10 / 2021

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<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDbzeRShjtFSOjDijm8/edit#response=ACYDBNgtwAJ08r99g9PboJaojzr6NVon-y1TBIUActn5q3U2-72Y4W6F>

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

info@reidtempleacademy.com

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDBzeRShjtFSOjDlJm8/edit#response=ACYDBNgMh09JnQOZa9Q3s37IsWKR6sMTdIW31NISTaLNivEp7Qh7UH>

10/7/21, 2:42 PM

Name of Non-Public School

Reid Temple Christian Academy

School Address

11400 Glenn Dale Boulevard

Contact Person

Ginger King

Telephone Number

301-860-6571

Contact Person Email Address

gking@reidtempleacademy.com

Number of Staff (Teachers, Administration, & Paraprofessionals)

47

<https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDBzeRShjF5OjDlJm8/edit#response=ACYDBNgMh09JnQOZe9Q3so7IsWKr6sMTdW31NISTaLNivEp7Qh7>

Number of Students in Grades K-12, as of September 1, 2020

124

Number of Students in Grades Pre-K, as of September 1, 2020

78

Signature of Authorized Non-Public School Official

Donnette Echols

Date you complete the form

MM DD YYYY

04 / 14 / 2021

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<https://docs.google.com/forms/d/1Lb1AgDxoQ5U7cjEGMw7vxeSDbzeRShjtF5OjDlJm8/edit#response=ACYDBNgMh09JnQOZe9Q3so7IsWKR6sMTdW31NISTaLNivEp7Qh7UH>

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email *

blivingston@rbschool.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDBzeRShjtFSOjDlJm8/edit#response=ACYDBNjaOOxYYOM9sDotcEUJoJfRyv63LCvIZzQb_v9JKdCB2BAXQX

Name of Non-Public School

Riverdale Baptist School

School Address

1133 Largo Road/ Upper Marlboro, MD 20773

Contact Person

Brenda Livingston

Telephone Number

301-249-7000 x 144

Contact Person Email Address

Blivingston@rbschool.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

35

https://docs.google.com/forms/d/1L8b1AgDxcQ5U7cjEGMw7vxeSDbzeRShjtFSQlJDIjm8/edit#response=ACYDBNjaOOxYYOM9sDotcELioJfRyv63LCvIZzQb_v9JKdCB2BAXQ

Number of Students in Grades K-12, as of September 1, 2020

280

Number of Students in Grades Pre-K, as of September 1, 2020

20

Signature of Authorized Non-Public School Official

Corine Merritt

Date you complete the form

MM DD YYYY

04 / 09 / 2021

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https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cjEGMw7vxeSDBzeRShjtFSOijDljm8/edit#response=ACYDBNjaOOxYYOM9sDotcElJoJfRyv63LCvIZzQb_v9JKdCB2BAXQX



**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and email it by **October 13, 2021** to:
 Prince George's County Public Schools
 Department of Student Services
 ATTN: Dr. Wardell Payne
 Email: pg_wardell.payne@pgcps.org

- Yes, we are interested in participating in the Title IV, Part A: Student Support and Academic Enrichment federal program.
- No, we will **NOT** participate in the Title IV, Part A: Student Support and Academic Enrichment federal program.

Name of Non-Public School: St. Ambrose Catholic School
 Address: 631D Jason St. Cheverly, MD 20785
 Contact Person: India Queen / Taylor Dodson
 Telephone Number: 301-773-0223
 Email Address: ^{+bakerc@}queen@stambrosecatholicshod.org

| School Enrollment Data for September 30, 2020 | |
|--|-----|
| Number of Staff (Teachers, Administrators, & Paraprofessionals): | 26 |
| Number of Students in Grade Pre-K: | 10 |
| Number of Students in Grades K- 12: | 170 |

Signature of Authorized Non-Public School Official Confirming Reported Information
Taylor A. Baker Date 10/6/2021



**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and email it by **October 13, 2021** to:
Prince George's County Public Schools
Department of Student Services
ATTN: Dr. Wardell Payne
Email: pg_wardell.payne@pgcps.org

- Yes, we are interested in participating in the Title IV, Part A: Student Support and Academic Enrichment federal program.
- No, we will NOT participate in the Title IV, Part A: Student Support and Academic Enrichment federal program.

Name of Non-Public School: St. Columba School

Address: 7800 Livingston Rd Oxon Hill, MD 20745

Contact Person: Cindy Coblergh

Telephone Number: 301-807-2754 (cell)

Email Address: coblerghc@stcatholic.org

| School Enrollment Data for September 30, 2020 | |
|--|-----|
| Number of Staff (Teachers, Administrators, & Paraprofessionals): | 16 |
| Number of Students in Grade Pre-K: | 10 |
| Number of Students in Grades K- 12: | 144 |

Signature of Authorized Non-Public School Official Confirming Reported Information

Christine Patton Date 10/5/2021

Christine Patton-Principal



**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and email it by **October 13, 2021** to:
Prince George's County Public Schools
Department of Student Services
ATTN: Dr. Wardell Payne
Email: pg_wardell.payne@pgcps.org

- Yes, we are interested in participating in the Title IV, Part A: Student Support and Academic Enrichment federal program.
- No, we will NOT participate in the Title IV, Part A: Student Support and Academic Enrichment federal program.

Name of Non-Public School: St Mary School of Piscataway
 Address: 13407 Piscataway Rd Clinton, MD 20735
 Contact Person: Lynsie Reavis
 Telephone Number: 301-292-2522
 Email Address: principal@smsp.school

| School Enrollment Data for September 30, 2020 | |
|--|-----|
| Number of Staff (Teachers, Administrators, & Paraprofessionals): | 17 |
| Number of Students in Grade Pre-K: | 24 |
| Number of Students in Grades K- 12: | 118 |

Signature of Authorized Non-Public School Official Confirming Reported Information

[Signature] Date Oct 06/2021



**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and email it by **October 13, 2021** to:
Prince George's County Public Schools
Department of Student Services
ATTN: Dr. Wardell Payne
Email: pg_wardell.payne@pgcps.org

- Yes, we are interested in participating in the Title IV, Part A: Student Support and Academic Enrichment federal program.
- No, we will **NOT** participate in the Title IV, Part A: Student Support and Academic Enrichment federal program.

Name of Non-Public School: St. Philip the Apostle Catholic School
 Address: 5114 Henderson Way Camp Springs, MD 20746
 Contact Person: Claudia Cardenas
 Telephone Number: 301-423-4740
 Email Address: ccardenas@stpamd.org

| School Enrollment Data for September 30, 2020 | |
|--|-----|
| Number of Staff (Teachers, Administrators, & Paraprofessionals): | 17 |
| Number of Students in Grade Pre-K: | 28 |
| Number of Students in Grades K- 12: | 127 |

Signature of Authorized Non-Public School Official Confirming Reported Information
 Date 10/6/2021

Non-Public Schools Response Form

Please complete this form by May 9, 2021. If you have any questions, please email Mr. Clarence Parker at clarence_parker@pgcps.org.

Email *

dtenney@pallotlhs.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

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Name of Non-Public School

St. Vincent Pallotti High School

School Address

113 St. Mary's Place Laurel, MD 20707

Contact Person

David Tenney

Telephone Number

(301) 725-3228 x2203

Contact Person Email Address

dtenney@pallottihs.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

51

https://docs.google.com/forms/d/1L8b1AgDxoQ5U7cJEGMw7vxeSDBzeRShjTFSOjDlJm8/edit#response=ACYDBNgcAQuX6M-yMRMapJ_ykpPeRnQyUlpfovxxwCkU5NyTJQ6I

Number of Students in Grades K-12, as of September 1, 2020

408

Number of Students in Grades Pre-K, as of September 1, 2020

0

Signature of Authorized Non-Public School Official

David Tenney

Date you complete the form

MM DD YYYY

04 / 13 / 2021

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