



PRINCE GEORGE'S COUNTY BOARD OF EDUCATION
Maryland's Reform Plan • Bridge to Excellence in Public Schools



Bridge to Excellence

MASTER PLAN

2018 ANNUAL UPDATE

2018 Federal and State Grant Application and Other Reporting Requirements

Submitted by Dr. Monica Goldson, Interim Chief Executive Officer

NOVEMBER 2018



PRINCE GEORGE'S COUNTY BOARD OF EDUCATION
Maryland's Reform Plan • Bridge to Excellence in Public Schools

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION
Maryland's Reform Plan • Bridge to Excellence in Public Schools

2018

Bridge to Excellence

**Master Plan
Annual Update**

Prince George's County Board of Education

Maryland’s Bridge to Excellence Master Plan

Authorization

The 2018 Bridge to Excellence Master Plan Annual Update is authorized by the following:

- Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland;
- Public Law 111-5, *American Recovery and Reinvestment Act of 2009*;
- Chapter 702 of the Education Article, Annotated Code of Maryland;
- Chapter 264 of the Education Article, Annotated Code of Maryland, *Assessment Administration and Provision of Information*; and
- Section 7-203.3, Education Article of the 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 Education Agencies (LEAs) 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 LEA to develop a comprehensive master plan, to be updated annually. Each LEA shall develop and implement a comprehensive master plan that describes the goals, objectives, and strategies that will be used to improve student achievement in each segment of the student achievement. Additionally, each annual update will include detailed summaries of the alignment between the LEA’s current year approved budget, prior year actual budget and the master plan goals and objectives.

In 2016, the Maryland General Assembly passed House Bill (HB) 999, the Commission on Innovation and Excellence in Education, and HB 412, Assessment Administration and Provision of Information. HB 999 outlines the reporting structure of the 2016 and 2017 Bridge to Excellence Master Plan Annual Updates, which limits specified requirements to be reported in the master plan annual update for these two years. HB 412 outlines assessment reporting details specified in the new Education Article Section 7-203.3 for each assessment administered in each LEA, and the information that shall be provided for each administrated assessment. Below you will find the details of House Bill 999, House Bill 412 and Section 7-203.3 demonstrating the revisions that were included in the 2016 and 2017 master plan annual updates. These changes have also been authorized for this 2018 Master Plan.

Chapter 702 of the Education Article, Annotated Code of Maryland

Section 3 and be it further enacted, that: (a) Notwithstanding any other provision of law, for calendar years 2016 and 2017, a county board of education’s annual update of the comprehensive master plan required by § 5–401(b)(3) of the Education Article shall include only:

- (1) the budget requirements required by § 5–401(b) (5) of the Education Article;
- (2) the goals, objectives, and strategies regarding the performance of:
 - (i) students requiring special education, as defined in § 5–209 of the 9 Education Article;
 - (ii) students with limited English proficiency, as defined in § 5–208 of the Education Article; and

- (iii) students failing to meet, or failing to make progress toward 13 meeting, State performance standards, including any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole;
 - (3) the strategies to address any disparities in achievement for students in item (2)(iii) of this subsection; and
 - (4) the requirements of § 7–203.3 of the Education Article, as enacted H.B. 412/ S.B. 533 of the Acts of the General Assembly of 2016.
- (b) (1) The State Department of Education shall convene a group of stakeholders to review the current statutory and regulatory requirements of the master plan and the new requirements of the federal Every Student Succeeds Act.
- (2) On or before October 1, 2017, the Department shall report to the State Board of Education, the Commission on Innovation and Excellence in Education, as enacted by Section 1 of this Act, and, in accordance with § 2–1246 of the State Government Article, the General Assembly on recommendations regarding: (i) what information future comprehensive master plans should contain; and (ii) whether future comprehensive master plans should be completed in a digital form that can be updated periodically.

Chapter 264 and Section 7-203.3

Chapter 264 of the Education Article, Annotated Code of Maryland, Assessment Administration and Provision of Information, Chapter 264 includes the new §7-203.3, Education Article of the Annotated Code of Maryland. The reporting requirements are:

7–203.3

- (A) (1) In this section, “ASSESSMENT” means a locally, state, or federally mandated test that is intended to measure a student’s academic readiness, learning progress, and skill acquisition.
- (2) “ASSESSMENT” does not include a teacher-developed quiz or test.
- (B) This section does not apply to an assessment or test given to a student relating to:
 - (1) A student’s 504 Plan;
 - (2) The federal individuals with disabilities education Act, 20 U.S.C.1400; or
 - (3) Federal law relating to English Language Learners
- (A) (C) For each assessment administered in a local education agency, each county board shall provide the following information:
 - (1) The title of the assessment;
 - (2) The purpose of the assessment;
 - (3) Whether the assessment is mandated by a local, state or federal entity;
 - (4) The grade level or subject area, as appropriate, to which the test is administered;
 - (5) The testing window of the assessment; and
 - (6) Whether accommodations are available for students with special needs and what the accommodations are.
- (D) On or before October 15th of each year, the information required under subsection (A) of this shall be:
 - (1) updated;
 - (2) posted on the website of the county board; and
 - (3) included in the annual update of the county board’s master plan required under § 5–401 of this article section.

2018 MASTER PLAN ANNUAL UPDATE

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

Master Plan – Annual Update

Due: November 16, 2018

Local Education Agency Submitting this Report:

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Address:

14201 SCHOOL LANE, UPPER MARLBORO, MARYLAND 20772

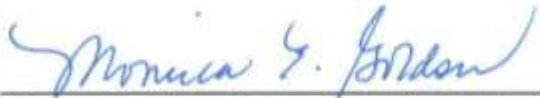
Local Point of Contact:

Name: 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 2018 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence. We further certify that this Annual Update has been developed in consultation with members of the local education agency's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



Signature of Local Superintendent of Schools
or Chief Executive Officer

November 16, 2018

Date



Signature of Local Point of Contact

November 16, 2018

Date

LOCAL PLANNING TEAM MEMBERS

Use this page to identify the members of the school system’s Bridge to Excellence planning team. Please include affiliation or title where applicable.

| Name | Affiliation/Title |
|-----------------------|---|
| Battle, Shauna | General Counsel |
| Coley, Helen | Chief of School Support and Leadership |
| Dougherty, Michael J. | Director, Financial Services |
| Goldson, Monica | Interim Chief Executive Officer |
| Harrison, Veronica | Director, Strategic Planning and Resource Management |
| Herbstman, Michael | Chief Financial Officer |
| Hill, Raven | Executive Director, Communications/Public Information |
| Libby, Kara | Chief Academic Officer |
| Mason, Gwendolyn | Chief of Special Education and Student Services |
| Morales, Nora | Diversity Officer |
| Murphy, Kristi | Chief of Human Resources |
| Rhodes, Christian | Chief of Staff |
| Strader, Douglas | Chief Accountability Officer |
| Watts, Wesley | Chief Information and Technology Officer |
| White, Judith | Director, Academics |
| Whitehead, Gladys | Executive Director, Curriculum & Instruction |

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION
Maryland's Reform Plan • Bridge to Excellence in Public Schools

EXECUTIVE SUMMARY

Prince George's County Board of Education

I. EXECUTIVE SUMMARY

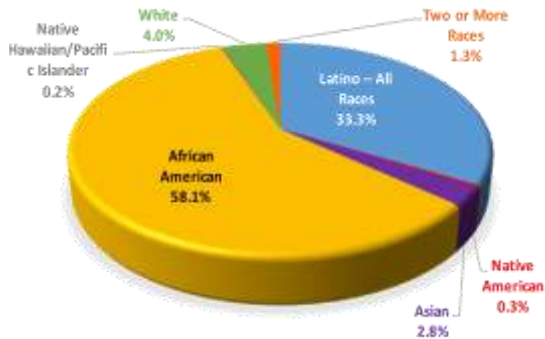
INTRODUCTION

Prince George’s County Public Schools (PGCPS) is one of the nation’s 25 largest public PreK-12 school districts and the second largest in Maryland with 207 schools and centers, more than 132,000 students, and nearly 19,000 employees in SY2017-18. The approved FY 2019 Operating Budget for PGCPS totals \$2,047,732,000. This represents an overall increase of \$61.5 million or 3.0% above the FY 2018 revised budget of \$1,986,227,300.

PGCPS serves a diverse student population from urban, suburban, and rural communities. As shown in the demographic snapshot of SY2017-18 enrollment (Table A), 58% of students are Black or African American and an increasing percentage of students (33.3%) represent Latino races. Over the past five (5) years, the shifting demographic composition of the PGCPS student population has outpaced continued enrollment increases with the Latino-All Races student group growing by 47% (from 22.6% in 2013) compared to overall enrollment growth increasing by nearly 7% (from 123,741 in 2013). PGCPS’ Free and Reduced Meals (FARMS) student group comprises nearly 64% of the student population, while the Limited English Proficient (LEP) student group rose to 19.2% from 16.7%, and our Special Education student group remains relatively stable at 11.4% compared to 11.1% in SY18.

PGCPS continues to realize annual enrollment growth and expects to sustain the trend with a projected enrollment in the 2018-19 school year of over 132,300 Pre-K through 12th grade students.

Chart A: SY18 PGCPS Demographics



| Student Group | Number | Percent |
|---|----------------|---------------|
| Latino – All Races | 44,056 | 33.3% |
| Native American / Alaska Native | 361 | 0.3% |
| Asian | 3,709 | 2.8% |
| African American | 76,766 | 58.1% |
| Native Hawaiian/ Pacific Islander | 276 | 0.2% |
| White | 5,303 | 4.0% |
| Two or More Races | 1,727 | 1.3% |
| Total | 132,198 | 100.0% |
| Male | 67,629 | 51.2% |
| Female | 64,569 | 48.8% |
| Special Education (SPED) | 15,106 | 11.4% |
| Limited English Proficient (LEP) | 25,335 | 19.2% |
| Free and Reduced Meals (FARMS) | 84,507 | 63.9% |

Source: PGCPS Data Warehouse - FY18 End-of-Year Attendance File.

PGCPS is committed to ensuring that **all** students experience a learning environment that enables every high school graduate to succeed in college, work, and life. This requires us to equip students with the knowledge, skills and inquiry-based critical thinking competencies to not only compete in the global environment, but also excel in their respective contributions to the global society.

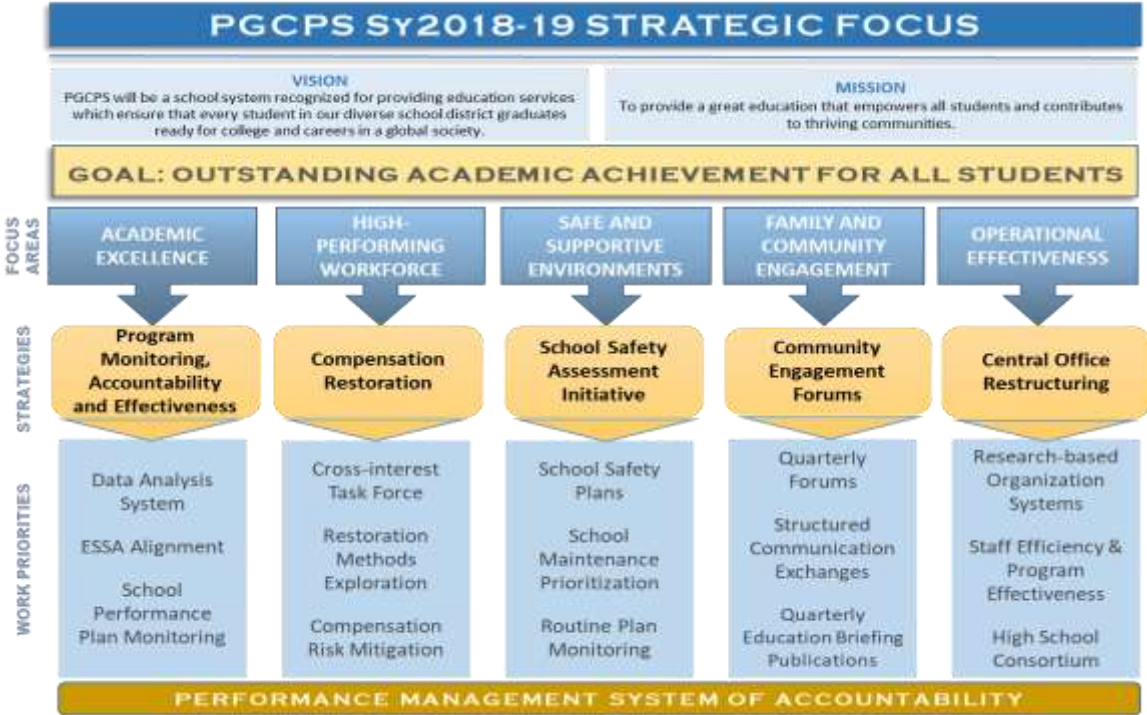
The 2018 Partnership for Assessment of Readiness for College and Careers (PARCC) test administration reveals a slight, yet promising trajectory for elementary and middle school PGCPS students’ English Language Arts/literacy (ELA) mastery over 2017 results; yet, the same results reveal a performance decline for students at the high school level, and in specific student subgroups when compared to the aggregate. Performance for 2018 PARCC Mathematics remained virtually unchanged. At the elementary level, 2018 testing performance showed a 0.1 percentage point decline compared to 2017, but increased slightly at the middle school level by 0.3 percentage

points. On the other hand, 2018 Algebra I performance registered a sharp (-10.9) percentage point decline. This is a marked change from the gains realized in 2016 and 2017 at the high school level. Also, of continued concern to PGCPs is the widening achievement gap among our Special Education (SPED) and Limited English Proficiency (LEP) student groups in both ELA and Mathematics.

In 2015, PGCPs set course on a journey to facilitate outstanding academic achievement for all students. The PGCPs Strategic Plan outlines five Focus Areas and strategic imperatives as the core of our transformation efforts. The Strategic Plan continues to serve as the roadmap toward our vision of academic excellence and SY 2018-19 will mark the 4th year of program implementation centered on the five Focus Areas.

PGCPs continues to aggressively confront achievement challenges, innovate and embrace changes that are necessary, and maintain accountability for the success of every student in realizing their immense potential to achieve. As illustrated in Chart B, the district remains committed to a single, focused goal of **“Outstanding Academic Achievement for All Students”**. Central to our progress toward achieving this goal is disciplined program monitoring and analysis, a data-driven accountability system aligned to ESSA standards, and effective communication and transparency of performance with key stakeholder groups. Clearly defined strategies, initiatives, and work priorities are set forth for each strategic focus area. Strategies for the 2018-19 school year include a) Program Monitoring, Accountability, and Effectiveness; b) Compensation Restoration; c) School Safety Assessment Initiative; d) Community Engagement Forums; and e) Central Office Restructuring. Through intentional execution and disciplined implementation of systemic work priorities for each of these strategies, PGCPs will further its progress in providing every student, in every grade, in every school with safe, rigorous, supportive, and high-quality educational experiences that fully prepare them for college, careers, and life-long success in the 21st Century global society.

Chart B.



In a challenging year punctuated by leadership challenges and transitions, we continue to move forward with great expectations for PGCPs students -- making small steps and giant leaps. Under the leadership of Dr. Monica

Goldson, Interim Chief Executive Officer, strategic transformation efforts will advance forward with a refined student-centered focus grounded in a disciplined performance management system of accountability. An aggressive approach of realigning resources to maximize emphasis on programs supporting classroom instruction, student and school safety, and student supports is underway. The district is committed to ensuring PGCPs students continue to make strides in improving academic achievement levels -- recognizing there is still considerable work to be done. PGCPs' vision is to create a school system recognized for providing education services that prepare all students for college and careers in a global society. By revising strategies, refocusing work efforts, and recalibrating the performance system of accountability, the district will move closer to the realization of this vision.

II. BUDGET NARRATIVE

System Priorities

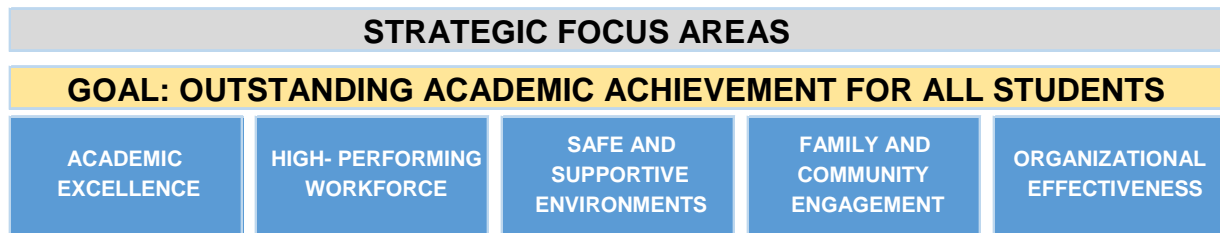
Funding increases provided by the State through the Bridge to Excellence in Public Schools Act including a fully restored Geographic Cost of Education Index (GCEI), and resources provided by the Prince George’s County government in excess of amounts required to meet State Maintenance of Effort provisions, combined with responsible and accountable fiscal management, enabled PGCPs to invest funds in programs to improve student achievement in many areas during the 2017-2018 school year.

The additional resources have been instrumental in the development of a shared vision and sound strategic direction to improve student achievement and school effectiveness.

PGCPs’ vision emphasizes equitable distribution of resources toward eliminating the achievement gap; preserving fiscal stability; providing management and information systems that effectively and efficiently support instruction while maintaining operational and fiscal integrity. Working in partnership with the public school stakeholder community, PGCPs will ensure that all students graduate prepared for college or post-secondary/career options. The district will further ensure that its resources, programs, and services are strategically and operationally focused to support teaching and learning and improve performance in all areas, while addressing challenges that may arise.

PGCPs’ FY 2019 Annual Operating Budget focuses on funding across the five Strategic Focus Areas established in the PGCPs Strategic Plan: Academic Excellence, High-Performing Workforce, Safe and Supportive Environments, Family and Community Engagement, and Organizational Effectiveness (Chart C).

Chart C.



Focused on each of these areas, the budget continues to support a broad portfolio of effective programs and services including maintaining optimal class sizes, continuing pre-kindergarten program expansion, and enhancing literacy efforts for our youngest learners. It continues to support services in other areas that help improve teaching and learning and realize desired student achievement objectives and outcomes. FY 2019 improvements continue to seek to: ensure that all students achieve high academic standards in reading and mathematics; continue improvement in graduation rates; improve the qualifications of all staff and assist teachers in gaining certification; improve safety and security in the schools; and improve the system’s relationship with students’ families and community members. Program improvements include support for approved initiatives including negotiated compensation increases; student-based budgeting, and other instructional and operating requirements.

FY 2019 planned improvements support Strategic Focus Areas and related state reform areas on which budget decisions were based (see Table B).

Table B.

| FY 2019 Planned Fiscal Improvements | | |
|--|-------------------------------|---|
| Goal | Fiscal Improvements | Allocations |
| Focus Area 1: Academic Excellence (Reform AREA 1) | \$28.6 M 140.9 FTE | Supports \$3.2 million and 31.0 FTE for Academic Programs; Alternative Education Supports \$900,000 and 6.0 FTE; Arts Integration \$293,020 and 1.0 FTE; Charter Schools \$8.3M and 60.0 FTE; Dual Enrollment Tuition \$800,000; Community Schools \$748,447 and 1.0 FTE; Healthy Start Breakfast \$200,000; Higher Achievement \$200,000; PreKindergarten Expansion \$994,027 and 8.0 FTE; P-Tech Schools & 3D Scholars \$514,945 and 4.0 FTE; Restorative Practices \$33,629; Special Education \$289,039 and 2.0 FTE; Student/School Based Supports \$11.9M and 25.9 FTE; and Youth Career Connection \$322,877 and 2.0 FTE. |
| Focus Area 2: High-Performing Workforce (Reform Area 3) | \$30.5 M 8.0 FTE | Supports \$29.5M for Compensation Negotiated Commitments; Peer Assistance and Review Teachers \$539,705 and 5.0 FTE; and Teacher's Academy \$501,615 and 3.0 FTE. |
| Focus Area 3: Safe and Supportive Environments (Reform AREA Other) | \$1.7 M 9.0 FTE | Supports \$223,121 and 3.0 FTE for Pest Control; Security Staffing and Equipment \$1.0M and 6.0 FTE; and \$450,000 for Student Transportation – GPS Bus Locator. |
| Focus Area 4: Family and Community Engagement (Reform AREA 1) | \$0 | There are no applicable FY 2019 changes. |
| Focus Area 5: Organizational Effectiveness (Reform Areas 2 and Other) | \$717,278 | Supports \$418,000 for Guidance Software; Graduation Audit \$250,000; base adjustment of (\$226,061); and Student Information System Reporting \$212,339. |

These programs and enhancements are vital to the school system’s efforts to achieve its objectives and fulfill its mission to provide a great education that empowers all students who will contribute to thriving communities. Funding provided in prior years, combined with efforts to distribute resources equitably focused on effective programs and services, have enabled the school system to maintain its responsibility to drive toward improved student achievement levels.

Restricted program grants totaling \$100 million continue to support the strategic goals established by the system in an effort to expand existing academic programs for students and professional development opportunities for administrative staff. Federal entitlement grants such as Title I, Title II A, and the Special Education Individuals with Disabilities Education Act (IDEA), as well as other federal, state, local, and county funded grants comprise approximately 5.0% of the total operating budget. The Special Education IDEA grants along with local and state funding ensure students with disabilities are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs. These funds supplement other discretionary resources to assist the system to ensure college and career readiness for all students while simultaneously producing great schools, developing great staff, and cultivating great communities.

Climate Changes

The FY 2019 Annual Operating Budget totals \$2,047,732,000 which represents an increase of \$61.5 million or 3.0% above the FY 2018 Revised Budget. The net increase supports all five strategic focus areas. A total of \$61.5 million is allocated to the strategic focus areas of the budget, which support program and service improvements. Other funds totaling (\$8.2) million represent resources through reductions from amounts appropriated in FY 2018 for

selected programs and services. These redirected resources increased funds available for mandatory changes and program improvements by a like amount. These reductions are not linked to any specific mandatory change or improvement, but instead are redirected to fund the total additional cost of mandatory changes and program improvements funded in the FY 2019 Operating Budget.

Fiscal Outlook

Prince George’s County continues to demonstrate a fairly stable economy. The Prince George’s County Unemployment Rate (4.1%)¹ is at its lowest since 2011, Maryland household incomes continue to rank among the highest median household incomes and Gross Domestic Product (GDP) experienced a growth rate of approximately 1.8%². Prince Georges County attributes its “thriving local economy” to the Economic Development Incentive (EDI), an investment of \$50.0 million in grants and loans to attract and retain businesses. Prince George’s County’s FY 2019 Proposed Budget affirms its continued support to Prince George’s County Public School’s 2016 – 2020 Strategic Plan. PGCPs received \$763.5M (a 3.0% increase compared to FY 2018) in total County Contributions. Although revenue growth has increased, the pace of this growth has not grown in tandem with expenditures and is estimated to be insufficient to balance the projected increase in mandated expenditures.

Thus, the school system must continue to judiciously prioritize and strategically allocate its resources to continue its drive to reverse negative trends in student achievement. With an approved budget increase of 3.0% over FY 2018, the County indicates its priority in building a world-class educational system and its investment in supporting the strategic use of these resources in areas that will transform the school system. PGCPs is committed to continued fiscal prudence based on sound financial and instructional management principles to ensure that appropriate steps are taken to continue improving the academic achievement of students. By continuing to focus on sound management, maintaining successful programs, and investing in strategically sound initiatives, PGCPs will sustain a solid foundation upon which teaching and learning can be improved and outstanding academic achievement for all PGCPs students.

REVENUE AND EXPENDITURE ANALYSIS

- 1. Did actual FY 2018 revenue meet expectations as anticipated in the Master Plan Update for 2018? If not, identify the changes and the impact any changes had on the FY 2018 budget and on the system’s progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

Actual revenue exceeded expectations in FY 2018. FY 2017-18 school system revenue received totaled 1,986,227,300; \$10.8 Million or 1.0% more than the FY 2018 Approved Budget. The variance of \$10.8 Million was attributed to the receipt of four additional grant funded programs that support academic achievement, teacher and school leadership, and athletic turf field installation. These grant (Title IV Student Support and Academic Enrichment Grant, Teacher and School Leader Incentive Grant, NFL Grassroots Local Initiative Support Corporation Grant, and the Washington Redskins Charitable Foundation Grant) were new appropriations awarded at the start of the new fiscal year. The impact allowed for continued progress as evidenced in the 2018 Partnership for Assessment of Readiness for College and Careers (PARCC) results.

The Approved Local appropriation was \$739,181,200; resulting in no budget variance when compared to the FY 2018 Approved Budget.

¹ Source: U.S Department of Labor, Bureau of Labor Statistics

² Source: www.opendatane트워크.com

The FY 2018 Approved Revised Board Budget was \$13,709,500, or 5% more than the FY 2018 Approved Board Budget of \$13,159,500. The Board funding variance of \$550,000 reflected the receipt of the athletic turf field grants awarded by the NFL Grassroots LISC and the Washington Redskins Charitable Foundation.

State source revenue was budgeted at \$1,111,076,300, resulting in no State funding variance when compared to the FY 2018 Approved Budget. All Unrestricted and Restricted allotments were equivalent to the FY 2018 Approved Budget.

Federal revenues were \$100,260,300 or 11% more than the original FY 2018 Approved Budget of \$90,026,500. The Federal funding variance of \$10.2 Million was driven by the receipt of the following:

- Teacher and School Leader Incentive Grant - \$8,603,102;
- Title IV Student Support and Academic Enrichment Grant - \$974,225;
- Unallocated Reserve for future grants - \$656,473.

The Teacher and School Leader Incentive Grant, the largest portion of the \$10.2 Million is an incentive grant appropriated to strengthen the end-to-end processes that support early hire recruitment, best-fit deployment, evaluation and support, and retention of high-quality teachers and school leaders, particularly in high-need schools. Specifically, the teacher evaluation and support system and human capital data management system will be strengthened in order to enact a true performance-based human capital system rooted in data-informed decision-making.

2. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Master Plan goals.

The Prince George's County Board of Education's Approved FY 2018 Operating Budget was \$1,975,443,500. This represented an overall decrease of (\$75,272,137) or (4.4%) less than requested driven by lower County revenue. However, this also represented an overall increase of \$42,964,400 or 2.2% more than the FY 2017 Revised Budget of \$1,932,479,100.

The FY 2018 Approved - Revised Budget of \$1,986,227,300 supported a myriad of fiscal improvements. Changes in assurance expenditure areas were as follows:

- Standards and Assessment exceeded planned expenditures by \$2.9 Million or 9.2%;
- Data Systems expenditures exceeded planned expenditures by \$131,250 or 14.8%;
- Greater Teachers and Leaders expenditures were less than planned expenditures by \$52,927 or 0.4%;
- Turning Around the Lowest Achieving Schools expenditures were less than planned expenditures by \$244,854 or 16.3%.

The changes in expenditures reflected herein did not materially impact the achievement of the Master Plan goals associated with each reform area.

Standards and Assessment: Reform Area 1

Reform Area 1 exceeded planned expenditures by approximately \$2,924,723 or 9.2%. The net change was primarily attributed to the following:

- Non-Public Tuition expenditures of \$3,306,960. These funds were realigned within Special Education to support Non-Public Tuition FY 18 projections as a result of increased volume utilization.

- Cost Savings were realigned to support the following increased expenditures:
 - Special Education - \$848,073
 - Dual Enrollment- \$390,577
 - Part Time – Special Education - \$323,621
 - High School Daytime Credit Recovery - \$221,219
 - Evening High School needs - \$163,543
 - Home and Hospital Instructional Services - \$ 150,000
- Charter Schools funding reduction of (\$1,984,878), as a result of enrollment reductions. Projected enrollment was 5,964; however, actual enrollment was 5,779 as of September 30, 2018.
- Pathways in Technology had a savings of (\$236,018) due to lower transportation costs related to school activities.
- Special Ed funds of (\$162,259) remaining due to contractual cost savings
- STEM Classroom support balance of (\$96,115) due to contractual time lag

Data Systems to support instruction: Reform Area 2

Reform Area 2 exceeded planned expenditures by \$131,250 or 14.8%. The net change was attributed to:

- School Max Grading enhancement - \$75,000; this expenditure fortifies caretakers ability to view student attendance and grades in real time.
- Actual Website Accessibility expenditures exceeding planned levels by \$40,000. These resources were utilized to purchase the Black Board School messaging platform.
- Actual Student Health Records Management Database expenditures exceeding planned expenditures by \$21,250.
- Lower than anticipated Student Data Dashboard Software related expenditures (\$5,000)

Great Teachers and Leaders: Reform Area 3

Reform Area 3 experienced less than planned expenditures of (\$52,927) or 0.41%. The net savings were primarily in the following areas:

- Background check costs were (\$30,367) less than the planned expenditures, as a result of finger printing and background check volume reductions. In addition, (2.00) related FTEs were vacant for the majority of the FY – although the vacancies were filled in the later part of FY 2018.
- Mentor & Peer Assistance Review (PAR) expenditures were less than planned expenditures, resulting in a savings of (\$22,560); (2.00) related FTEs were vacant for a quarter of the fiscal year.

Turning Around the Lowest Achieving Schools: Reform Area 4

A cost savings of (\$244,854) or 16.3% occurred in Reform Area 4. The cost savings were related to the following areas:

- The utilization of FY 18 Food & Nutrition Service Subsidies of (\$200,000) were not required, as fund balance sources were utilized in lieu of.
- Restorative Practices expenditures were less than planned by (\$44,854) due to a hiring time lag. The Coordinator vacancy remained vacant until December 2017. As a result, fewer workshop trainings and supplies were utilized as well.

The Mandatory Cost of Doing Business reflects expenditures that were required by law, support contract commitments, and provide essential health/safety services. These expenditures support costs to cover employer obligations including: social security, retirement, and unemployment insurance; the funding of existing employee contracts including compensation, employee and retiree benefits for health insurance and other benefits; managing risks for the school system through self-insured programs supporting workman’s compensation, general liability, and excess property claims and expenses; utilities; and internal services programs such as printing and vehicle maintenance operations.

FY 2018 Actual Mandatory Costs totaled \$1,874,386,877 and experienced an aggregate savings of (\$2,500,663). The savings in this category were realized through a combination of cost-cutting and efficiencies in service delivery. Categorical decreases of (\$29,332,062) were as followed: a General Insurance decrease of (\$9,000,000) due to a liability limit adjustment, decrease of (\$8,570,070) in appropriations for Workers Compensation – related to lower anticipated costs, (\$5,000,000) for Health Insurance, (\$5,000,000) for Retirement, and (\$1,761,992) for Utilities. The cost cutting and efficiency exercise was primarily related to lower rate increases, no rate increases, and/or lower than projected expenditures. These savings were utilized to off-set other systemic needs including, but not limited to School Based Budgeting (SBB) classroom balancing. Additional Mandatory Cost of Doing Business funds of \$7,190,969 were realigned to support the following: \$3,000,000 for 25 Temporary Buildings, Part Time / Overtime Custodial needs of \$2,730,469, MSDE Graduation Audit of \$700,000, Custodial Supplies of \$425,000, Contracted School Nurse expenditures of \$235,500, \$75,000 Purchasing costs, and \$25,000 for 180 student desks.

Core Services/Other Base Requirements are also Mandatory Costs and are deemed necessary by Local Board of Educators. Core Services/Other Base Requirements reflected expenditures of \$1,890,028,939 (Restricted: \$55,168,538 plus Unrestricted: \$1,834,860,401) throughout the school year. And finally, the school system ended the year with a \$22,000,000 Fund Balance.

A material portion of Other Expenditures not attributable to an assurance area are the result of financial review sessions; this entails the consistent review of historical data, current trends and budgetary requests. Restricted Core Services and Other Base Requirements reflected a net increase of (\$15.3 Million) which represents the balance of unused spending authority from multi-year grants to be moved forward as carryover appropriation in the next fiscal year earmarked to support activities and initiatives in accordance with approved grant applications. Balances respectively in the amounts of (\$7.2 Million) and (\$.6 Million) reflect multi-year carryover for both the Special Education IDEA.B, that support students with disabilities and Title I A., programs that supports students who are identified as the most at-risk of failing in high concentrated areas of poverty as determined by free and reduced meal applications in addition to an increase in planned other grant spending \$7.7 Million and \$10.8 Million in newly awarded grants (Title IV \$.974 Million; Teacher and School Leader Incentive \$8.6 Million; NFL Grassroots LISC \$.250 Million; Washington Redskins Charitable Foundation \$.300 Million and the allowance for the unallocated reserve for other future grants \$.656 Million). Categorical decreases in this area of (\$6,470,320) were primarily related to the following: Food and Nutrition Subsidy of (\$3,000,000), Unallocated Funds of (\$2,000,000) and vehicle Maintenance and Repairs of (\$1,000,000). Conversely, there were 15 additional expenditures totaling \$13,953,950 which included Maintenance Supplies / Overtime of \$6,846,500; overtime related to transportation expenditures of \$3,289,500; terminal leave expenditures of \$1,000,000; Compensatory Emoluments of \$753,550; Contracted Services of \$734,400; Special Education and Student Services hourly wage expenditures of \$400,000.

A portion of the final expenditures were estimated for the above categories. The current financial system in which PGCPs operates does not capture all expenses by these specific defined activities. Final expenditures for full-time salary related changes were estimated based on the number of employees, actual salaries, and vacant positions for the fiscal year. Final expenditures for compensation improvements were based on preliminary estimates for negotiated increases and based on prior year history for increments provided to employees on an annual basis. The majority of all other areas, with the exception of salary related increases, reflect actual expenses extracted from specific program areas or actual financial reports within the Oracle General Ledger Financial Module.

III. GOAL PROGRESS

MARYLAND'S GOALS, OBJECTIVES, AND STRATEGIES REGARDING STUDENT PERFORMANCE

Maryland's educational accountability system continues in transition status. Even though the State's Consolidated Plan, which is to serve as the foundation for a new accountability system, was approved by the United States Department of Education (USDE) in January of 2018, the new system has not yet been sufficiently finalized to serve as the standard for the 2018 Bridge to Excellence Master Plan. As such, the academic standards introduced in 2013 – i.e. *Maryland College and Career Ready Standards* (or MCCRS), that were based on *Common Core State Standards* (CCSS), will continue to serve as the performance standards for accountability academic testing. Moreover, the *Partnership for Assessment of Readiness for College and Careers* (PARCC) testing program continues to be the assessment used to determine the extent to which students either, reach, exceed, or approximate performance standards.

For purposes of this 2018 Master Plan, local school systems are held accountable for the 2018 academic performance of the following three subgroups of students in English/Language Arts/Literacy, Mathematics, and HSA Government testing:

- 1) students who receive special education services;
- 2) the progress made by students with limited English proficiency towards attaining English proficiency; and
- 3) the progress of student subgroups whose academic performance in English/Language Arts/Literacy, and/or Mathematics PARCC testing, or in Government HSA testing is substantially below aggregate student performance (see House Bill 999 of 2016).

In addition, local school systems must publicize all administered assessments along with the testing accommodations made for students receiving special services. There is no accountability assessment requirement in the sciences for the 2018 Master Plan.

PARCC Testing Results

Unlike traditional standardized tests, PARCC assessments are designed to measure problem-solving skills. They purport to serve as indicators of what students are expected to know at each grade level in order to be prepared for the next grade level, and to be on pace for entry into college or the world of work upon graduation from high school. Moreover, PARCC assessments are designed to be taken online; although initially, paper and pencil versions of the tests had been available to be administered through 2017 for schools that did not have sufficient computer technology. For the 2018 testing cycle, all PARCC assessments across Prince George's County were administered electronically.

PARCC results are reported at five (5) levels:

- 1) Level 1 – Did not meet expectations;
- 2) Level 2 – Partially met expectations;
- 3) Level 3 – Approached expectations;
- 4) Level 4 – Met expectations; and
- 5) Level 5 – Exceeded expectations.

Although PARCC assessments are administered at each grade level between grades 3 and 10 separately, for purposes of this Master Plan update, grade level results are semi-aggregated up into three grade bands – i.e. the

elementary level (grades 3-5), the middle school level (grades 6-8), and grade 10 ELA and Algebra I. In addition to the *school level bands*, results will also be reported in the following *performance bands*:

- a) Combined Levels 4 and 5, which represent students who have *met or exceeded* expectations, and who, as such, are prepared to successfully meet the challenges of the next grade level; and
- b) Level 3, which represents students who have nearly met expectations.

The number and percentages of students not reported represent Combined Levels 1 and 2, which represent students whose performances were substantially below expectations.

Data analysis will include 2016, 2017, and 2018 performances, improvement in 2018 over the previous year's (2017) performance, and improvement or regression of performance over the three-year period. Analysis will also include a discussion of performance gaps between students- in the-aggregate ("all students") on the one hand, and students receiving special education services, limited English proficient students, and numerically significant accountability subgroups of students across the three years of analysis.³

PARCC English Language Arts/Literacy Results

In the 2018 testing cycle, Prince George's County students improved their performance ever so slightly in PARCC English Language Arts/Literacy over the previous year's (2017) performance level at the elementary and middle school levels, but regressed slightly at the 10th grade level (see Figure 1).

- At the elementary level, 28.1% of the tested students met (Level 4) or exceeded (Level 5) expectations, while another 25.8% of students approached (Level 3) the expected performance level;
- At the middle school level, a slightly higher percentage of students (30.9%) either met or exceeded the expected performance level, while the performance of another 26.1% of students approximated the expected performance level;
- In grade 10 testing, 24.8% of students met or exceeded expectations and an additional 19.1% of students approached the expected performance level; and
- Between the 2017 and 2018 testing cycles, the percentages of students meeting or exceeding the expected performance level increased by (+2.1) percentage points at the elementary level, increased by (+1.9) of a percentage point at the middle school level, and declined by (-2.7) percentage points in grade 10 PARCC English Language Parts/Literacy testing (see Table D).

Over the three-year period spanning 2016 through 2018, the percentage of county students meeting or exceeding the expected performance levels in English Language Arts/Literacy PARCC testing increased modestly (+4.8 percentage points) at the elementary level and remained relatively stagnant (+1.2 percentage points) at the middle school level. On the other hand, aggregate student performance decreased substantially (-7.0 percentage points) at the 10th grade level (see Figure 1 and Table C).

³ It is important to note that the reported performance levels are established by PARCC and are not to be substituted for state-established proficiency levels. These latter levels have yet to be determined by MSDE.

Figure 1

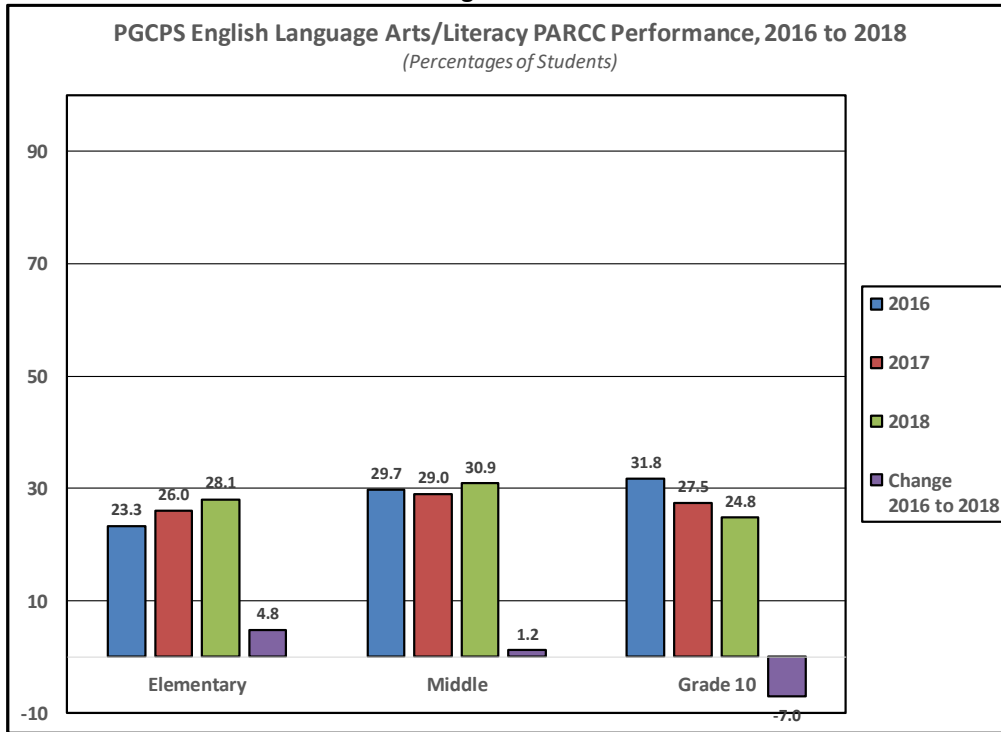


Table C

| PGCPS English Language Arts PARCC Performance, 2016 through 2018 | | | | | | | |
|--|---------------------|--------------|-------------|--------------|------------------------------|---------------|--------------------------------|
| Student Subgroup | Percent of Students | | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Elementary Level | | | | | | | |
| All Students | 23.3 | 26.0 | 25.8 | 28.1 | 2.1 | 4.8 | 0.0 |
| Males | 18.0 | 20.4 | 24.3 | 22.0 | 1.6 | 4.0 | -6.1 |
| Females | 28.9 | 31.6 | 27.2 | 34.3 | 2.7 | 5.4 | 6.2 |
| Males +/- Females | -10.9 | -11.2 | -2.9 | -12.3 | | | |
| Black or African American | 24.2 | 27.2 | 26.3 | 29.5 | 2.3 | 5.3 | 1.4 |
| Hispanic/Latino of any race | 15.9 | 17.6 | 25.6 | 20.7 | 3.1 | 4.8 | -7.4 |
| Special Education | 3.5 | 3.6 | 8.0 | 3.7 | 0.1 | 0.2 | -24.4 |
| Limited English Proficient (LEP) | 4.9 | 3.4 | 20.3 | 7.9 | 4.5 | 3.0 | -20.2 |
| Free/Reduced Meals (FARMS) | 18.4 | 19.8 | 25.5 | 22.1 | 2.3 | 3.7 | -6.0 |
| Middle School Level | | | | | | | |
| All Students | 29.7 | 29.0 | 26.1 | 30.9 | 1.9 | 1.2 | 0.0 |
| Males | 21.6 | 21.2 | 25.0 | 22.8 | 1.6 | 1.2 | -8.1 |
| Females | 38.1 | 37.0 | 27.3 | 39.2 | 2.2 | 1.1 | 8.3 |
| Males +/- Females | -16.5 | -15.8 | -2.3 | -16.4 | | | |
| Black or African American | 29.2 | 28.7 | 26.6 | 31.5 | 2.8 | 2.3 | 0.6 |

Table C

| PGCPS English Language Arts PARCC Performance, 2016 through 2018 | | | | | | | |
|--|---------------------|------------|---------|------------|------------------------------|---------------|--------------------------------|
| Student Subgroup | Percent of Students | | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Hispanic/Latino of any race | 24.3 | 22.9 | 26.0 | 24.4 | 1.5 | 0.1 | -6.5 |
| Special Education | 2.6 | 2.6 | 10.3 | 3.4 | 0.8 | 0.8 | -27.5 |
| Limited English Proficient (LEP) | 1.8 | 1.4 | 11.5 | 1.4 | 0 | -0.4 | -29.5 |
| Free/Reduced Meals (FARMS) | 23.9 | 23.1 | 26.5 | 24.6 | 1.5 | 0.7 | -6.3 |
| Grade 10 | | | | | | | |
| All Students | 31.8 | 27.5 | 19.1 | 24.8 | -2.7 | -7.0 | 0.0 |
| Males | 24.7 | 20.7 | 17.2 | 19.2 | -1.5 | -5.5 | -5.6 |
| Females | 39.4 | 34.4 | 21.3 | 31.2 | -3.2 | -8.2 | 6.4 |
| Males +/- Females | -14.7 | -13.7 | -4.1 | -12.0 | -1.7 | -2.7 | |
| Black or African American | 29.9 | 27.2 | 19.9 | 23.8 | -3.4 | -6.1 | -1.0 |
| Hispanic/Latino of any race | 27.6 | 19.5 | 18.2 | 21.0 | 1.5 | -6.6 | -3.8 |
| Special Education | 4.6 | 3.5 | 7.3 | 3.1 | -0.4 | -1.5 | -21.7 |
| Limited English Proficient (LEP) | 0.7 | 0.5 | 9.8 | 2.3 | 1.8 | 1.6 | -22.5 |
| Free/Reduced Meals (FARMS) | 25.2 | 21.2 | 18.4 | 20.7 | -0.5 | -4.5 | -4.1 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.1a, 2.1b, 2.1c, 2.2a, 2.2b, 2.2c, 2.4a, 2.4b, and 2.4c. SY2017 and SY2018 data provided by the PGCPS Testing Office.

Gaps in Subgroup Performance

Also, during the 2018 testing cycle, several student subgroups performed *substantially below* – i.e. (-5) or more percentage points – the aggregate student performance levels. At the elementary level, Latino students (-7.4 percentage points), low-income (FARMS) students (-6.0 percentage points), **special education (SPED) students (-24.4 percentage points), and limited English proficient (LEP) students (-20.2 percentage points)** all performed substantially below the performance level of students- in the- aggregate (see Figure 2).

At the middle school level, the size of the performance gap for Latino students narrowed slightly to (-6.5) percentage points, but widened slightly for FARMS students to (-6.3) percentage points. At the same time, the sizes of the performance gaps for both **SPED and LEP students widened to (-27.5) and (-29.5) percentage points respectively** (see Figure 3 and Table C).

At the 10th grade level, the sizes of performance gaps between Latino (-3.8 percentage points) and FARMS (-4.1 percentage points) students on the one hand, and students-in-the-aggregate were not substantial. Conversely, the **underperformance gaps for SPED and LEP students remained substantial – i.e. (-21.7) and (-22.5) percentage points respectively** – but narrowed somewhat from the size of the gaps at the middle school level (see Figure 4 and Table C).

In addition to the performance gaps between ethnic and special needs subgroups on the one hand and students-in-the-aggregate, PGCPS is experiencing substantial and persistent gender performance gaps across grade bands. The percentage of male students meeting or exceeding the expected performance level was (-12.3), (-16.4), and (-12.0) percentage points below the performance levels for female students at the elementary and middle school

levels, and at grade 10 levels respectively. The sizes of these performance gaps have remained relatively consistent over the past three testing cycles (see Table C and Figures 2, 3, and 4).

Figure 2

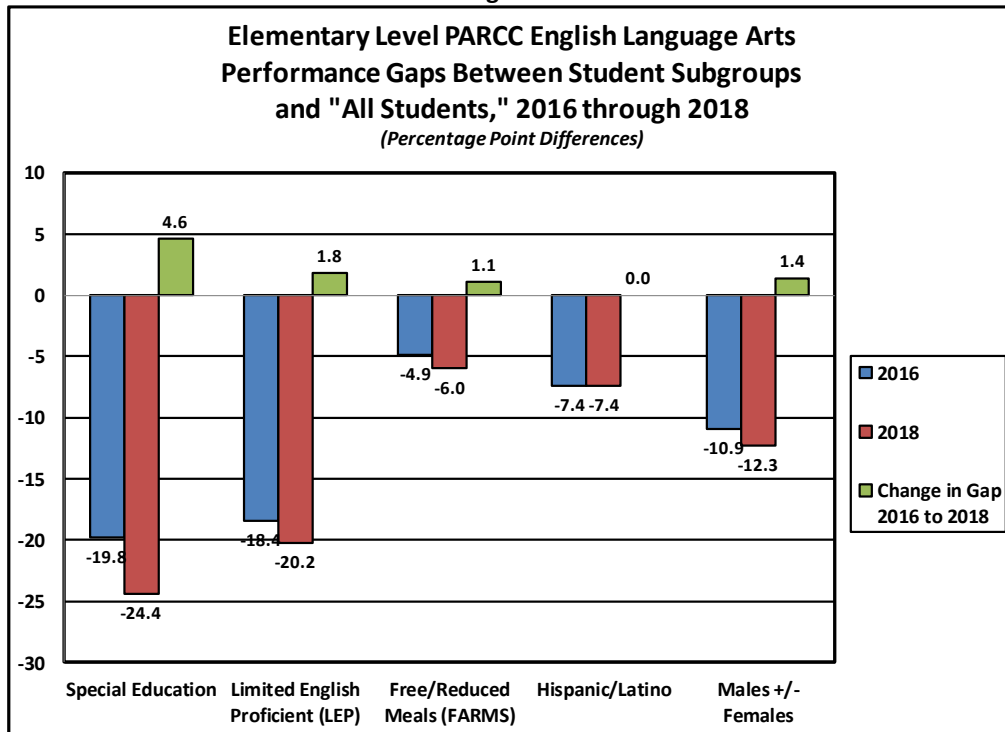


Figure 3

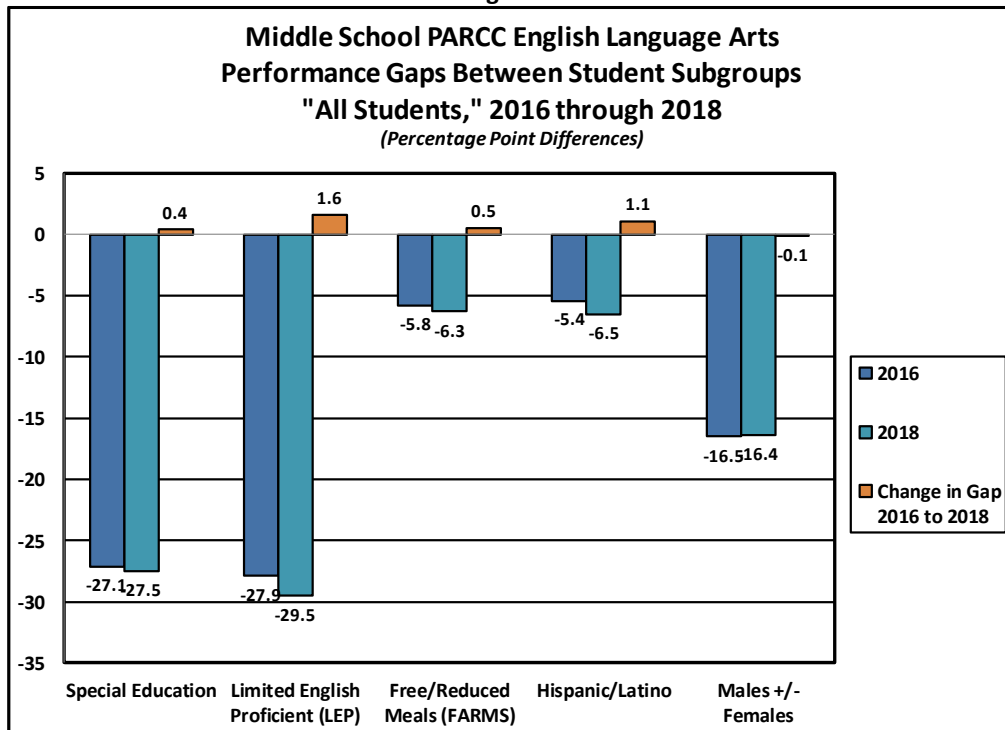
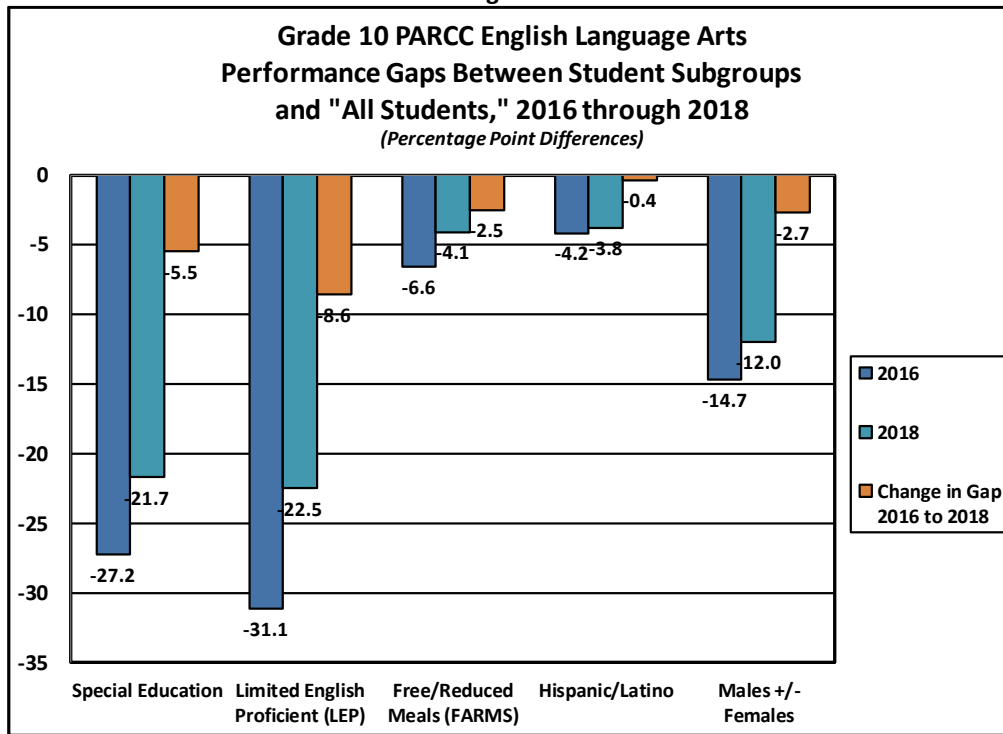


Figure 4



PARCC Mathematics Results

In SY2018, aggregate student performance in PARCC mathematics testing was virtually unchanged from SY2017 performance levels at the elementary and middle school levels. The percentage of students who either met or exceeded the expected performance level decreased by (-0.1) of a percentage point at the elementary level, while increasing by an ever so slight (+0.3) of a percentage point at the middle school level. This performance stagnation has persisted over the past three testing cycles as the percentages of students scoring at or above the expected performance levels has remained within a percentage point at both the elementary and middle school levels (see Figure 5 and Table D).

On the other hand, the performance pattern of PGCPS students in Algebra I PARCC testing over the three-year analysis period has been markedly different. After increasing substantially across-the-board – i.e. across all accountability subgroups – from the SY2016 to the SY2017 testing cycles, student performance declined precipitously (also across-the-board) in SY2018 (see Figure 5 and Table D).

- At the elementary level, 20.6% of students performed at the expected level (Level 4) or above (Level 5), while an additional 24.0% approximated (Level 3) the expected performance level.
- At the middle school level, 13.3% of students met or exceeded the expected performance level, while 23.9% performed at the level just below the expected level.
- Meanwhile, after increasing by (+6.6) percentage points in SY2017 over the SY2016 performance level, the percentage of students meeting or exceeding the expected performance level in Algebra I PARCC testing (11.9%) decreased by (-10.9) percentage points in SY2018. The combined percentage of students that either approximated (Level 3), met (Level 4), or exceeded (Level 5) the expected performance standard was a mere 33.7% (see Table D).

Figure 5

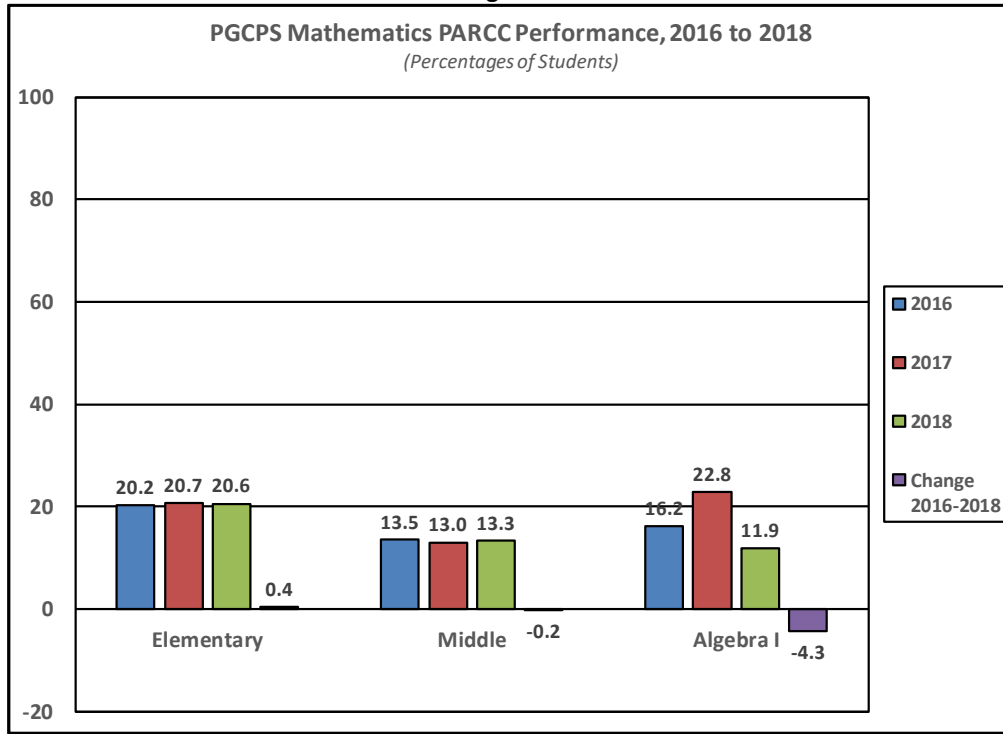


Table D

| PGCPS Elementary Level Mathematics PARCC Performance, 2016 through 2018 | | | | | | | |
|---|---------------------|------------|---------|------------|------------------------------|---------------|--------------------------------|
| Student Subgroup | Percent of Students | | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Elementary Level | | | | | | | |
| All Students | 20.2 | 20.7 | 24.0 | 20.6 | -0.1 | 0.4 | 0.0 |
| Special Education | 4.2 | 3.8 | 9.9 | 3.8 | 0.0 | -0.4 | -16.8 |
| Limited English Proficient (LEP) | 8.0 | 6.3 | 18.4 | 7.3 | 1.0 | -0.7 | -13.3 |
| Middle School Level | | | | | | | |
| All Students | 13.5 | 13.0 | 23.9 | 13.3 | 0.3 | -0.2 | 0.0 |
| Special Education | 1.4 | 1.9 | 5.8 | 2.0 | 0.1 | 0.6 | -11.3 |
| Limited English Proficient (LEP) | 1.1 | 1.0 | 6.4 | 1.4 | 0.4 | 0.3 | -11.9 |
| Algebra I | | | | | | | |
| All Students | 16.2 | 22.8 | 21.8 | 11.9 | -10.9 | -4.3 | 0.0 |
| Asian | 60.1 | 26.6 | 24.2 | 37.9 | 11.3 | -22.2 | 26.0 |
| Black or African American | 15.6 | 23.4 | 23.3 | 11.8 | -11.6 | -3.8 | -0.1 |
| Hispanic/Latino of any race | 9.9 | 20.9 | 18.5 | 8.3 | -12.6 | -1.6 | -3.6 |

Table D

| PGCPS Elementary Level Mathematics PARCC Performance, 2016 through 2018 | | | | | | | |
|---|---------------------|------------|---------|------------|------------------------------|------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Two or more races | 33.7 | 27.7 | 27.2 | 18.4 | -9.3 | -15.3 | 6.5 |
| Special Education | 1.5 | 8.0 | 6.4 | 1.3 | -6.7 | -0.2 | -10.6 |
| Limited English Proficient (LEP) | 2.1 | 12.1 | 9.0 | 1.5 | -10.6 | -0.6 | -10.4 |
| Free/Reduced Meals (FARMS) | 11.1 | 21.3 | 20.3 | 9.3 | -12.0 | -1.8 | -2.6 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.6a, 2.6b, 2.6c, 2.7a, 2.7b, 2.7c, 2.8a, 2.8b, and 2.8c. SY2017 and SY2018 data provided by the PGCPS Testing Office.

Gaps in Subgroup Performance

In 2018 PARCC mathematics testing, substantial subgroup underperformance – i.e. five (5) or more percentage point below the aggregate student performance level – was limited to students receiving special education services (SPED) and students with limited English proficiency (LEP). At the middle school level and in Algebra I testing, the limited number of subgroups performing substantially below students-in-the-aggregate is as much a function of extremely low levels of aggregate student performance as due to differentiated subgroup performance. Notwithstanding the extremely low aggregate student performance levels, **the underperformance of students receiving special education services and those with limited English proficiency reached double-digit percentage points at each of the three accountability grade bands**. Moreover, at none of the three testing levels did 10 percent of either SPED or LEP students meet or exceed the expected performance levels in PARCC mathematics testing.

- At the elementary level, the aggregate student – SPED student performance gap was (-16.8) percentage points for the SY2018 testing cycle. The size of this performance gap was (+0.8) of a percentage point wider than the gap size in SY2016. At the middle school level, they SY2018 (-11.3) percentage point performance gap was a mere (-0.8) of a percentage point narrower than the SY2016 gap. In Algebra I testing, despite the fact that only 11.9% of students-in the-aggregate met or exceeded the expected performance level, the aggregate student – SPED student performance gap still reached double-digit (-10.6) percentage points in SY2018 (see Figures 6, 7, and 8).
- LEP students performed as poorly as SPED students across the accountability grade bands for the SY2018 testing cycle. At the elementary level, the aggregate student – LEP student performance gap reached (-13.3) percentage points – (+1.1) percentage points wider than the SY2016 gap between the two student groups. At the middle school level, the performance gap reached (-11.9) percentage points, and in Algebra I testing, the gap reached (-10.4) percentage points (see Figures 6, 7, and 8).
- Finally, in Algebra I testing, the SY2016 substantial performance gaps between students-in the-aggregate on the one hand, and Latino (-6.3 percentage points) and FARMS students (-5.1 percentage points) was no longer substantial in SY2018 – (-3.6) and (-2.6) percentage points respectively. This narrowing of performance gaps is more a function of relatively stagnant subgroup performance across the three-year analysis period juxtaposed against a substantial decline in aggregate student performance (see Figure 8).

Figure 6

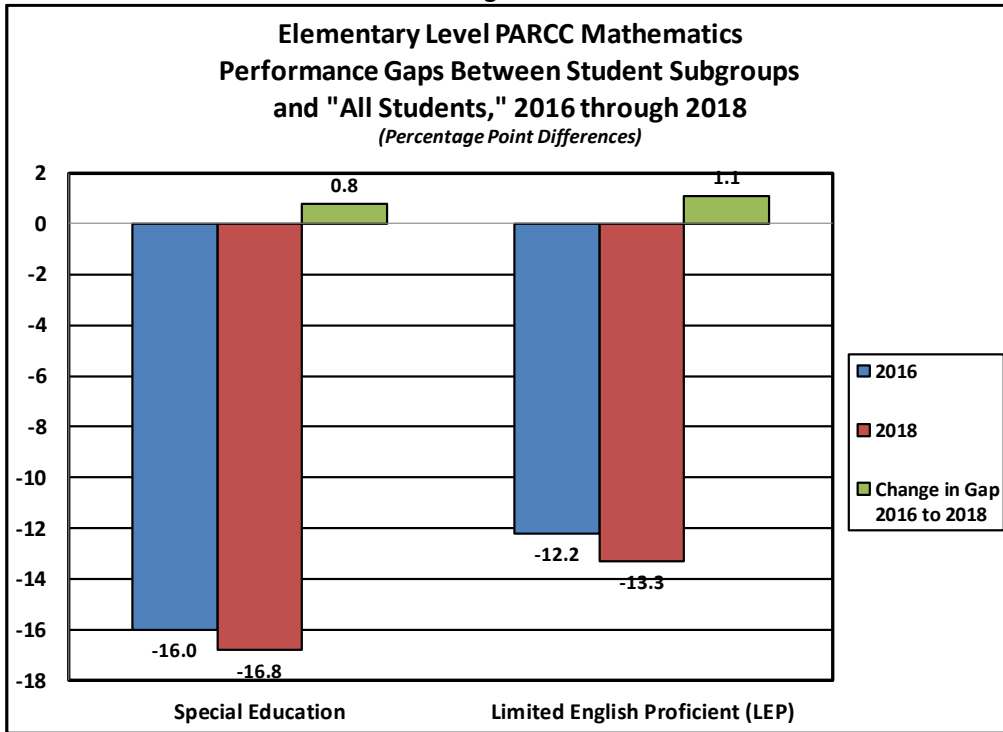


Figure 7

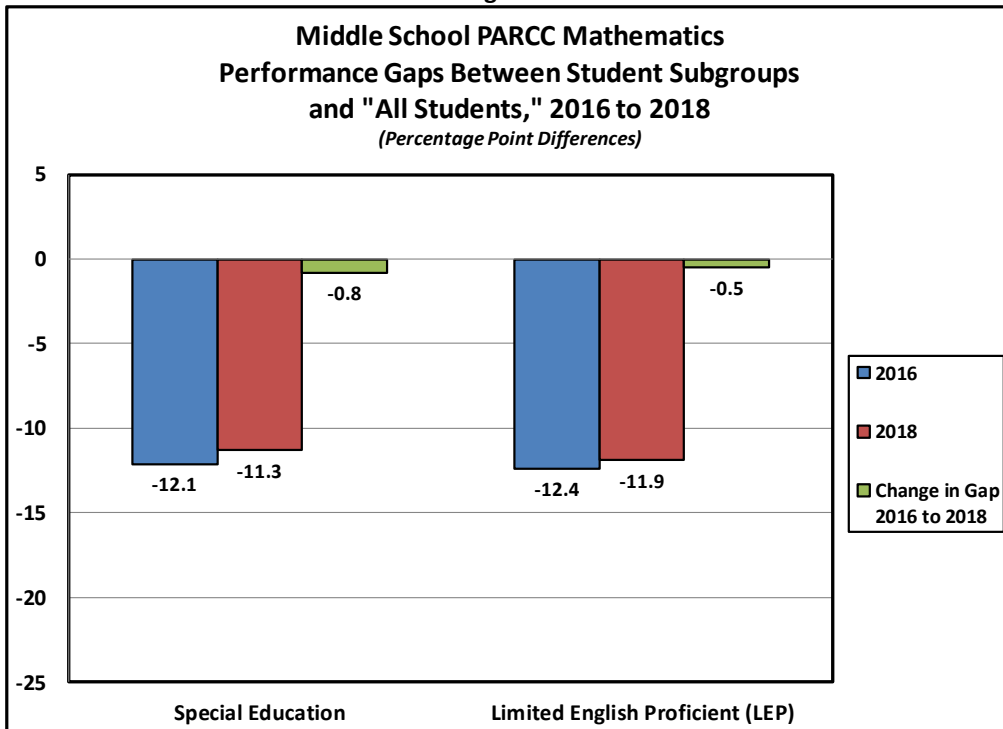
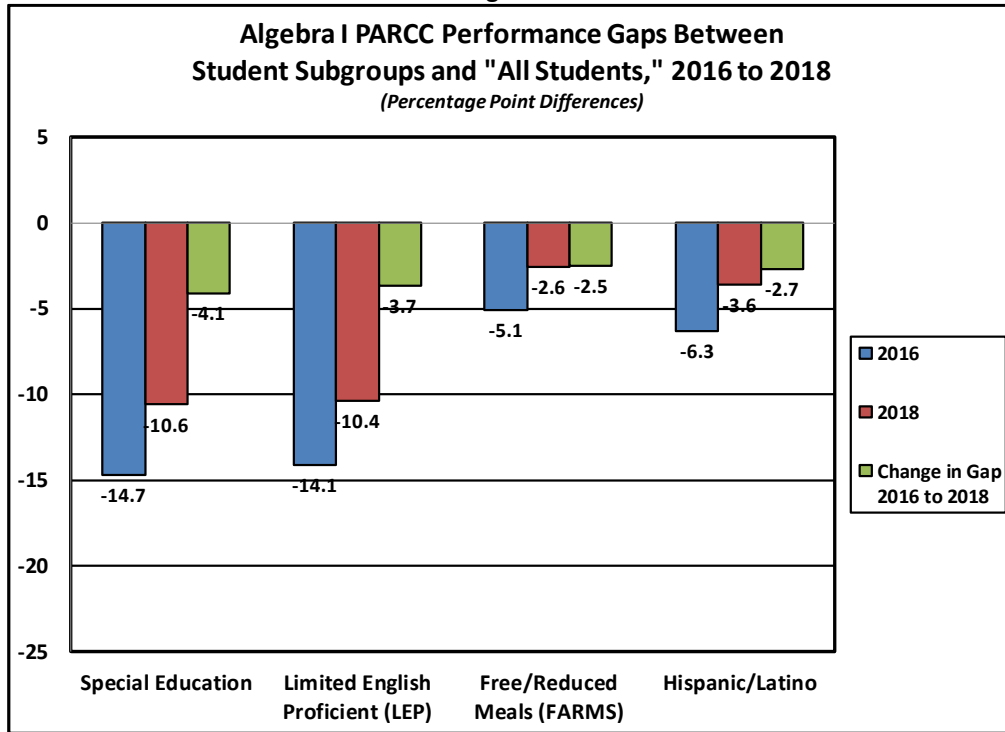


Figure 8



STRATEGIES TO ADDRESS DISCREPANCIES IN ACHIEVEMENT

Notwithstanding aggregate student performance successes and challenges, substantial performance gaps have persisted in PARCC results between certain student subgroups and students-in-the-aggregate. Trend data reveal the most substantial and entrenched performance gaps, across grade bands and assessment years, are those between Special Education (SPED) students and students-in-the-aggregate, and between Limited English Proficiency (LEP) students and students-in-the-aggregate. In fact, both student subgroups performed at significant double-digit percentage points below students-in-the-aggregate in ELA, with comparative underperformance in excess of (-20) percentage points at the elementary, middle and high school levels respectively.

Special Education

Special Education (SPED) student underperformance continues to be one of PGCPs' most formidable academic challenges. Narrowing the achievement gap between students with disabilities and their non-disabled peers is designated by MSDE as the top priority for special educators in Maryland and remains one of PGCPs' strategic imperatives. The steep, long-standing, and, in some cases, widening academic performance gaps between SPED students and the aggregate continues to demand a high level of attention and the strategic allocation of resources and professional development to support these students and the teachers serving them.

PGCPs recognizes that the extent to which children are prepared when they first enter school often determines whether their school experience is successful. Therefore, PGCPs has placed an emphasis on school readiness in its *Birth-to-Five Program*. Through this program, strategies have been implemented to support the three targeted child developmental outcomes: social emotional, knowledge and skills and using appropriate behaviors to meet needs. In SY2018, 34% of PGCPs preschoolers – within 9 percentage points of the statewide average of 45% -- entered Kindergarten demonstrating the knowledge, skills, and behaviors needed to fully participate in the Kindergarten curriculum. Moreover, in PGCPs, an analysis of the Least Restricted Environment (LRE) state data shows that the school district continues to make significant progress in its efforts to meet or exceed state LRE targets for pre-school and school-aged students.

However, as presented throughout the 2018 Annual Update, the outcome changes substantially when examining SPED student performance starting in 3rd grade when students begin to participate in State PARCC assessments. As indicated by significant achievement gaps in nearly all core content areas and at each level of schooling, SPED student underperformance persists as a chronic academic challenge in PGCPs. The depth and pervasiveness of the achievement gap between students receiving Special Education services and their non-disabled peers in the content area of English Language Arts is widening. Fewer than five percent (5%) of SPED students across all grade levels (i.e. elementary, middle and high) scored at the expected performance level (i.e. Levels 4 or 5) in both English Language Arts and Mathematics consecutively in SY2016, SY2017, and SY2018.

In addressing the SPED underperformance challenge, The PGCPs Department of Special Education (DSE) applies a multi-faceted support strategy to implement enhancements to the instructional program, build the capacity of special educators and specialists in Universal Design for Learning (UDL) and emergent literacy practices, and apply data-driven analyses to the process of identifying and implementing student supports and evidence-based interventions. Special focus also continues toward increasing access to general education curriculum, implementing advanced supports for Twice-Exceptional students, and reducing the disproportionate suspensions of students with disabilities throughout PGCPs. Central to the department's aim to garner higher levels of proficiency among students with special needs is its continued commitment to the implementation of the *PARCC Plan - Year 3* and the expanded use of speech and language pathologists in collaborative planning and support of language therapy focused on academic vocabulary.

Further, a number of strategies targeting the specific needs of students at the pre-school, elementary, and secondary school levels have been implemented and are presented in detail in this Annual Update. For example,

on-site consultation and professional learning opportunities are provided to community child care centers to enhance supports to our pre-school students with disabilities, enabling them to receive services within their community setting. In addition, the Comprehensive Special Education Program (CSEP) program, which operates at 11 designated school sites, is designed to provide specialized instruction and related services to support students with disabilities who have various kinds of learning and/or behavioral difficulties.

Beginning in 2016, DSE's focused data analysis and program evaluation efforts concluded that students transitioning from Early Childhood Special Education Centers to Kindergarten could remain in their boundary/neighborhood elementary school when enhanced supports and services are available to meet their educational needs. This finding initiated the progressive phase out of the CSEP program for rising kindergarten students. Thus, in 2018, 25 boundary/neighborhood elementary schools received all rising Kindergarten special education students who transitioned from Early Childhood Special Education Centers.

At the middle and high school levels, PGCPs' instructional leadership redesigned the secondary service delivery model to provide more opportunities for students with disabilities to access general education classes and other intervention classes (e.g., grade/credit recovery, *Read 180*). Early Warning Indicator Reports (EWIR) are also provided to all high schools and middle schools to closely monitor each student's academic progress and determine appropriate interventions and supports to be provided to at-risk students toward strengthening their academic skills.

The Department of Special Education continues to work collaboratively with the Department of Curriculum and Instruction to ensure best practices are embedded in written curricula. Emphasis remains on the continuous modification of curriculum resources to provide teachers with innovative approaches for differentiating instruction and providing students with a deeper understanding of core content. In addition, a dedicated office of *Instructional Supports, Assessments, and Accountability* was established in the DSE SY2017 organization re-alignment. This office focuses on collaborative activities within and across district offices regarding professional learning to address interventions and strategies for specialized instruction, (e.g., co-teaching, differentiation, specially designed instruction, Universal Design for Learning (UDL), accessibility features and accommodations, and IEP alignment with Common Core State Standards). Collaboration among these departments in analyzing PARCC results and activities from SY 2018 will also occur as a part of the district's effort to discern successes and lessons learned for infusion into year three implementation of its PARCC Plan. In addition, the district continues to actively promote UDL through a variety of projects, provide ongoing training in UDL principles, and will continue to strive for consistent implementation across the district in every classroom. PGCPs will continue to provide professional learning opportunities in specialized instruction and evidence/research-based practices for special and general education teachers at all grade levels.

PGCPs' goal of *Outstanding Academic Achievement for All Students* requires that Special Education remain at the forefront of strategic reform efforts. Through the work of various cross-functional and collaborative teams, the district continues to galvanize the organization around issues that have been persistent challenges over several years. Effective implementation of both proven and new strategies toward improved educational outcomes for special education students will continue to advance PGCPs toward its systemic goal.

Limited English Proficiency

In 2018, Maryland introduced the ESSA Growth-to-Target Accountability Model for those students identified as English learners (ELs). The new model examines both the progress of ELs on *ACCESS for ELLs 2.0* in developing and attaining English language proficiency and academic achievement on the State reading/language arts and mathematics assessments based on two (2) indicators.

The first of these indicators is the English Language Proficient Indicator, which represents the percentages of ELs progressing toward English language proficiency. Maryland uses a growth-to-target model based upon the overall proficiency level obtained from *ACCESS for ELLs 2.0*. ELs are considered to have met the target if their overall

proficiency level shows growth by a) meeting the annual growth target; and 2) earning a proficiency score of 4.5 or higher. The second indicator in the new model is the Academic Achievement Indicator, which represents the percentages of all student groups meeting interim progress measurements on Academic Achievement. The indicator measures EL student proficiency on the annual statewide PARCC reading/language arts and mathematics assessments.

In the 2018 baseline year, Prince George's County Public Schools exceeded the annual growth target with a rate of 55.3% -- 5.3 percentage points above the 50% target for the English Language Proficiency Indicator (Growth-to-Target measure). A total of 19,899 students out of approximately 26,000 test takers were eligible for the calculation based on a 2017 baseline ACCESS test score or a proficiency score of 4.5 or higher. Moreover, PGPCS ELs met the expectation for growth at 3 of the 4 WIDA levels, 1.0, 2.0 and 3.0. Students fell short by one percentage point (49% out of 50%) at level 4.0. Strong performance results were revealed at the Elementary grade levels, with particularly favorable results at grade 4 (85% growth rate). High School students scored at the next strongest growth pattern (55%) while middle school students in grades 6-8 fell short in meeting the 50% target as did students in elementary grade 2.

Although year-over-year growth-to-target comparisons cannot be performed at this time because 2018 is the inaugural year for the model, other comparisons can be made between the 2017 and 2018 ACCESS from which correlating conclusions about gains may be drawn. In comparing 2017 and 2018 PGPCS ACCESS results, the data reveal that aggregate student performance at Levels 4.0, 5.0 and 6.0 was 18%, which represents an increase of 4 percentage points at these levels for 2018. Conversely, aggregate student performance at the lower proficiency levels (1.0, 2.0 and 3.0) decreased by 6 percentage points, from 83% in 2017 to 77% in 2018 suggesting that, as an English Learner group overall, students are becoming more proficient in English.

With respect to academic achievement, 2018 PARCC test results show modest improvement of student performance at Levels 4 and 5 in 2018 as compared to 2017. For PARCC English Language Arts, Elementary students revealed the strongest gains with a 4.5 percentage point increase over 2017 results. Middle school student performance remained flat with 1.4% of ELs scoring at Levels 4 or 5. High School students achieved a 1.8 percentage point gain in the English 10 assessment over 2017 performance.

For PARCC Mathematics, similar results are reported. Elementary students achieved the strongest gains with a 1.0 percentage point increase over 2017 results accompanied by a comparable narrowing of the gap relative to students in the aggregate. Middle school student performance resulted in a slight 0.4 percentage point gain in 2018 with 1.4% of ELs scoring at Levels 4 or 5. Noteworthy of this middle school student performance gain is that it represents recovery from a 3-year trend of decline netting to a cumulative gain of a 0.3 percentage point improvement. In 2018, High School students reported the most significant loss in the percentage of students scoring at Levels 4 and 5 compared to 2017 performance results with a -10.6 percentage point decline on the Algebra I test. A similar decline in the aggregate student group is also reported resulting in a slight narrowing of the LEP proficiency gap in 2018 over 2017.

According to the University of Maryland College of Education - Maryland Equity Project, the EL population has grown at a faster rate in Maryland than in the U.S. In 2013, 95% percent of all Maryland EL students were enrolled in eight school districts with PGPCS being one of two school districts who served more than two-thirds of the Maryland EL population⁴. This trend continues.

⁴ Ávila, Angélica Montoya. (2017). *Trends in Maryland Public Schools: English Language Learner Enrollment*. Maryland Equity Project - University of Maryland College of Education, College Park, MD. Accessed from: <https://education.umd.edu/research/centers/mep/research/k-12-education/trends-maryland-public-schools-english-language-learner>

With the growing population of ELs, it is crucial that PGCPs continue to develop and successfully implement innovative and differentiated strategies to meet the needs of EL students and the educators who serve these students. With the support of Title III funding and general operating funds, PGCPs is executing a number of strategies and interventions that are presented in this Annual Update including ongoing professional development and enhanced instructional materials for teachers in both ESOL and content area classrooms. In addition, schools determined to have the greatest EL needs are provided with intensive coaching support centered on improving academic achievement. Application of Universal design for Learning principles and techniques continue to be used to revise curricula in alignment with Common Core State Standards and instructional supplements are provided for teaching ELs in content-specific areas such as Mathematics and R/ELA. PGCPs' two Internationals High Schools and ongoing relationships with local universities further enable adoption of research-based best practices for English Learners. Increased family supports, including PGCPs' Family Institute programming continue to serve EL students and families to ensure progress of Limited English proficient students maintains an upward trend toward attaining English language and academic proficiency.

Conclusion

Despite a turbulent year of leadership challenges and transitions, in 2018, PGCPs students realized small achievement gains at the elementary level in both English Language Arts and Mathematics, with middle school performance remaining relatively unchanged from prior year performance levels. High School student performance in the aggregate showed modest improvement in English 10 while conversely revealing a precipitous, double digit decline in Algebra I performance. Moreover, PGCPs continues to face formidable challenges ranging from a slower than average pace of academic achievement improvement to the persistent and alarming widening achievement gap of certain student groups. The severe underperformance of Special Education and relatively wide and stagnate gap among the Limited English Proficient (LEP) student group – who represent a significant and growing presence within the PGCPs student population – remain a critical concern. Although we have demonstrated our ability to realize subtle gains in student achievement and celebrate the learnings acquired from those gains, we are not satisfied with the narrow scope and protracted pace of this improvement and are committed to methodically and intentionally reversing unfavorable trends in student achievement. Through differentiated instruction, expanded access to proven programs and interventions, research-based professional development, comprehensive student and family support initiatives, and a focus on program monitoring and accountability, we are committed to boosting academic achievement for each of our students.

Under the leadership of Dr. Monica Goldson, Interim Chief Executive Officer, strategic implementation efforts toward our goal of *“Outstanding Academic Achievement for All Students”* will advance with a refined focus grounded in a structured performance management system of accountability. In support of these efforts, PGCPs' district budget (\$2.047B) was approved for FY19, representing a 3.0% increase over the FY18 revised budget. This funding level evidences the public commitment toward education improvements and the confidence placed in PGCPs to drive transformative results. We are determined to fully and judiciously use allocated funds to move our students forward. Intentional execution, disciplined implementation, routine monitoring, and transparent reporting of systemic work priorities for each strategy, program, and intervention employed is the plan of operation. Furthering our progress in providing every student, in every grade, in every school with safe, rigorous, supportive, and high-quality educational experiences that fully prepare them for college, careers, and life-long success in the 21st Century global society is our collective charge. We are poised and committed to working with all stakeholders to carry out our mission and provide all students with a safe environment in which they can innovate, thrive, and excel toward bright futures.

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION
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FINANCE SECTION

I.B Finance Section

Introduction

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

Components

1. **The Executive Summary (I.A)** includes a budget narrative that describes the fiscal outlook, fiscal changes and changes in demographics, the impact of changes on the school system and the master plan goals and objectives, and the responses to analyzing questions.
 - a. **Supporting Budget Tables**
 - i. Current Year Variance Table: the budgetary plan for **FY 2019**.

| 1.1A: Current Year Variance Table | | | |
|---|-------------------------|------------|------|
| Local School System: Prince George's County Public Schools | | | |
| Revenue Category | FY 19 Budget | | |
| Local Appropriation | \$ 763,562,900 | | |
| Other Local Revenue | 13,479,900 | | |
| State Revenue | 1,142,581,600 | | |
| Federal Revenue | 84.010: Title I | 35,626,463 | |
| | 84.027: IDEA, Part B | 26,171,570 | |
| Other Federal Funds | 38,309,567 | | |
| Other Resources/Transfers | 28,000,000 | | |
| Total | \$ 2,047,732,000 | | |
| Instructions: Itemize expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other. | | | |
| Section B - Standards and Assessments | | | |
| Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy. | | | |
| Expenditures: | Source | Amount | FTE |
| Academic Programs | Unrestricted | 3,165,575 | 31.0 |
| Alternative Education Supports | Unrestricted | 900,000 | 6.0 |
| Arts Integration | Unrestricted | 293,020 | 1.0 |
| Charter Schools | Unrestricted | 8,262,178 | 60.0 |
| Community Schools | Unrestricted | 748,447 | 1.0 |
| Dual Enrollment Tuition | Unrestricted | 800,000 | - |
| Higher Achievement | Unrestricted | 200,000 | - |
| Prekindergarten Expansion | Unrestricted | 994,027 | 8.0 |
| P-Tech Schools & 3D Scholars | Unrestricted | 514,945 | 4.0 |
| Special Education Staffing | Unrestricted | 289,039 | 2.0 |
| Student/School Based Supports | Unrestricted | 11,856,719 | 25.9 |
| Youth Career Connection | Unrestricted | 322,877 | 2.0 |

1.1A: Current Year Variance Table
Local School System: Prince George's County Public Schools

Section C - Data Systems to support instruction

Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

| Expenditures: | Source | Amount | FTE |
|--------------------------------------|---------------|---------------|------------|
| Graduation Audit | Unrestricted | 250,000 | - |
| Student Information System Reporting | Unrestricted | 212,339 | - |

Section D: Great Teachers and Leaders

Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

| Expenditures: | Source | Amount | FTE |
|-------------------------------------|---------------|---------------|------------|
| Compensation Negotiated Commitments | Unrestricted | 29,492,885 | - |
| Teacher Academy | Unrestricted | 501,615 | 3.0 |
| Peer Assistance and Review Teachers | Unrestricted | 539,705 | 5.0 |

Section E: Turning Around the Lowest Achieving Schools

Reform Area 4: Turning around our lowest-achieving schools

| Expenditures: | Source | Amount | FTE |
|-------------------------|---------------|---------------|------------|
| Healthy Start Breakfast | Unrestricted | 200,000 | - |
| Restorative Practices | Unrestricted | 33,269 | - |

Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.

| Expenditures: | Source | Amount | FTE |
|------------------------------------|---------------|---------------|------------|
| FY 2019 Core Services Requirements | Unrestricted | 1,875,023,750 | 18,614.2 |
| FY 2019 Core Services Requirements | Restricted | 49,405,517 | 103.3 |

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.

| Expenditures: | Source | Amount | FTE |
|--|---------------|----------------------|-----------------|
| Base Adjustments | Unrestricted | 8,018,766 | 14.3 |
| Guidance Software | Unrestricted | 481,000 | - |
| Pest Control | Unrestricted | 223,121 | 3.0 |
| Restricted Programs | Restricted | (79,950) | (7.0) |
| Security Staffing and Equipment | Unrestricted | 1,000,000 | 6.0 |
| Student Transportation-GPS Bus Locator | Unrestricted | 450,000 | - |
| Reprogrammed Resources | Unrestricted | (8,164,877) | (19.4) |
| Title I | 84.010 | 35,626,463 | 244.0 |
| IDEA, Part B | 84.027 | 26,171,570 | 333.6 |
| Total | | 2,047,732,000 | 19,440.9 |

ii. Prior Year Variance Table: a comparative look at the **FY 2018** plan versus actual events.

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)
Local School System: Prince George's County Public Schools

| | | FY 2018 Original Budget | FY 2018 Final Budget | | |
|---------------------------|----------------------|--|---------------------------------|-------------------|-----------------|
| Revenue | | 7/1/2017 | 6/30/2018 | Change | % Change |
| Local Appropriation | | 739,181,200 | 739,181,200 | - | 0% |
| State Revenue | | 1,111,076,300 | 1,111,076,300 | - | 0% |
| Federal Revenue | 84.010: Title I | 36,570,613 | 29,395,962 | (7,174,651) | -20% |
| Federal Revenue | 84.027: IDEA, Part B | 25,132,808 | 24,566,300 | (566,508) | -2% |
| Other Federal Funds | | 28,323,079 | 46,298,038 | 17,974,959 | 63% |
| Other Local Revenue | | 13,159,500 | 13,709,500 | 550,000 | 4% |
| Other Resources/Transfers | | 22,000,000 | 22,000,000 | - | 0% |
| Total | | \$1,975,443,500 | \$1,986,227,300 | 10,783,800 | 1% |

Change in Expenditures - Instructions: Itemize FY 2018 actual expenditures and FTE by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

| Assurance Area | Source | Expenditure Description | Planned Expenditure | Actual Expenditure | Planned FTE | Actual FTE |
|-------------------------------------|---------------|---|----------------------------|---------------------------|--------------------|-------------------|
| Standards and Assessments | Unrestricted | Academic Programs | 4,465,331 | 4,465,331 | 35.0 | 35.0 |
| Standards and Assessments | Unrestricted | Charter Schools | 4,100,000 | 2,115,122 | 45.5 | 45.5 |
| Standards and Assessments | Unrestricted | High School - Increase Graduation | 4,763,200 | 4,763,200 | - | - |
| Standards and Assessments | Unrestricted | Middle College - Teacher Academy | 560,090 | 560,090 | 4.0 | 4.0 |
| Standards and Assessments | Unrestricted | Pathways in Technology (P-Tech) | 914,131 | 678,113 | 2.0 | 2.0 |
| Standards and Assessments | Unrestricted | Pre-K Expansion | 5,590,217 | 5,590,217 | 83.0 | 83.0 |
| Standards and Assessments | Unrestricted | Program Exam Fees (AP/IB/PSAT) | 843,900 | 843,900 | - | - |
| Standards and Assessments | Unrestricted | Special Education (MOE) | 3,200,000 | 3,037,741 | - | - |
| Standards and Assessments | Unrestricted | STEM Classroom Supports | 139,326 | 43,211 | - | - |
| Standards and Assessments | Unrestricted | Student Based Budgeting (SBB) | 6,200,000 | 6,200,000 | 235.7 | 235.7 |
| Standards and Assessments | Unrestricted | World Languages Staffing | 928,666 | 928,666 | 11.5 | 11.5 |
| Standards and Assessments | Unrestricted | HS Daytime Credit Recovery | - | 221,219 | - | - |
| Standards and Assessments | Unrestricted | Evening High School needs | - | 163,543 | - | - |
| Standards and Assessments | Unrestricted | Part Time - Special Education | - | 323,621 | - | - |
| Standards and Assessments | Unrestricted | Non Public tuition | - | 3,306,960 | - | - |
| Standards and Assessments | Unrestricted | Dual Enrollment | - | 390,577 | - | - |
| Standards and Assessments | Unrestricted | Instructional services for students under Home and Hospital care. | - | 150,000 | - | - |
| Standards and Assessments | Unrestricted | Special Ed Differential | - | 848,073 | - | - |
| Data Systems to Support Instruction | Unrestricted | Internal Student Data Dashboard Software | 180,000 | 175,000 | - | - |
| Data Systems to Support Instruction | Unrestricted | Student Health Records Management Database | 180,000 | 201,250 | - | - |
| Data Systems to Support Instruction | Unrestricted | Technology Applications | 376,000 | 376,000 | - | - |
| Data Systems to Support Instruction | Unrestricted | Website Accessibility | 150,000 | 190,000 | - | - |
| Data Systems to Support Instruction | Unrestricted | School Max Grading Features | - | 75,000 | - | - |
| Great Teachers and Leaders | Unrestricted | Background Checks | 550,000 | 519,633 | 2.0 | 2.0 |

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Prince George's County Public Schools

| Assurance Area | Source | Expenditure Description | Planned Expenditure | Actual Expenditure | Planned FTE | Actual FTE |
|--|--------------|--|---------------------|--------------------|-------------|------------|
| Great Teachers and Leaders | Unrestricted | Compensation Negotiated Commitments | 11,356,989 | 11,356,989 | - | - |
| Great Teachers and Leaders | Unrestricted | Mentor and Peer Assistance & Review (PAR) Teachers | 465,998 | 443,438 | 4.0 | 2.0 |
| Great Teachers and Leaders | Unrestricted | Minimum Wage Increase | 500,000 | 500,000 | - | - |
| Great Teachers and Leaders | Unrestricted | Dora Kennedy & Maya Angelou Assistant Principal facilitation of employee evaluations | - | - | - | 2.0 |
| Turning Around Lowest Performing Schools | Unrestricted | Healthy Start Breakfast | 200,000 | - | - | - |
| Turning Around Lowest Performing Schools | Unrestricted | Literacy & Numeracy Supports | 1,171,538 | 1,171,538 | 12.0 | 12.0 |
| Turning Around Lowest Performing Schools | Unrestricted | Restorative Practices | 129,661 | 84,807 | 1.0 | 1.0 |
| Mandatory Cost of Doing Business | Unrestricted | Athletic Trainers | 509,250 | 509,250 | - | - |
| Mandatory Cost of Doing Business | Restricted | FY 2018 Core Services Requirements - Restricted | 47,427,379 | 55,168,538 | 175.6 | 153.5 |
| Mandatory Cost of Doing Business | Unrestricted | FY 2018 Core Services Requirements Base | 1,827,334,294 | 1,834,860,401 | 18,214.8 | 18,229.3 |
| Mandatory Cost of Doing Business | Unrestricted | General Insurances | (8,902,000) | (9,000,000) | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Health Insurance | 3,583,326 | (5,000,000) | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Lease Purchases | 4,700,000 | 4,700,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Legal Fees | 700,000 | 590,070 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Life Insurance (Retirees) | 200,000 | 200,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Performance Audit | 500,000 | 499,705 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Teacher Pension Shift | 835,285 | - | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Purchasing | - | 75,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Utilities | - | (1,761,992) | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Custodial Supplies | - | 425,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Workers Compensation | - | (8,570,070) | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Part Time / Overtime Custodial | - | 2,730,469 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Retirement | - | (5,000,000) | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Temporary Buildings - 25 Purchased | - | 3,000,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Contracted School Nurses | - | 235,500 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | MSDE Graduation Audit | - | 700,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Student Desks - 180 Desks Purchased | - | 25,000 | - | - |

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)
Local School System: Prince George's County Public Schools

| Assurance Area | Source | Expenditure Description | Planned Expenditure | Actual Expenditure | Planned FTE | Actual FTE |
|--|--------------|--------------------------------------|---------------------|--------------------|-------------|------------|
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Building Services | 1,844,142 | 1,844,142 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Diversity Specialist & Supports | 289,568 | 232,700 | 1.0 | 1.0 |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Early Start | (7,848,539) | (7,848,539) | (116.0) | (116.0) |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Guidance Software for Students | 200,000 | 200,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Indirect Cost | 2,434,386 | 2,434,386 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Restricted | Restricted Programs | (8,711,050) | (8,711,050) | (38.0) | (38.0) |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Security Assistants/Investigators | 344,923 | 241,446 | 5.0 | 3.5 |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Student Safety Task Force | 50,000 | 31,875 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Summer Youth Employment | 153,267 | 153,267 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Transportation | 1,130,801 | 1,130,801 | 20.0 | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | 84.010 | Title I | 36,570,613 | 29,395,962 | 269.0 | 268.0 |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | 84.027 | IDEA, Part B. | 25,132,808 | 24,566,300 | 300.9 | 333.0 |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Maintenance Supplies, Overtime, etc. | - | 6,846,500 | - | - |

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Prince George's County Public Schools

| Assurance Area | Source | Expenditure Description | Planned Expenditure | Actual Expenditure | Planned FTE | Actual FTE |
|--|--------------|------------------------------------|---------------------|--------------------|-------------|------------|
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Contracted Services | - | 540,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Postage | - | 165,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Systemic Marketing | - | 125,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | JA Finance Park transportation | - | 15,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Terminal Leave | - | 1,000,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Compensatory Emoluments | - | 753,550 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Unallocated Funds | - | (2,000,000) | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | M&R Vehicles | - | (1,000,000) | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Printing Supplies Student Services | - | 50,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Overhead doors Warehouse | - | 25,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Water fountains at schools | - | 200,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Security needs | - | 250,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | FNS Subsidy | - | (3,000,000) | - | - |

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Prince George's County Public Schools

| Assurance Area | Source | Expenditure Description | Planned Expenditure | Actual Expenditure | Planned FTE | Actual FTE |
|--|--------------|--|------------------------|------------------------|-----------------|-----------------|
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Reduce Reserve | - | (291,850) | - | 1.0 |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Diversity Office Interp Hourly Wages | - | 400,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Venture Philanthropy Partners (VPP) contract for FY 18 | - | 194,400 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Overtime needed for Transportation | - | 3,289,500 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Replacing funds that were realigned to Purchasing and Supply for NYMBUS. | - | 100,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Restricted | Unbudgeted grants received in fiscal year 2018 - TSL \$8.6M; Title IV \$974K ; Field Grants - \$550K; and \$656K reserve for additional potential future grants. | - | 10,783,800 | - | 10.0 |
| Total | | | \$1,975,443,500 | \$1,986,227,300 | 19,268.0 | 19,281.0 |

- Resource Allocation Discussions are included in the content analysis throughout the 2018 Master Plan Update.** Throughout the Master Plan Update, LEAs are asked to respond to analyzing prompts based on performance data or other reported information. LEAs are asked to identify challenges and then specifically describe the changes or adjustments that will be made to ensure sufficient progress, include timelines where appropriate and a discussion of corresponding resource allocations. In their discussion of corresponding resource allocations, LEAs include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. LEAs must identify the source of the funding as restricted or unrestricted. If the source is restricted Title I, or IDEA funding, include the CFDA number, grant name, and the associated funds. Otherwise, identify the source include associated funds.

This provides PGCPs with an opportunity to illustrate the totality of its commitment to accelerating student achievement and eliminating gaps. The discussions include use of new funds, redirected funds, and/or retargeted resources. Discussions of a particular initiative may occur in several places within the content analysis, but expenditures appear only once in the variance table.

Refer to responses presented throughout the annual Update.

ANALYZING QUESTIONS REVENUE AND EXPENDITURE ANALYSIS

The following questions and responses are also embedded in the Budget Narrative section of the PGcps 2018 Master Plan Annual Update - Executive Summary.

2. Did actual FY 2018 revenue meet expectations as anticipated in the Master Plan Update for 2018? If not, identify the changes and the impact any changes had on the FY 2018 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

Actual revenue exceeded expectations in FY 2018. FY 2017-18 school system revenue received totaled 1,986,227,300; \$10.8 Million or 1.0% more than the FY 2018 Approved Budget. The variance of \$10.8 Million was attributed to the receipt of four additional grant funded programs that support academic achievement, teacher and school leadership, and athletic turf field installation. These grant (Title IV Student Support and Academic Enrichment Grant, Teacher and School Leader Incentive Grant, NFL Grassroots Local Initiative Support Corporation Grant, and the Washington Redskins Charitable Foundation Grant) were new appropriations awarded at the start of the new fiscal year. The impact allowed for continued progress as evidenced in the 2018 Partnership for Assessment of Readiness for College and Careers (PARCC) results.

The Approved Local appropriation was \$739,181,200; resulting in no budget variance when compared to the FY 2018 Approved Budget.

The FY 2018 Approved Revised Board Budget was \$13,709,500, or 5% more than the FY 2018 Approved Board Budget of \$13,159,500. The Board funding variance of \$550,000 reflected the receipt of the athletic turf field grants awarded by the NFL Grassroots LISC and the Washington Redskins Charitable Foundation.

State source revenue was budgeted at \$1,111,076,300, resulting in no State funding variance when compared to the FY 2018 Approved Budget. All Unrestricted and Restricted allotments were equivalent to the FY 2018 Approved Budget.

Federal revenues were \$10,260,300 or 11% more than the original FY 2018 Approved Budget of \$90,026,500. The Federal funding variance of \$10.2 Million was driven by the receipt of the following:

- Teacher and School Leader Incentive Grant - \$8,603,102;
- Title IV Student Support and Academic Enrichment Grant - \$974,225;
- Unallocated Reserve for future grants - \$656,473.

The Teacher and School Leader Incentive Grant, the largest portion of the \$10.2 Million is an incentive grant appropriated to strengthen the end-to-end processes that support early hire recruitment, best-fit deployment, evaluation and support, and retention of high-quality teachers and school leaders, particularly in high-need schools. Specifically, the teacher evaluation and support system and human capital data management system will be strengthened in order to enact a true performance-based human capital system rooted in data-informed decision-making.

3. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Master Plan goals.

The Prince George's County Board of Education's Approved FY 2018 Operating Budget was \$1,975,443,500. This represented an overall decrease of (\$75,272,137) or (4.4%) less than requested driven by lower County revenue.

However, this also represented an overall increase of \$42,964,400 or 2.2% more than the FY 2017 Revised Budget of \$1,932,479,100.

The FY 2018 Approved - Revised Budget of \$1,986,227,300 supported a myriad of fiscal improvements. Changes in assurance expenditure areas were as follows:

- Standards and Assessment exceeded planned expenditures by \$2.9 Million or 9.2%;
- Data Systems expenditures exceeded planned expenditures by \$131,250 or 14.8%;
- Greater Teachers and Leaders expenditures were less than planned expenditures by \$52,927 or 0.4%;
- Turning Around the Lowest Achieving Schools expenditures were less than planned expenditures by \$244,854 or 16.3%.

Standards and Assessment: Reform Area 1

Reform Area 1 exceeded planned expenditures by approximately \$2,924,723 or 9.2%. The net change was primarily attributed to the following:

- Non-Public Tuition expenditures of \$3,306,960. These funds were realigned within Special Education to support Non-Public Tuition FY 18 projections as a result of increased volume utilization.
- Cost Savings were realigned to support the following increased expenditures:
 - Special Education - \$848,073
 - Dual Enrollment- \$390,577
 - Part Time – Special Education - \$323,621
 - High School Daytime Credit Recovery - \$221,219
 - Evening High School needs - \$163,543
 - Home and Hospital Instructional Services - \$ 150,000
- Charter Schools funding reduction of (\$1,984,878), as a result of enrollment reductions. Projected enrollment was 5,964; however, actual enrollment was 5,779 as of September 30, 2018.
- Pathways in Technology had a savings of (\$236,018) due to lower transportation costs related to school activities.
- Special Ed funds of (\$162,259) remaining due to contractual cost savings
- STEM Classroom support balance of (\$96,115) due to contractual time lag

Data Systems to support instruction: Reform Area 2

Reform Area 2 exceeded planned expenditures by \$131,250 or 14.8%. The net change was attributed to:

- School Max Grading enhancement - \$75,000; this expenditure fortifies caretakers ability to view student attendance and grades in real time.
- Actual Website Accessibility expenditures exceeding planned levels by \$40,000. These resources were utilized to purchase the Black Board School messaging platform.
- Actual Student Health Records Management Database expenditures exceeding planned expenditures by \$21,250.
- Lower than anticipated Student Data Dashboard Software related expenditures (\$5,000)

Great Teachers and Leaders: Reform Area 3

Reform Area 3 experienced less than planned expenditures of (\$52,927) or 0.41%. The net savings were primarily in the following areas:

- Background check costs were (\$30,367) less than the planned expenditures, as a result of finger printing and background check volume reductions. In addition, (2.00) related FTEs were vacant for the majority of the FY – although the vacancies were filled in the later part of FY 2018.

- Mentor & Peer Assistance Review (PAR) expenditures were less than planned expenditures, resulting in a savings of (\$22,560); (2.00) related FTEs were vacant for a quarter of the fiscal year.

Turning Around the Lowest Achieving Schools: Reform Area 4

A cost savings of (\$244,854) or 16.3% occurred in Reform Area 4. The cost savings were related to the following areas:

- The utilization of FY 18 Food & Nutrition Service Subsidies of (\$200,000) were not required, as fund balance sources were utilized in lieu of.
- Restorative Practices expenditures were less than planned by (\$44,854) due to a hiring time lag. The Coordinator vacancy remained vacant until December 2017. As a result, fewer workshop trainings and supplies were utilized as well.

The Mandatory Cost of Doing Business reflects expenditures that were required by law, support contract commitments, and provide essential health/safety services. These expenditures support costs to cover employer obligations including: social security, retirement, and unemployment insurance; the funding of existing employee contracts including compensation, employee and retiree benefits for health insurance and other benefits; managing risks for the school system through self-insured programs supporting workman’s compensation, general liability, and excess property claims and expenses; utilities; and internal services programs such as printing and vehicle maintenance operations.

FY 2018 Actual Mandatory Costs totaled \$1,874,386,877 and experienced an aggregate savings of (\$2,500,663). The savings in this category were realized through a combination of cost-cutting and efficiencies in service delivery. Categorical decreases of (\$29,332,062) were as followed: a General Insurance decrease of (\$9,000,000) due to a liability limit adjustment, decrease of (\$8,570,070) in appropriations for Workers Compensation – related to lower anticipated costs, (\$5,000,000) for Health Insurance, (\$5,000,000) for Retirement, and (\$1,761,992) for Utilities. The cost cutting and efficiency exercise was primarily related to lower rate increases, no rate increases, and/or lower than projected expenditures. These savings were utilized to off-set other systemic needs including, but not limited to School Based Budgeting (SBB) classroom balancing. Additional Mandatory Cost of Doing Business funds of \$7,190,969 were realigned to support the following: \$3,000,000 for 25 Temporary Buildings, Part Time / Overtime Custodial needs of \$2,730,469, MSDE Graduation Audit of \$700,000, Custodial Supplies of \$425,000, Contracted School Nurse expenditures of \$235,500, \$75,000 Purchasing costs, and \$25,000 for 180 student desks.

Core Services/Other Base Requirements are also Mandatory Costs and are deemed necessary by Local Board of Educators. Core Services/Other Base Requirements reflected expenditures of \$1,890,028,939 throughout the school year. And finally, the school system ended the year with a \$22,000,000 Fund Balance.

A material portion of Other Expenditures not attributable to an assurance area are the result of financial review sessions; this entails the consistent review of historical data, current trends and budgetary requests. Restricted Core Services and Other Base Requirements reflected a net increase of (\$15.3 Million) which represents the balance of unused spending authority from multi-year grants to be moved forward as carryover appropriation in the next fiscal year earmarked to support activities and initiatives in accordance with approved grant applications. Balances respectively in the amounts of (\$7.2 Million) and (\$.6 Million) reflect multi-year carryover for both the Special Education IDEA.B, that support students with disabilities and Title I A., programs that supports students who are identified as the most at-risk of failing in high concentrated areas of poverty as determined by free and reduced meal applications in addition to an increase in planned other grant spending \$7.7 Million and \$10.8 Million in newly awarded grants (Title IV \$.974 Million; Teacher and School Leader Incentive \$8.6 Million; NFL Grassroots LISC \$.250 Million; Washington Redskins Charitable Foundation \$.300 Million and the allowance for the unallocated reserve for other future grants \$.656 Million). Categorical decreases in this area of (\$6,470,320) were primarily related to the following: Food and Nutrition Subsidy of (\$3,000,000), Unallocated Funds of

(\$2,000,000) and vehicle Maintenance and Repairs of (\$1,000,000). Conversely, there were 15 additional expenditures totaling \$13,953,950 which included Maintenance Supplies / Overtime of \$6,846,500; overtime related to transportation expenditures of \$3,289,500; terminal leave expenditures of \$1,000,000; Compensatory Emoluments of \$753,550; Contracted Services of \$734,400; Special Education and Student Services hourly wage expenditures of \$400,000.

A portion of the final expenditures were estimated for the above categories. The current financial system in which PGCPs operates does not capture all expenses by these specific defined activities. Final expenditures for full-time salary related changes were estimated based on the number of employees, actual salaries, and vacant positions for the fiscal year. Final expenditures for compensation improvements were based on preliminary estimates for negotiated increases and based on prior year history for increments provided to employees on an annual basis. The majority of all other areas, with the exception of salary related increases, reflect actual expenses extracted from specific program areas or actual financial reports within the Oracle General Ledger Financial Module.

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION
Maryland's Reform Plan • Bridge to Excellence in Public Schools

MARYLAND'S GOALS, OBJECTIVES, AND STRATEGIES

PARCC English Language Arts/Literacy for Elementary Grades 3-5

Maryland’s accountability structure is driven by the results of the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC performance levels defines the knowledge, skills and practices students are able to demonstrate. The five performance levels are:

PARCC Performance Levels

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

1. Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:

- (i) **students requiring special education services;**
- (ii) **students with limited English proficiency; and**
- (iii) **students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Responses must include the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

PGCPS RESPONSE:

In 2018, only 28.1% of PGCPS elementary students performed at the “expected” or above levels (i.e. Levels 4 or 5) on the elementary level English Language Arts PARCC assessments (grades 3-5). This aggregated performance level represents a (+2.1) percentage point increase over county students’ 2017 performance. Another 25.8% of students “approached” the expected performance level by scoring at Level 3, while the remaining nearly half of elementary students (46.1%) scored *well below* the expected performance level (see Table 2.1).

A number of subgroups of students scored substantially below the aggregate student performance level, including low-income (FARMs) students (-6.0 percentage points) and Latino students (-7.4 percentage points). The widest performance gaps, however, between student subgroups and students-in the-aggregate involved limited English proficient (LEP) students (-20.2 percentage points) and students receiving special education services (SPED) at (-24.4 percentage points). Also of significance was the male-female performance gap, with the male student combined Level 4 and 5 performance registering (-12.3 percentage points) below the combined Level 4 and 5 performance for female students (see Tables 2.1 and 2.1G).

In addition to the very low 2018 performance level of students-in the –aggregate, the extremely low performance levels of the SPED and LEP student subgroups pose major challenges for PGCPS. For the 2018 testing cycle, barely 11.7% of special education students and 28.2% of LEP students scored at the combined Levels 3 through 5. Thus, the overwhelming majority of students populating these two subgroups scored well below the PARCC-established expected performance level. Moreover, the performance gaps between students- in the-aggregate and SPED and LEP students widened slightly (by +4.6 and +1.8 percentage points respectively), and the male – female and the aggregate student – low-income student (FARMs) performance gaps expanded slightly (by +1.4 and +1.1 percentage points respectively) between 2016 and 2018 (see Table 2.1G).

Table 2.1

| PGCPS Elementary Level English Language Arts PARCC Performance, 2016 through 2018 | | | | | | | |
|---|---------------------|--------------|-------------|--------------|------------------------------|------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 23.3 | 26.0 | 25.8 | 28.1 | 2.1 | 4.8 | 0.0 |
| Males | 18.0 | 20.4 | 24.3 | 22.0 | 1.6 | 4.0 | -6.1 |
| Females | 28.9 | 31.6 | 27.2 | 34.3 | 2.7 | 5.4 | 6.2 |
| Males +/- Females | -10.9 | -11.2 | -2.9 | -12.3 | | | |
| American Indian or Alaska Native | 30.0 | 33.3 | 27.1 | 36.5 | 3.2 | 6.5 | 8.4 |
| Asian | 46.8 | 55.7 | 22.4 | 54.3 | -1.4 | 7.5 | 26.2 |
| Black or African American | 24.2 | 27.2 | 26.3 | 29.5 | 2.3 | 5.3 | 1.4 |
| Hispanic/Latino of any race | 15.9 | 17.6 | 25.6 | 20.7 | 3.1 | 4.8 | -7.4 |
| Native Hawaiian or Other Pacific Islander | 35.1 | 34.2 | 29.6 | 47.9 | 13.7 | 12.8 | 19.8 |
| White | 45.3 | 47.9 | 23.4 | 49.5 | 1.6 | 4.2 | 21.4 |
| Two or more races | 42.5 | 44.2 | 21.9 | 48.0 | 3.8 | 5.5 | 19.9 |
| Special Education | 3.5 | 3.6 | 8.0 | 3.7 | 0.1 | 0.2 | -24.4 |
| Limited English Proficient (LEP) | 4.9 | 3.4 | 20.3 | 7.9 | 4.5 | 3.0 | -20.2 |
| Free/Reduced Meals (FARMS) | 18.4 | 19.8 | 25.5 | 22.1 | 2.3 | 3.7 | -6.0 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.1a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Table 2.1G

| PGCPS Elementary Level English Language Arts PARCC Performance Gaps, 2016 through 2018 | | | | | | |
|--|---------------------|--------------|--------------|--------------------------------------|--------------------------------------|--|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2016 +/- 2018 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 23.3 | 26.0 | 28.1 | 0.0 | 0.0 | 0.0 |
| Males | 18.0 | 20.4 | 22.0 | | | |
| Females | 28.9 | 31.6 | 34.3 | | | |
| Males +/- Females | -10.9 | -11.2 | -12.3 | | | +1.4 |
| American Indian or Alaska Native | 30.0 | 33.3 | 36.5 | 6.7 | 8.4 | -1.7 |
| Asian | 46.8 | 55.7 | 54.3 | 23.5 | 26.2 | 2.7 |
| Black or African American | 24.2 | 27.2 | 29.5 | 0.9 | 1.4 | 0.5 |
| Hispanic/Latino | 15.9 | 17.6 | 20.7 | -7.4 | -7.4 | 0.0 |
| Native Hawaiian or Other Pacific Islander | 35.1 | 34.2 | 47.9 | 11.8 | 19.8 | -8.0 |
| White | 45.3 | 47.9 | 49.5 | 22.0 | 21.4 | -0.6 |
| Two or more races | 42.5 | 44.2 | 48.0 | 19.2 | 19.9 | 0.7 |
| Special Education | 3.5 | 3.6 | 3.7 | -19.8 | -24.4 | +4.6 |
| Limited English Proficient (LEP) | 4.9 | 3.4 | 7.9 | -18.4 | -20.2 | +1.8 |
| Free/Reduced Meals (FARMS) | 18.4 | 19.8 | 22.1 | -4.9 | -6.0 | +1.1 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.1a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Special Education (SPED)

Maryland’s College and Career Ready Standards (MDCCRS) are rigorous and provide significant challenges for the Elementary Reading/English Language Arts (RELA) and SPED Offices in their efforts to increase student performance on the PARCC English Language Arts Assessment. The assessment requires students to read and comprehend a variety of texts proficiently, to answer text-dependent questions, and complete writing tasks based on selections read. As previously detailed, school district assessment data show the overwhelming majority of SPED students have not met grade level performance expectations, and as such, are performing significantly below grade level. In order for these students to access the rigor and meet the high expectations of the MDCCRS, they need increased supportive services, specialized instruction identified on Individual Education Programs (IEPs), assistive technology, and use of instructional resources as part of their daily instruction. Although these supports are available to the teachers and students across the school district, access and implementation can vary based on teacher capacity and professional development provided.

Limited English Proficiency (LEP)

The urgent need to improve the performance of LEP students on the PARCC English Language Arts assessment is another significant challenge for the elementary level RELA Office. In addition to mastering the assessment’s high-level performance requirements cited in the previous subsection (SPED), limited English proficient students are expected to engage in meaningful discourse with their peers and identify and utilize academic language unique to each discipline while their English is still developing.

The challenge facing LEP students in accountability testing is compounded by the significant influx of “newcomer EL” students over the past five years. Newcomers are not students who enter the school system at kindergarten or first grade; rather these students typically arrive in the United States at upper elementary, middle, or high school ages, and many have very little prior exposure to the English language. Since SY2014, the PGCPs “newcomer EL” population has increased by (+16.4) percent and has consistently exceeded 2,000 students (see Table E). Research indicates that it takes five (5) to seven (7) years to attain language proficiency sufficient to effectively engage academic content (Hakuta, et.al, 2000).

Table E

| Newcomer EL Population Increase, PGCPs 2014 to 2018 | | |
|---|---------------------|------------------|
| School Year | No. of Newcomer ELs | Percent Increase |
| 2014 | 2,049 | +43.1% |
| 2015 | 2,738 | +33.6% |
| 2016 | 2,936 | +7.23% |
| 2017 | 4,349 | +48.1% |
| 2018 | 2,385 | -45.1% |
| SY2017-18 +/- SY2013-14 | +336 | +16.4% |

Male/Female Achievement Gap

The achievement gap between male and female students continues to be a significant challenge for the Prince George’s County Public School System. In 2018, the percentage of male students who met or exceeded the expected performance level in elementary level PARCC ELA testing was (-12.3) percentage points lower than the percentage registered by their female counterparts (see Table 2.1G). Moreover, the performance gap between males and females has persisted at the double-digit level over the past three testing cycles (see Table 2.1G). Although both subgroups improved their performance on the assessments in 2018 over the previous two years, the performance gap between the two subgroups widened by (+1.4) percentage points over that time period (see Table 2.1G). These findings are also consistent with state and national trends regarding comparative male and female reading performance levels (Loveless, 2015).⁵

⁵ Loveless, T. (2015) *The 2015 Brown Center Report on American Education: How Well Are American Students Learning* (4th ed., Vol. 3, Rep. No. 4).The Brookings Institution.

2. In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I, include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds.)*

PGCPS RESPONSE:

Strategies that will promote achievement gap reductions include the following: a) greater collaboration with various departments and offices that are primarily responsible for providing instructional and educational support to specific student subgroups such as the ESOL Office (LEP students) and the Special Education Department (SPED students); b) providing additional professional development opportunities for teachers to learn how to address the needs of all students; c) revisions to the Reading/English Language Arts (RELA) curriculum; and d) continued implementation of the district's *Rigorous Literacy Plan*.

Selected grades of the Elementary RELA curriculum have been revised to further align the curriculum with Maryland's College-and Career-Ready Standards. In addition to providing more flexibility and scaffolds in the curriculum, the feedback from teachers and various departments were used to make curricular adjustments to support instruction for various subgroupings of students that may require differentiated instructional support.

PGCPS will continue the implementation of its recently adopted *Rigorous Literacy Plan* as a vital component of the school system's Strategic Plan. Included in this initiative is an enhanced definition of literacy and a systemic focus on improving the literacy skills of all students in the district. The plan is prescriptive and provides guidance for central office administrators, school leadership, teachers, and students. A systemic cross-functional literacy team has been established which will continue to conduct data reviews and monitor literacy instruction. Additionally, each school has established its own literacy team that will be charged with monitoring and implementing the plan at the school level. Central office staff will assist the school-based team with monitoring the implementation of the plan and provide professional development to support teachers. The focus of the Professional Development Lead Teachers (PDLT's) will be leveraged to provide additional support to the work of the school-based cross-functional literacy teams.

The Rigorous Literacy Plan for Elementary RELA will continue to guide the provision of instructional supports for LEP and SPED students with a cross-content focus on speaking, listening, and reasoning. Guided reading and writing workshops will also be provided. Specific literacy strategies have been incorporated into the plan to assist students in their efforts to meet the related MDCCR standards. Students will continue to complete revised interdisciplinary literacy tasks at Grades 3, 4, and 5. These tasks will include reading complex texts and writing an analysis as is expected on the PARCC examinations for these grades. These literacy tasks will be scored using the PARCC rubric and will inform next steps for teachers in preparation for the PARCC assessment.

Monthly leadership meetings will provide elementary reading specialists with the supports necessary to coach teachers in their buildings around content, lesson planning, and the implementation of the revised curriculum. Writing workshops will provide additional professional development opportunities to classroom teachers throughout the district. The monitoring of these strategies will consist of formative assessments, PARCC-like unit assessments built into the curriculum, learning walks, and reflections from workshops and meetings. Professional development will target any areas of need.

Special Education (SPED)

To address the challenges associated with SPED students, the Elementary RELA Office will continue to collaborate with the Special Education Department to provide professional development for teachers and special educators, including Universal Design for Learning (UDL), guided reading instruction, and the use of technology that has proven to be effective with SPED students.

Limited English Proficiency (LEP)

Instructional supervisors are encouraged by the progress made by LEP students at the elementary level in ELA PARCC testing during the 2018 testing cycle as the percentage of students scoring at the expected performance level increased by (+4.5) percentage points over the previous year's performance level. The Elementary R/ELA office will continue to collaborate with the ESOL Office to find ways to accelerate the pace of improvement shown by LEP students on PARCC assessments. In addition, teachers will continue to be trained by instructional supervisors and instructional directors in best practices for LEP students, such as the cross-training of regular classroom teachers and ESOL teachers in the use of the SIOP model. Teachers will also incorporate the practices they continuously learn as they reflect on their work with students. The ESOL/SPED instructional supports aligned to the PGCPS Curriculum Instructional Maps will be utilized to provide scaffolds and strategies to effectively address the standards.

Male/Female Achievement Gap

The Elementary RELA office will encourage teachers to focus on the literacy needs and performance of male students as they consider differentiated instructional approaches. Such instructional approaches include the incorporation of UDL principles and practices, the use of technology, the practice of teacher modeling during direct instruction, explicit strategy instruction, and the inclusion of small/flexible groups to target instructional needs.

Chart D

| SY2018-19 PGCPs Systemic Professional Development and Corresponding Resource Allocations For Elementary RELA by Funding Source and Type | | | | | | | |
|--|--|---|--|----------------|--|-------------------------|------------------------|
| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name |
| Professional Development for Reading/English Language Arts (RELA) Teacher Leaders | Elementary Reading Specialists, Instructional Lead Teachers, Elementary Point of Contacts, ESOL, SPED, Title I Leaders | Reading/English Language Arts curriculum updates, Formative/Summative Assessments, Unpacking the MDCCRS and Collaborative Planning; Analytic Writing and Scoring | September 20-21, 2018 October 18-19, 2018 December 5-6, 2018 March 13-14, 2019 May 22-23, 2019 | \$13,200 | Title II | Restricted | N/A |
| Grade Level Focused Group Meetings | Classroom teachers | Curriculum Focus Group: Analytic Writing and Scoring; Lesson Planning | October 24-25, 2018 January 30-31, 2019 | \$60,000 | Striving Readers Comprehensive Literacy Grant (SRCL) | Restricted | N/A |
| Writing Fundamentals (Writing Workshop) PD | Elementary Reading Specialists, Instructional Lead Teachers, Elementary Point of Contacts, ESOL, SPED, Title I Leaders | Writing Workshop Non-negotiables; Structures and Routines; Focus on narrative, opinion, and informational writing, Planning/Differentiation; Conferencing; Standards-based Scoring; | September 2018- June 2019 | \$48,000 | Title II | Restricted | N/A |
| Leveled Literacy Intervention Training | Elementary Reading Specialists | Material review; Lesson Components-Expectations; Planning; Assessment (K-2 Training) | November 2018/ January 2019 | \$9,6000 | Title II | Restricted | N/A |
| Leveled Literacy Intervention Training | Elementary Reading Specialists | Material review; Lesson Components-Expectations; Planning; Assessment | October 2018/ January 2019 | \$9,6000 | SRCL | Restricted | N/A |

Chart D

| SY2018-19 PGCPs Systemic Professional Development and Corresponding Resource Allocations For Elementary RELA by Funding Source and Type | | | | | | | |
|--|------------------------|---|---|------------------|---|-------------------------|------------------------|
| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name |
| | | (Intermediate Training for Red kit) | | | | | |
| Balanced Literacy Workshops | K-2 classroom teachers | Unpacking the Standards; Shared and Guided Reading; Emergent Literacy Practices, Assessments; Routines and Procedures; Focus for Small Group Instruction; Foundational standards: | September 2018/ March 2019 | \$58,000 | Title II | Restricted | N/A |
| Balanced Literacy Workshops | 3-5 classroom teachers | Unpacking the Standards; Shared and Guided Reading; Emergent Literacy Practices, Assessments; Routines and Procedures; Focus for Small Group Instruction; Foundational standards: | November/December 2018 January/February 2019 | 10,000 32,000 | SRCL (Grade 5) Title II (Grades 3-4) | Restricted | N/A |

PARCC English Language Arts/Literacy for Middle Grades 6-8

Maryland’s accountability structure is driven by the results of the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC performance levels defines the knowledge, skills and practices students are able to demonstrate. The five performance levels are:

PARCC Performance Levels

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

2. Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:

- (i) students requiring special education services;
- (ii) students with limited English proficiency; and
- (iii) students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Responses must include the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.

Table 2.2

| PGCPS Middle Grades Level English Language Arts PARCC Performance, 2016 through 2018 | | | | | | | |
|---|----------------------------|-------------------|----------------|-------------------|-------------------------------------|--------------------------|---|
| Student Subgroup | Percent of Students | | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 29.7 | 29.0 | 26.1 | 30.9 | 1.9 | 1.2 | 0.0 |
| Males | 21.6 | 21.2 | 25.0 | 22.8 | 1.6 | 1.2 | -8.1 |
| Females | 38.1 | 37.0 | 27.3 | 39.2 | 2.2 | 1.1 | 8.3 |
| Males +/- Females | -16.5 | -15.8 | -2.3 | -16.4 | | | |
| American Indian or Alaska Native | 34.8 | 42.9 | 29.3 | 41.3 | -1.6 | 6.5 | 10.4 |
| Asian | 58.8 | 59.6 | 22.3 | 56.1 | -3.5 | -2.7 | 25.2 |
| Black or African American | 29.2 | 28.7 | 26.6 | 31.5 | 2.8 | 2.3 | 0.6 |
| Hispanic/Latino of any race | 24.3 | 22.9 | 26.0 | 24.4 | 1.5 | 0.1 | -6.5 |
| Native Hawaiian or Other Pacific Islander | 41.1 | 52.0 | 21.7 | 44.9 | -7.1 | 3.8 | 14.0 |
| White | 51.6 | 52.8 | 21.2 | 53.9 | 1.1 | 2.3 | 23.0 |
| Two or more races | 40.1 | 40.5 | 27.3 | 43.3 | 2.8 | 3.2 | 12.4 |
| Special Education | 2.6 | 2.6 | 10.3 | 3.4 | 0.8 | 0.8 | -27.5 |
| Limited English Proficient (LEP) | 1.8 | 1.4 | 11.5 | 1.4 | 0.0 | -0.4 | -29.5 |
| Free/Reduced Meals (FARMS) | 23.9 | 23.1 | 26.5 | 24.6 | 1.5 | 0.7 | -6.3 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.2a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

PGCPS RESPONSE:

In 2018, slightly less than a third (30.9%) of PGCPS middle school students scored at (Level 4) or above (Level 5) the expected performance level on the ELA PARCC Assessment. This percentage was (+1.9) points higher than the percentage of students meeting (Level 4) or exceeding (Level 5) expectations in 2017. An additional 26.1% of middle school students “approached” expectations, i.e. scoring at Level 3, while the remaining 43.0% of middle school students scored substantially below the expected performance level (i.e. Levels 1 or 2). See Table 2.2. Over the past three testing cycles, aggregate middle school student performance has remained relatively stagnant, as the percentage of students scoring at or above the expected level increased by only (+1.2) percentage points (see Table 2.2).

There were five (5) subgroups of students whose performances were *substantially below* (i.e. five or more percentage points) that of students- in the-aggregate. Low-income (FARMS) students and Latino students scored (-6.3) and (-6.5) percentage points below students generally, while, at the same time, the underperformance of male students, students receiving special education services (SPED), and of those with limited English language proficiency (LEP) was even more substantial. The male-female performance gap was (-16.4) percentage points and has remained essentially unchanged since 2016 (see Table 2.2G). Meanwhile, less than five percent of SPED and LEP students scored at or above the expected performance level (see Table 2.2) and the performance gaps for these two student subgroups and students- in the-aggregate approximated (-30) percentage points (see Table 2.2G).

Table 2.2G

| PGCPS Middle Grades Level English Language Arts PARCC Performance Gaps, 2016 through 2018 | | | | | | |
|--|----------------------------|-------------------|-------------------|---------------------------------------|---------------------------------------|---|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2018 +/- 2016 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 29.7 | 29 | 30.9 | 0.0 | 0.0 | 0.0 |
| Males | 21.6 | 21.2 | 22.8 | | | |
| Females | 38.1 | 37 | 39.2 | | | |
| Males +/- Females | -16.5 | -15.8 | -16.4 | | | -0.1 |
| American Indian or Alaska Native | 34.8 | 42.9 | 41.3 | 5.1 | 10.4 | 5.3 |
| Asian | 58.8 | 59.6 | 56.1 | 29.1 | 25.2 | -3.9 |
| Black or African American | 29.2 | 28.7 | 31.5 | -0.5 | 0.6 | -1.1 |
| Hispanic/Latino | 24.3 | 22.9 | 24.4 | -5.4 | -6.5 | -1.1 |
| Native Hawaiian or Other Pacific Islander | 41.1 | 52.0 | 44.9 | 11.4 | 14.0 | -2.6 |
| White | 51.6 | 52.8 | 53.9 | 21.9 | 23.0 | 1.1 |
| Two or more races | 40.1 | 40.5 | 43.3 | 10.4 | 12.4 | 2.0 |
| Special Education | 2.6 | 2.6 | 3.4 | -27.1 | -27.5 | 0.4 |
| Limited English Proficient (LEP) | 1.8 | 1.4 | 1.4 | -27.9 | -29.5 | 1.6 |
| Free/Reduced Meals (FARMS) | 23.9 | 23.1 | 24.6 | -5.8 | -6.3 | 0.5 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.2a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Although aggregate student performance in middle school level PARCC ELA testing has remained consistent over the past three years, the low percentage of students performing at or above the expected level (30.9%) continues to be a major challenge for PGCPS instructional leadership. The most daunting challenge facing ELA instructional leadership is the extremely low performance levels of SPED students and limited English proficient (LEP) students.

Less than five (<5%) percent of these two subgroups of students combined (4.8%) scored at the expected level on the 2018 middle school ELA PARCC assessments, and only 21.8% of students from both subgroups combined even “approached” (Level 3) the expected performance level. This means only a quarter (26.6%) of the combined SPED and LEP tested student population even scored within the Level 3-5 range, while the performance of the remaining 75% of students from the combined subgroups scored well below expectations (see Table 2.2).

Another challenge, which has persisted over the past several years, is the continued performance gap between male and female students. Although both subgroups demonstrated growth on the PARCC ELA assessment in 2018, female students still outperformed males students by 16.4 percentage points (see Table 2.2)

Special Education (SPED)

The instructional challenge of the Middle School Reading/English Language Arts (RELA) Office with respect to SPED student performance on the PARCC ELA assessment is grounded in the relative unpreparedness of SPED students to execute the requirements of the assessments. The PARCC assessment requires students to read complex grade level text and demonstrate an understanding of the text by responding to evidence-based reading questions and writing prompts. With a large percentage of SPED students reading significantly below grade level, performance on a grade level assessment can be a daunting and frustrating challenge. In order for PGCPs SPED students to access the rigor and high expectations of the Maryland College and Career Readiness Standards (MCCRS) for ELA, they should have the supportive services, specialized instruction identified on Individual Education Programs (IEPs), and assistive technology as part of their daily instruction. Although these supports are available for the students across the school district, the quality of provision and implementation can vary based on teacher capacity. This challenge is further compounded by high turnover among special educators.

Limited English Proficiency (LEP)

The Middle School Reading/English Language Arts (RELA) Office also faces a significant challenge in its effort to try to improve the academic performance of LEP students in PARCC English Language Arts testing. Middle school LEP students, only 1.4% of whom met the PARCC expected performance standard, showed no improvement in 2018 over their previous year’s performance. Moreover, given the extremely low level of group performance, it is not surprising that LEP students registered the widest performance gap with students- in the-aggregate (-29.5 percentage points) among underperforming student subgroups.

Only at Level 3 were any encouraging signs in middle school ELA PARCC testing found for LEP students. Level 3 translates to students “approaching”, or on the cusp of meeting, the expected performance standard. In 2017, 9.1% of LEP students performed at Level 3. In 2018, the percentage of students performing at that level increased by (+2.4) percentage points to 11.5%. Furthermore, the aggregate student – LEP student performance gap at Level 3 narrowed by (-2.0) percentage points from (-16.6%) in 2017 to (-14.6%) in 2018.

Low performance for LEP students in PARCC testing can be attributed to the increasing complexity of reading texts and the more stringent demands for demonstrating understanding through the use of evidenced-based responses to reading questions and writing prompts. LEP students are expected to engage in meaningful debate and discourse with their peers across content areas and to identify and utilize academic language unique to each discipline, even as they struggle to learn to become proficient with the English language. In fact, many of these students enter the school system without prior formal exposure to the English language.

Over the past five (5) years, PGCPS has seen a significant influx in its “newcomer LEP” student population, increasing from 2,049 students in 2014 to 4,349 students in 2017 (see Table E). Although the number of “newcomer LEP” students dropped by (-1,964) students in 2018 from the number being serviced by the school system the previous year, the 2,385 newcomer EL students serviced by the school system in 2018 was still (+336) more than were serviced by the school system in 2014 (see Table E). Immigration laws and the fear of deportation under the current political climate resulted in the high turnover of LEP students at many schools in 2018.

Table E

| Newcomer EL Population Increase, PGCPS, 2014 to 2018 | | |
|--|---------------------|-------------------------|
| School Year | No. of Newcomer ELs | Annual Percent Increase |
| 2014 | 2,049 | N/A |
| 2015 | 2,738 | +33.6% |
| 2016 | 2,936 | +7.23% |
| 2017 | 4,349 | +48.1% |
| 2018 | 2,385 | -45.2% |
| SY2017-18 +/- SY2013-14 | +336 | +16.4% |

Even though the newcomer LEP population decreased substantially in 2018, the population of newcomers ELs in the school system is sufficiently high to compound the challenge of preparing these students to meet with success on PARCC testing. Many newcomers ELs from previous years are still learning English; some of which having only lived in the United States for less than a year. These students do not have the language proficiency to meet state expectations on PARCC. Moreover, state regulations only allow for one exemption from PARCC assessments, which does not allow students adequate time to become proficient in the English language prior to testing.

Male/Female Achievement Gap

The achievement gap between male and female students continues to pose a significant challenge for the school district. Female students continue to outperform their male peers in PARCC testing as well as on most other assessments. Even when both subgroups show improvement in a testing area over a given period of time, the increase for female students seems to always outpace the improvement of male students. On the 2018 middle school level ELA PARCC assessments, male students demonstrated an increase in their performance by (+1.6) percentage points over their 2017 performance level, while female students increased their performance by (+2.2) percentage points. Although these are positive gains for both populations of students, the male-female achievement gap continues to widen from – from (-15.8) percentage points in 2017 to (-16.4) percentage points in 2018. In PGCPS and nationwide, female students have consistently outscored boys on the NAEP Reading Assessment since its inception in 1971 (Loveless, 2015). Most research attributes this performance disparity to the fact that females tend to enjoy reading and writing more than boys (Nation’s Report Card, 2011) do. Loveless (2015) further found the enjoyment of reading to be statistically correlated with reading performance, thus, if reading could be made more enjoyable for male students, their reading skills would improve.

Reference

Loveless, Tom. The Gender Gap in Reading. Brookings, 26 March 2015, <https://www.brookings.edu/research/the-gender-gap-in-reading/>.

National Center for Education Statistics. (2011). Nation’s Report Card, Reading 2001. Retrieved from <https://nces.ed.gov/nationsreportcard/pubs/main2011/2012457.asp>.

3. In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I, include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds.)*

PGCPS RESPONSE:

Strategies designed to narrow, and ultimately eliminate, achievement gaps in RELA at the middle school level include greater collaboration with various offices and departments that are responsible for enhancing the educational experiences of special needs populations, providing additional professional development opportunities for teachers to learn how to address the needs of all students, and revisions to the Reading/English Language Arts (RELA) curriculum. The Middle School RELA curriculum has been revised in conjunction with the adoption of a new textbook, feedback from teacher surveys, and a teachers' roundtable discussion. In addition, a team of curriculum writers was formed which consisted of content area supervisors, specialists, teachers, and LEP and SPED coaches. The feedback from all four sources listed above were used to make curricular adjustments that specifically addressed, but are not limited to, the needs of SPED, LEP, and male students. In order to address the widening performance/achievement gaps in the middle grades, the Middle School RELA Office will continue to collaborate with middle level instructional supervisors and specialists from the ESOL Office and the Special Education Department.

Monthly leadership meetings will provide RELA teacher leaders with the supports necessary to coach teachers in their respective buildings around content, lesson planning, and the implementation of the revised curriculum. Quarterly workshops will provide middle grade RELA teachers with opportunities to engage with their peers and instructional supervisors on topics such as understanding standards, utilizing the curriculum, and the delivery of lessons that best meet the developmental needs of students. In collaboration with the county's literacy team, the research-based lesson study model will also be implemented at various Title I schools with large SPED and LEP student populations to help build professional learning communities for teachers so they can collaborate in creating lesson plans with their colleagues and conduct peer observations.

In addition, the Department of Curriculum and Instruction was awarded \$200,000 over three years as part of the *Striving Readers Comprehensive Literacy Grant* to provide support to the most struggling readers, EL s, and special education students. As part of this grant, the RELA department will provide training to reading interventions teachers and purchase the *Read 180* intervention for selected schools.

The monitoring of these strategies will consist of district-wide formative assessments, PARCC-like unit assessments built into the curriculum, and learning walks. Attendance and evaluations from monthly and quarterly workshops and meetings will also be collected.

As part of SY2018-2019 initiative for PGCPS, schools will continue to implement the school system's district-wide *Rigorous Literacy Plan* that provides strategies for teachers and administrators for improving literacy across all content areas. Furthermore, literacy coaches will provide direct support to ELA teachers at selected schools by facilitating collaborative planning, conducting learning walks, designing lesson studies around standards, and coaching teachers. District-wide assessments will continue to be reviewed and disaggregated annually in order to determine gaps in performance and to create an action plan to address student needs. Resources and professional development will target any identified deficiencies and build teacher capacity around the MCCRS for English Language Arts.

Special Education (SPED)

To address the challenges associated with SPED students, the Middle Grades RELA Office will continue to collaborate with the Special Education Department to provide professional development for teachers and special educators, including Universal Design for Learning (UDL), the effective use of co-teaching models, small group instruction, and the use of technology that has proven to be effective with SPED students. Additionally, the RELA Office has partnered with the Special Education Department to implement the *Access Equity Process Grant* that will provide professional development for co-teaching teams and coaching.

The RELA department has also made revisions to the middle grades curriculum to include instructional supports for each standard in order for teachers to differentiate their instruction to meet the needs of their students. Teachers will be trained on the revised curriculum and lesson planning using a systemic planning template based on Danielson's *Framework for Teaching* (FFT) that addresses both the content and skills of the curriculum and the learning needs of the students. SPED teachers will be trained on the administration of the *Qualitative Reading Inventory* (QRI) in order to better diagnose reading strengths and weakness.

Limited English Proficiency (LEP)

The Middle Grades RELA Office will continue to collaborate with the ESOL Office to identify new research- and evidenced-based approaches to accelerate the pace of English language acquisition and to improve EL student performance on middle grades PARCC assessments. Teachers will continue to be trained in best practices for LEP students and will incorporate these practices into their work with students. The revised Reading/English Language Arts curriculum includes instructional strategies specifically designed for LEP students, including an English Language Learner toolkit with over 40 strategies that can be used to teach the MCCRS while students are acquiring both language and content.

Male/Female Achievement Gap

The Middle School RELA office will encourage teachers to focus on the literacy needs and performance of male students as they consider differentiated instructional approaches. Such instructional approaches include the incorporation of UDL principles and practices, increased use of technology, direct instruction, teacher modeling, explicit strategy instruction, and culturally responsive teaching. Teachers will also be trained on adolescent development and how to create lessons that include student choice, collaborative conversations with peers, and real world connections. Revisions to the RELA curriculum encompass topics to motivate and encourage more male students to read and write.

District Literacy Initiative

PGCPS will continue the implementation of its *Rigorous Literacy Plan*, which is a foundational component of the school system's Strategic Plan. Included in this initiative is a systemic effort to improve the literacy skills of all students in the district. The plan is prescriptive, and it provides guidance for central office administrators, school leadership, as well as teachers and students. A systemic cross-functional literacy team has been established, and it will continue to conduct data reviews and monitor literacy instruction. Additionally, each school has established a literacy team that will be charged with monitoring and implementing the plan at the school level. Central office staff will assist with monitoring and provide professional development to support teachers. The focus of the Professional Development Lead Teachers (PDLTs), Literacy Specialists, and coaches will be leveraged to provide additional support. During this year, literacy coaches will provide direct support to ELA teachers at selected schools in order to facilitate collaborative planning, conduct learning walks, and design lesson studies around standards, and coaching.

The literacy plan supports reading, writing, speaking, listening, and reasoning across all content areas. Specific literacy strategies have been incorporated to assist students in meeting the related MCCRS. At the middle school

level, students will continue to complete eight (8) literacy tasks across all content areas. These tasks include evidence-based reading and writing as well as writing essays of analysis comparable to those found on the PARCC summative assessment. The essays are scored using a rubric tailored to meet the demands of the assessment, and it uses language from both the PARCC and SAT rubrics. The data are then used to inform professional development opportunities as well as to create additional scaffolds and resources for students and teachers.

Chart E

| SY2018-19 PGCPS Systemic Professional Development and Corresponding Resource Allocations For Middle School English Language Arts by Funding Source and Type | | | | | | | |
|--|---|--|-----------------------------|----------------|--|-------------------------|--|
| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/ Grant Name (If Title I or IDEA) |
| Monthly Professional Development for Reading/English Language Arts (RELA) Teacher Leaders | Department Chairs, Mentors, Reading Specialists, Instructional Teacher Leaders, ESOL & SPED Leaders | Reading/English Language Arts curriculum updates, Student Learning Objectives, Formative/Summative Assessments, Differentiated Instruction | Monthly | \$10,000 | Title II | Restricted | N/A |
| Quarterly Professional Development for Reading/English Language Arts (RELA) Teachers | All RELA teachers grades 6-8 | Reading/English Language Arts curriculum updates, Student Learning Objectives, Formative/Summative Assessments, Differentiated Instruction | Quarterly | \$40,000 | Title II | Restricted | N/A |
| Lesson Study Professional Development Model | RELA Teachers in Title 1 Middle Schools | Research-Based Lesson Study Model: Peer Observations, Collaborative Planning and Understanding Standards | October 2018 March 2019 | \$16,000 | Striving Readers Comprehensive Literacy Grant (SRCL) | Restricted | N/A |
| Professional Development for teachers of LEP students | Teachers with High LEP population of Students | Provide targeted instructional and professional development support to schools with small populations of LEPs. | September 2018- May 2019 | \$8,000 | Title III | Restricted | N/A |
| Professional Development for teachers of SPED students | Teachers with High SPED population of Students | Provide targeted instructional and professional development support to schools with small populations of SPEDs. | September 2018- May 2019 | \$8,000 | SRCL | Restricted | N/A |

Chart F

| SY2018-19 PGCPS Systemic Improvement Strategies and Corresponding Resource Allocations For Middle School English Language Arts by Funding Source and Type | | | | | | | |
|--|--|---|---------------------------------|----------------|--|-----------------------------|-----|
| Strategy | Staffing | Materials | Date(s) | Estimated Cost | Funding Source | Restricted/ Unrestricted | |
| Curriculum Revisions to Support EL students | Teachers with High EL population of Students | Revise curriculum in order to align to the MCCRS State Standards while including Universal Design for Learning (UDL) and technology-infused lessons | September 2018- January 2019 | \$10,000 | Title III | Restricted | N/A |
| Curriculum Revisions to Support SPED students | Teachers with High SPED population of Students | Revise curriculum in order to align to the MCCRS State Standards while including Universal Design for Learning (UDL) and technology-infused lessons | September 2018- January 2019 | \$10,000 | SRCL/ Access Equity Process Grant (AEP) | Restricted | N/A |

PARCC English Language Arts/Literacy for Grades 10

Maryland’s accountability structure is driven by the results of the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC performance levels defines the knowledge, skills and practices students are able to demonstrate. The five performance levels are:

PARCC Performance Levels

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

1. Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:

- (i) **students requiring special education services;**
- (ii) **students with limited English proficiency; and**
- (iii) **students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Responses must include the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

PGCPS RESPONSE:

For the 2018 testing cycle, 24.8% of Prince George’s County 10th grade students scored at or above the PARCC-determined “expected” performance level (i.e. either Level 4 or Level 5) on the 10th Grade English Language Arts PARCC assessment. This level of performance represented a (-2.7) percentage point decline from the performance of 10th grade students on the previous year’s (2017) assessment and a disappointing (-7.0) percentage point decline from the 2016 performance level. An additional 19.1% of students “approached” the expected performance level (i.e. Level 3), meaning the remaining 56.1% of 10th grade English test takers scored well below expectations (see Table 2.4). The significant underperformance of more than half of 10th graders, coupled with a declining performance trend, constitute significant challenges for PGCPS. Moreover, considering the expected performance level is an indicator of being on pace to graduate college-and career-ready, a majority of the 2018 tenth grade class has less than two years to make up a significant preparedness deficit in order to become college and career ready before high school graduation.

Generally, there will always be some variation in subgroup performance, particularly vis-à-vis students- in the-aggregate; however, the 2016 – 2018 decline was across-the-board. Performance declined for both female and male students as well as for eight (8) of the 10 accountability subgroups; and for the two subgroups that experienced an increase in performance, the increases were negligible – (+2.1) and (+1.6) percentage points. Also, as was the case with the aggregate student performance and for both female and male students, most of the subgroup declines were substantial – i.e. (-5) or more percentage points (see Table 2.4). The subgroup that experience the steepest decline in performance over the three-year analysis period was *students of two or more races*, falling (-16.3) percentage points. Ironically, despite

this steep decline in performance, a significantly higher percentage of these students (+12.9 percentage points) met or exceeded the expected performance level than did students- in-the-aggregate.

Table 2.4

| PGCPS Grade 10 English Language Arts PARCC Performance, 2016 through 2018 | | | | | | | |
|---|---------------------|--------------|-------------|--------------|------------------------------|---------------|--------------------------------|
| Student Subgroup | Percent of Students | | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 31.8 | 27.5 | 19.1 | 24.8 | -2.7 | -7.0 | 0.0 |
| Males | 24.7 | 20.7 | 17.2 | 19.2 | -1.5 | -5.5 | |
| Females | 39.4 | 34.4 | 21.3 | 31.2 | -3.2 | -8.2 | |
| Males +/- Females | -14.7 | -13.7 | -4.1 | -12.0 | -1.7 | -2.7 | |
| American Indian or Alaska Native | 41.7 | 8.3 | 13.9 | 30.6 | 22.3 | -11.1 | 5.8 |
| Asian | 65.0 | 64.3 | 15.6 | 55.9 | -8.4 | -9.1 | 31.1 |
| Black or African American | 29.9 | 27.2 | 19.9 | 23.8 | -3.4 | -6.1 | -1.0 |
| Hispanic/Latino of any race | 27.6 | 19.5 | 18.2 | 21.0 | 1.5 | -6.6 | -3.8 |
| Native Hawaiian or Other Pacific Islander | 40.0 | 46.2 | 26.3 | 42.1 | -4.1 | 2.1 | 17.3 |
| White | 56.6 | 63.0 | 16.4 | 49.3 | -13.7 | -7.3 | 24.5 |
| Two or more races | 54.0 | 48.6 | 19.6 | 37.7 | -10.9 | -16.3 | 12.9 |
| Special Education | 4.6 | 3.5 | 7.3 | 3.1 | -0.4 | -1.5 | -21.7 |
| Limited English Proficient (LEP) | 0.7 | 0.5 | 9.8 | 2.3 | 1.8 | 1.6 | -22.5 |
| Free/Reduced Meals (FARMS) | 25.2 | 21.2 | 18.4 | 20.7 | -0.5 | -4.5 | -4.1 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.4a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Equally troubling, is the underperformance of two (2) of the accountability subgroups – students receiving special education services (SPED students), and students with limited English proficiency (LEP students) – and male students. Only 5.4% of the combined 10th grade SPED and LEP populations scored at or above the expected performance level on the 10th grade PARCC ELA Assessment in 2018. This extreme underperformance resulted in performance gaps with students- in-the-aggregate reaching (-21.7) and (-22.5) percentage points respectively (see Tables 2.4 and 2.4G). Although the sizes of these performance gaps have narrowed considerably over the past three years – i.e. by (-5.5) and (-8.6) percentage points respectively, the gap narrowing is mostly a function of declining aggregate student performance rather than improved subgroup performance (see Tables 2.4 and 2.4G). On the other hand, male student underperformance is “substantial”, but not “extreme” as is the case with the SPED and LEP subgroups.⁶ In 2018, female students outperformed their male counterparts by 12 percentage points on the 10th Grade PARCC ELA Assessment. The size of this performance gap is (-2.7) percentage points smaller than the size of the gap in 2016. This is another case of a performance gap narrowing over a period time based on declining student performance rather than improved performance (see Tables 2.4 and 2.4G).

⁶ Whereas for accountability subgroups performance levels that are (-5) or more percentage points below the aggregate student performance level are considered “substantial”, for the male-female dichotomy, “substantial” is (-10) or more percentage points below the counterpart group. Except in extreme cases, a male-female performance gap of 10 percentage points translates to an approximately (5) percentage point gap with students- in-the-aggregate.

Table 2.4G

| PGCPS Grade 10 English Language Arts PARCC Performance Gaps, 2016 through 2018 | | | | | | |
|--|---------------------|--------------|--------------|--------------------------------|--------------------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2018 +/- 2016 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 31.8 | 27.5 | 24.8 | 0.0 | 0.0 | 0.0 |
| Males | 24.7 | 20.7 | 19.2 | | | |
| Females | 39.4 | 34.4 | 31.2 | | | |
| Males +/- Females | -14.7 | -13.7 | -12.0 | | | -2.7 |
| American Indian or Alaska Native | 41.7 | 8.3 | 30.6 | 9.9 | 5.8 | -4.1 |
| Asian | 65.0 | 64.3 | 55.9 | 33.2 | 31.1 | -2.1 |
| Black or African American | 29.9 | 27.2 | 23.8 | -1.9 | -1.0 | -0.9 |
| Hispanic/Latino | 27.6 | 19.5 | 21.0 | -4.2 | -3.8 | -0.4 |
| Native Hawaiian or Other Pacific Islander | 40.0 | 46.2 | 42.1 | 8.2 | 17.3 | 9.1 |
| White | 56.6 | 63.0 | 49.3 | 24.8 | 24.5 | -0.3 |
| Two or more races | 54.0 | 48.6 | 37.7 | 22.2 | 12.9 | -9.3 |
| Special Education | 4.6 | 3.5 | 3.1 | -27.2 | -21.7 | -5.5 |
| Limited English Proficient (LEP) | 0.7 | 0.5 | 2.3 | -31.1 | -22.5 | -8.6 |
| Free/Reduced Meals (FARMS) | 25.2 | 21.2 | 20.7 | -6.6 | -4.1 | -2.5 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.4a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Thus, the major challenges confronting the High School ELA Office based on results from the 2018 administration of the 10th Grade PARCC ELA Assessment, are as follows:

- 1) Reversing the substantial decline (-7.0 percentage points) in aggregate student performance over the past three (3) years;
- 2) Substantially increasing the performance of the SPED and LEP student populations; and
- 3) Substantially increasing male student performance at a faster pace than female performance increases.

Special Education (SPED)

Challenges for Special Education students include issues with the complexity of the texts, the rigor of the standards, and being assessed without the full benefit of the accommodations and modifications that they normally may be provided in the classroom on a daily basis. Moreover, SPED students are reading well below grade level, and although they are receiving services, they have difficulty comprehending, analyzing, and then responding to questions in writing with evidence. In addition, the rigor of the Maryland College and Career Ready Standards (MDCCRS) requires layers of scaffolding to help students master the content. Though many students are able to progress with support services, the school system has a great deal of work to do to build the resilience in students to master the instructional shifts reflected in the standards. High school RELA instructional leadership will continue to help SPED students access the rigor and embrace the high expectations of the Common Core ELA standards by providing needed supportive services, the specialized instruction identified on Individual Education Programs (IEPs), and assistive technology as part of their daily instructional regimen. Although these supports are generally

available for students across the school district, there can be challenges associated with the consistent delivery of such services from building to building based on varying teacher effectiveness. PGCPs operates in an environment in which there is a high turnover rate among special educators.

Limited English Proficiency (LEP)

PGCPs continues to face challenges at the high school level with the performance of Limited English Proficiency (LEP) students on the 10th Grade PARCC English Language Arts assessment. Students are required to engage complex informational and literary texts on grade level and demonstrate understanding by responding to evidence-based reading questions and writing prompts. LEP students are required to engage in meaningful discussions with their peers in all content areas and to identify and utilize academic language unique to each discipline, even when their English is still developing. A major challenge is facilitating language development at a rate commensurate with the rigor that is embedded in the standards. PGCPs continues to attempt to accelerate the pace of functional language acquisition. This effort has been especially challenging given the large and rapidly growing population of LEP students generally, and the even more rapid growth of the “newcomer EL” population (see Table E). See the elementary and middle school ELA sections of this annual update for a discussion of the impact of the “newcomer EL” student population on PARCC testing results.)

Table E

| Newcomer EL Population Increase, 2014 to 2018 | | |
|--|----------------------------|-------------------------|
| School Year | No. of Newcomer ELs | Percent Increase |
| 2014 | 2,049 | +43.1% |
| 2015 | 2,738 | +33.6% |
| 2016 | 2,936 | +7.23% |
| 2017 | 4,349 | +48.1% |
| 2018 | 2,385 | -45.1% |
| SY2017-18 +/- SY2013-14 | +336 | +16.2% |

PGCPs continues to attempt to accelerate the pace of functional language acquisition. This effort has been especially challenging given the large and rapidly growing population of LEP students generally, and the even more rapid growth of the “newcomer EL” population (see Table E). See the elementary and middle school ELA sections of this annual update for a discussion of the impact of the “newcomer EL” student population on PARCC testing results.)

Male/Female Achievement Gap

The achievement gap between male and female students continues to be a significant challenge for PGCPs. Female students consistently perform at higher levels in accountability testing than their male peers, particularly in English Language Arts. Over the past three (3) testing cycles, the male-female performance gap consistently reached double-digit levels (see Tables 2.4 and 2.4G), and although the size of the gap narrowed by (-2.7) percentage points between 2016 and 2018, it was still (-12.0) percentage points in 2018. Moreover, the narrowing of the gap was a function of female student performance declining more steeply than male student performance – (-8.2) percentage points and (-5.5) percentage points respectively. In both cases – i.e. males and females – the three-year decline in performance was substantial (see Table 2.4).

One factor that may contribute to the male-female achievement gap is motivation. Loveless (2015) contends that most girls enjoy reading and writing more so than do boys, and this disparity of interest contributes to the reading performance disparity. Under these circumstances, the challenge of closing the male-female achievement gap in Reading and English Language Arts becomes one of integrating subject matter and topics that interest male students into the regular curriculum on a more consistent basis starting at the elementary level.

Reference

Loveless, Tom. The Gender Gap in Reading. Brookings, 26 March 2015, <https://www.brookings.edu/research/the-gender-gap-in-reading/>.

2. In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. *(LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I, include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds.)*

PGCPS RESPONSE:

Strategies that will promote achievement gap reductions include continued implementation of the PGCPS Strategic Plan, focusing on curriculum implementation with fidelity, and implementing intervention programs and other grant supported initiatives. One of the cornerstones of the strategic plan is the emphasis on rigorous literacy instruction. In response to the SY2015-16 external audit of the school system's English Language Arts Curriculum, the Department of Reading/English Language Arts (DRELA) continues to improve the quality of the resources that are provided to teachers and students. Specific areas of focus include ensuring that the curriculum is culturally relevant, embedding standards-based interim assessments, and giving the students multiple opportunities to apply their mastery of the rigorous MCCRS writing standards.

In addition, the *Systemic Literacy Plan* has facilitated greater collaboration across content areas and additional professional development opportunities for teachers to learn how to address the needs of all students when it comes to evidence-based reading/writing practices. To ensure that all teachers receive quality professional development that communicates the same message regarding curriculum implementation, DRELA continues to train each grade level quarterly. These workshops provide high school RELA teachers with opportunities to engage in understanding standards, utilizing the curriculum, and the delivery of lessons that best meet the development needs of students.

The monitoring of these strategies will consist of administering district-wide formative assessments and PARCC-like unit assessments that are embedded into the curriculum, implementing learning walks, and through attendance and evaluations from monthly and quarterly workshops and meetings. In addition, district-wide assessment data will continue to be disaggregated and analyzed to determine gaps in performance and to create an action plan to address identified needs. Resources and professional development will target areas of deficiency and build teacher capacity around the common core standards for English Language Arts.

Special Education (SPED)

A heavy emphasis was placed on building greater curricular supports to support students in need of special education services. For SY2018-19, the High School RELA Office will continue to collaborate with the Department of Special Education (DSE) to increase the number of students who are placed in interventions, and to implement the small-group pilot and *Access Equity Process* grants successfully. DRELA is also being intentional about providing co-teachers with quarterly content training opportunities. In addition, revisions to the curriculum based on the previous year's curriculum audit include instructional supports for each standard in order for teachers to differentiate their instruction to meet the needs of their students. Teachers will be trained on the revised curriculum and lesson planning using a systemic planning template based on Danielson's *Framework for Teaching* (FFT) that addresses both the content and skills of the curriculum and the learning needs of the students. SPED teachers will be trained on the

administration of the *Qualitative Reading Inventory* (QRI) in order to better diagnose Reading strengths and weakness.

Limited English Proficiency (LEP)

The High School R/ELA office will continue to collaborate with the ESOL Office to facilitate improvement of LEP students in PARCC testing and mastery of the MCCRS. This year, DRELA collaborated with the ESOL Office to ensure that embedded curricular resources were available for teachers. The department was also intentional about addressing reading engagement by increasing the number of Latino centered texts in the curriculum. The department will also support the school system's International Schools in terms of instructional feedback and curricular collaboration. Teachers will continue to be trained in best practices for LEP students and will incorporate these practices into their work with students throughout the 2018-19 school year.

Male/Female Achievement Gap

The HS RELA Office recognizes the seriousness of the substantial and persistent the male/female achievement gap that exists across the school district in English Language Arts testing. The office strongly believes that the fidelity of curriculum implementation, the implementation of the *Systemic Literacy Plan*, and emphasis on collaborative planning will yield the necessary conversations about, and improvement to, teaching and learning. The HS RELA Office continues to intentionally infuse culturally relevant materials and engaging instructional practices into the resources it provides to teachers, and a heavier emphasis is being placed on informational text and text related to science and social studies.

Evidence statements from PARCC results in 2017 and 2018 show that students struggle with standards related to nonfiction including informational texts related to history and the sciences. Additionally, training will focus on the use of differentiated instructional approaches. Such approaches include the incorporation of UDL principles and practices, increased use of technology, student collaboration, teacher modeling, and explicit strategy instruction.

As previously alluded to, PGCPs will continue the implementation of the *Rigorous Literacy Plan*, the instructional centerpiece of the school system's Strategic Plan. The plan is prescriptive and provides guidance for central office administrators, school leadership, teachers, and students. In addition, a systemic cross-functional literacy team has been established, and the team will continue to conduct data reviews and monitor literacy instruction. Additionally, each school has established a literacy team that will be charged with monitoring and implementing the plan at the school level. At the same time, central office staff will assist with monitoring and provide professional development to support teachers. Professional Development Lead Teachers (PDLT's), literacy specialists, and coaches will be leveraged to provide additional support.

The literacy plan supports reading, writing, speaking, listening, and reasoning across all content areas. Specific literacy strategies have been incorporated to assist students in meeting the related MDCCR standards. At the high school level, students will continue to complete eight (8) literacy tasks across all content areas. These tasks include evidence-based reading and writing as well as writing essays of analysis comparable to those found on the PARCC summative assessment. The essays are scored based a rubric tailored to meet the demands of the task, and uses language from both the PARCC and SAT rubrics. The data are then used to inform professional development opportunities as well as to create additional scaffolds and resources for students and teachers.

Chart G

**SY2018-19 PGCPS Professional Development and Corresponding Resource Allocations
For Grade 10 English Language Arts by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If Title I or IDEA) |
|---|---|--|---------------------------------|----------------|--|-------------------------|---|
| Monthly Professional Development for Reading/English Language Arts (RELA) Teacher Leaders | Department Chairs, Mentors, Reading Specialists, Instructional Teacher Leaders, ESOL & SPED Leaders | Reading/English Language Arts curriculum updates, Student Learning Objectives, Formative/Summative Assessments, Differentiated Instruction | Monthly | \$10,000 | Title II | Restricted | N/A |
| Quarterly Professional Development for Reading/English Language Arts (RELA) Teachers | All RELA teachers grades 9-12 | Reading/English Language Arts curriculum updates, Student Learning Objectives, Formative/Summative Assessments, Differentiated Instruction | Quarterly | \$40,000 | Title II | Restricted | N/A |
| Lesson Study Professional Development Model | RELA Teachers in Title 1 High Schools | Research-Based Lesson Study Model: Peer Observations, Collaborative Planning and Understanding Standards | October 2018 March 2019 | \$16,000 | Striving Readers Comprehensive Literacy Grant (SRCL) | Restricted | N/A |
| Professional Development for teachers of LEP students | Teachers with High LEP population of Students | Provide targeted instructional and professional development support to schools with small populations of LEPs. | September 2018- May 2019 | \$8,000 | Title III | Restricted | N/A |
| Professional Development for teachers of SPED students | Teachers with High SPED population of Students | Provide targeted instructional and professional development support to schools with small populations of SPEDs. | September 2018- May 2019 | \$8,000 | SRCL | Restricted | N/A |
| Curriculum Revisions to Support EL students | Teachers with High EL population of Students | Revise curriculum in order to align to the MCCRS State Standards while including | September 2018- January 2019 | \$10,000 | Title III | Restricted | N/A |

Chart G

| SY2018-19 PGCPS Professional Development and Corresponding Resource Allocations For Grade 10 English Language Arts by Funding Source and Type | | | | | | | |
|--|--|---|-----------------------------|----------------|---|-------------------------|---|
| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If Title I or IDEA) |
| | | Universal Design for Learning (UDL) and technology-infused lessons | | | | | |
| Curriculum Revisions to Support SPED students | Teachers with High SPED population of Students | Revise curriculum in order to align to the MCCRS State Standards while including Universal Design for Learning (UDL) and technology-infused lessons | September 2018-January 2019 | \$10,000 | SCRL/AEP Grants (Access Equity Process) | Restricted | N/A |

PARCC Elementary Mathematics Grades 3-5

Maryland’s accountability structure is driven by the results of the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC performance levels defines the knowledge, skills and practices students are able to demonstrate. The five performance levels are:

PARCC Performance Levels

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

1. Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:

- (iv) **students requiring special education services;**
- (v) **students with limited English proficiency; and**
- (vi) **students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Responses must include the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

PGCPS RESPONSE:

Elementary (3-5)

The current interim accountability structure in Maryland is driven by the results of the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC deems students who perform at Levels 4 and 5 as having met (4) or exceeded (5) grade level performance expectations. In the 2018 PARCC testing cycle, 20.6% of PGCPS students in grades 3 through 5 met or exceeded the performance expectation in elementary level PARCC mathematics testing. An additional 24.0% of elementary level students “approached” the expected performance level (Level 3). The remaining 55.4% of students either “partially met” (Level 2) or failed to meet expectations (Level 1). The high percentage of students that “partially met” or “did not meet” expectations presents a major challenge for the school system’s instructional leadership in that less than half (44.6%) of the student population either “approached”, “met”, or “exceeded” the PARCC-determined expected performance level.

The percentage of elementary level students who either “met” or “exceeded” performance expectations in 2018 was virtually unchanged from the percentage of such students in 2017 – a decrease of a mere (-0.1) of a percentage point. Most significant, however, is the stagnation of student performance over the three-year analysis period reflected in the data tables below. Over this three-year period (2016 through 2018) the percentage of students who either met or exceeded the performance standard changed by less than half a percentage point (+0.4). See Table 2.6. This stagnation of student performance poses another major challenge for the system’s mathematics instructional leadership.

Table 2.6

| PGCPS Elementary Level Mathematics PARCC Performance, 2016 through 2018 | | | | | | | |
|---|---------------------|------------|-------------|------------|------------------------------|---------------|--------------------------------|
| Student Subgroup | Percent of Students | | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 20.2 | 20.7 | 24.0 | 20.6 | -0.1 | 0.4 | 0.0 |
| Males | 19.2 | 20.1 | 22.8 | 19.8 | -0.3 | 0.6 | -0.8 |
| Females | 21.2 | 21.3 | 25.3 | 21.6 | 0.3 | 0.4 | 1.0 |
| Males +/- Females | -2.0 | -1.2 | -2.5 | -1.8 | | | |
| American Indian or Alaska Native | 25.5 | 28.9 | 20 | 29.4 | 0.5 | 3.9 | 8.8 |
| Asian | 48.6 | 50.7 | 27.5 | 49.9 | -0.8 | 1.3 | 29.3 |
| Black or African American | 19.0 | 20.0 | 24.4 | 20.0 | 0.0 | 1.0 | -0.6 |
| Hispanic/Latino of any race | 16.2 | 16.1 | 23 | 16.4 | 0.3 | 0.2 | -4.2 |
| Native Hawaiian or Other Pacific Islander | 35.1 | 35.1 | 18.3 | 39.4 | 4.3 | 4.3 | 18.8 |
| White | 42.7 | 43.0 | 24.4 | 42.1 | -0.9 | -0.6 | 21.5 |
| Two or more races | 34.7 | 38.9 | 28.9 | 30.9 | -8.0 | -3.8 | 10.3 |
| Special Education | 4.2 | 3.8 | 9.9 | 3.8 | 0.0 | -0.4 | -16.8 |
| Limited English Proficient (LEP) | 8.0 | 6.3 | 18.4 | 7.3 | 1.0 | -0.7 | -13.3 |
| Free/Reduced Meals (FARMS) | 15.9 | 16.1 | 22.9 | 15.8 | -0.3 | -0.1 | -4.8 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.6a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Another major challenge facing the school system is substantial underperformance of its special education (SPED) and limited English proficient (LEP) student populations. In 2018, the percent of SPED students who met the PARCC performance standard remained the same from 2017 to 2018 at 3.8 %. LEP students who met the PARCC performance standard increased slightly by (+1.0) percentage point from 2017 to 7.3% for 2018. Moreover, only an additional 9.9% of SPED students and an additional 18.4% of LEP students “approached” expectations (Level 3). Thus, 86.3% of SPED students and 74.3% of LEP students performed consistently below the expected performance standard on the 2018 elementary level PARCC assessments (see Table 2.6).

The challenge posed by SPED and LEP student underperformance is accentuated by the extent to which their underperformance is below that of students- in the-aggregate. Gaps in performance between these two subgroups and students-in-the-aggregate have reached double-digit levels and have persisted at such widths over the entire three-year analysis period (see Table 2.6G). More disappointingly, even with aggregate student performance remaining unchanged over the three-year analysis period, performance gaps have inched wider (+0.8 of a percentage point for SPED students and +1.1 percentage points for LEP students). See Table 2.6G.

Table 2.6G

| PGCPS Elementary Level Mathematics PARCC Performance Gaps, 2016 through 2018 | | | | | | |
|--|---------------------|------------|------------|--------------------------------|--------------------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2016 +/- 2018 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 20.2 | 20.7 | 20.6 | 0.0 | 0.0 | 0.0 |
| Males | 19.2 | 20.1 | 19.8 | | | |
| Females | 21.2 | 21.3 | 21.6 | | | |
| Males +/- Females | -2.0 | -1.2 | -1.8 | | | -0.8 |
| American Indian or Alaska Native | 25.5 | 28.9 | 29.4 | 5.3 | 8.8 | 3.5 |
| Asian | 48.6 | 50.7 | 49.9 | 28.4 | 29.3 | 0.9 |
| Black or African American | 19.0 | 20.0 | 20.0 | -1.2 | -0.6 | 0.6 |
| Hispanic/Latino of any race | 16.2 | 16.1 | 16.4 | -4.0 | -4.2 | 0.2 |
| Native Hawaiian or Other Pacific Islander | 35.1 | 35.1 | 39.4 | 14.9 | 18.8 | 3.9 |
| White | 42.7 | 43.0 | 42.1 | 22.5 | 21.5 | -1.0 |
| Two or more races | 34.7 | 38.9 | 30.9 | 14.5 | 10.3 | -4.2 |
| Special Education | 4.2 | 3.8 | 3.8 | -16.0 | -16.8 | 0.8 |
| Limited English Proficient (LEP) | 8.0 | 6.3 | 7.3 | -12.2 | -13.3 | 1.1 |
| Free/Reduced Meals (FARMS) | 15.9 | 16.1 | 15.8 | -4.3 | -4.8 | 0.5 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.6a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

- In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I, include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds.)

PGCPS RESPONSE:

Initiated in SY2015-16, *The Prince George's County Public Schools Strategic Plan* has as a singular goal, "outstanding academic achievement for all students." The vision statement inspiring this goal is a school system "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 them to graduate college and career ready." In alignment with this goal, and consistent with the accompanying vision statement, a *Systemic Mathematics Plan* for grades K-12 was developed in July of 2016, which includes updates to the mathematics curriculum frameworks, targeted instructional opportunities, and a three-year working plan for improving and monitoring student achievement in mathematics in Prince George's County Public Schools. The plan will inform the work of the K-12 Mathematics Department through the 2018-2019 school year. In addition, the *Literacy/Numeracy Snapshot* was revised for SY 2018-2019 to identify specific instructional priorities that are in accordance with Maryland's College and Career Ready Standards (MCCRS). In alignment with the school system's singular goal and its accompanying *Promise of PGCPS*, the goal for the Prince George's County Mathematics

Program is to provide mathematics instruction that will foster the skills and abilities needed for College- and Career-Readiness upon high school graduation.

Consistent with the thrust of the school system's Strategic Plan, and based on the challenges identified from the achievement gap and gap reduction analyses in response to Question 1, the Mathematics Department will continue to provide updated, rigorous curriculum documents that encompass the latest instructional shifts in mathematics (focus, coherence, and rigor) **to all teachers**. The department will place particular focus on grade 4 at the elementary level in response to the drop off in PARCC performance by students at that grade level compared with the performance of those same students the previous year while in grade 3.

The grade 4 curriculum will have a more cohesive focus in each unit of instruction. This will allow teachers to spend more time on major content and make connections to supporting and additional work. In addition, the department will continue to monitor student progress through **the administration and analysis of** district-created formative assessments and required tasks, and provide targeted coaching to reduce disparities in subgroup performance while increasing aggregate student performance. The department will also monitor student progress through the administration of district- created Mathematics Benchmark Assessments at the end of quarter 1 and quarter 2, and continue supporting 24 elementary schools by providing eight (8) numeracy coaches. These coaches will help 4th grade teachers to implement the required tasks with fidelity, using literacy strategies to ensure that students have access to rigorous mathematics instruction. They will also help teachers to use formative assessments to inform instruction. The schools receiving this additional support were selected based on their PARCC assessment results over the past two years.

To address the widening achievement/performance gaps between students-in the-aggregate and both LEP and SPED students, the Mathematics Department will continue its collaboration with the ESOL Office and SPED Department and emphasize focused collaboration between elementary and middle schools for those populations. The Mathematics Department will again collaborate with the Special Education Department to support teachers of special education students with mathematics content knowledge and strategies that explicitly focus on number sense and fluency.

The intent of the additional professional development and corresponding resources listed on Charts A and B on the following pages is to provide teachers with an arsenal of strategies and professional development opportunities that embrace elements of the Universal Design for Learning (UDL), Mathematical Literacy, and evidence-based intervention programs designed to fill in students' learning gaps. The topics for each of the professional development offerings will provide content support to teachers in an effort to increase their capacity. As teachers increase their content knowledge and use of literacy strategies to support mathematics, students will have greater access to rich, engaging, and rigorous instruction. Other curriculum-based resources, that have been developed to provide teachers with innovative approaches for differentiating instruction and providing students with a deeper understanding of mathematics content, will also be emphasized. Additionally, to address the needs of underperforming Title I schools, the Mathematics Department is partnering with the ESSA and Title I Departments to enhance the capacity of K-2 teachers with mathematics content. As a number of these sessions are foundational, they will also be provided – with the appropriate school-level modifications – for teachers of Algebra and Geometry.

Chart H

**SY2018-19 PGCPS Systemic Improvement Strategies and Corresponding Resource Allocations
For Elementary Mathematics (Grades 3-5) by Funding Source and Type**

| Strategy | Staffing | Materials | Date(s) | Estimated Cost | Funding Source | Restricted/ Unrestricted | CFDA Number/ Grant Name (If Title I or IDEA) |
|---|--|--|---------------------------------------|----------------|--------------------------|-----------------------------|--|
| Revised curriculum structure that serves as a teacher handbook and reference tool for instruction | Documents provided to all teachers of mathematics K-5 | Revised Mathematics Curriculum Framework Progress Guide | SY 2018-19 | N/A | General Funds | Unrestricted | N/A |
| New Grade 4 Curriculum reflecting a more cohesive focus of grade level content and organization | Documents provided to all Grade 4 mathematics teachers | Revised Grade 4 Mathematics Curriculum Framework Progress Guide | SY 2018-19 | N/A | General Funds | Unrestricted | N/A |
| Administer the Mathematics Benchmark Assessment | Students in grades K-5 | Mathematics Benchmark Assessment #1 Mathematics Benchmark Assessment #2 | November 2018 and February 2019 | N/A | General Funds | Unrestricted | N/A |
| Numeracy Coaching | Focus Schools – 8 coaches serving 24 schools | Curriculum Documents K-12 Numeracy Coaching Cycle Toolkit | SY 2018-19 | \$480,000 | General Funds (salaries) | Unrestricted | N/A |
| National Training Network (NTN) Coaching Services | 8 Focus schools – 2 coaches, approximately 20 teachers | NTN Coaches provide 4 th grade teachers with coaching support with content and strategies | SY 2018-19 | \$227,300 | Title II | Restricted | NA |

Chart I

**SY2018-19 PGCPS Systemic Professional Development and Corresponding Resource Allocations
For Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/ Unrestricted | CFDA Number/ Grant Name (If IDEA or Title I) |
|---|---|--|--|--|-----------------------------|----------------------------|--|
| Elementary Grades Math Content Educators' Workshops/Coaching Sessions | Grades K-2 and 3-5 Math Educators (ESOL, General, Special Education included) | Use of the revised Curriculum Framework Progress Guide, lesson planning using UDL guidelines, understanding mathematical literacy/numeracy, using manipulatives, technology, and other mathematical tools in the elementary school math classroom. Special focus on teaching ALL learners, including SPED and LEP. | Monthly | \$100,000 (Substitute Funds) | General Funds & Title II | Unrestricted Restricted | NA |
| Elementary Mathematics Leadership Workshops | All mathematics leadership within the building | Common Core Mathematics in a PLC with a focus on Collaboration, Content, Instruction, Assessment, and Intervention Special focus on teaching ALL learners, including SPED and LEP. | August, December 2018 March, May 2019 | \$100,000 (Substitute and Venue Funds) | General Funds & Title II | Unrestricted Restricted | NA |
| Mathematics Professional Learning Conference | All Grades K-5 Math Educators (ESOL, General and Special Education) | Math teachers that are empowered and inspired life-long learners based on choice professional development. | Fall 2018 Winter 2019 | \$70,000 (Stipends, Supplies, Facilitator/ Consultant Fee and Venue) | General Funds & Title II | Unrestricted Restricted | NA |
| Special Education Teachers Content Training Cohort | Grades K-5 Mathematics Special Education (CSEP and Resource Teachers) | Unpacking MCCR Content Standards and decoding content with an explicit focus on number sense and fluency: | Fall 2018 Winter 2019 | \$38,000 (Substitute Funds, Supplies, and Consultant Fee) | General Funds & Title II | Unrestricted Restricted | NA |

Chart I

**SY2018-19 PGCPS Systemic Professional Development and Corresponding Resource Allocations
For Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/ Unrestricted | CFDA Number/ Grant Name (If IDEA or Title I) |
|--|--------------------------|---|---|---|-------------------------|--------------------------|--|
| | 100 participants in all | <ul style="list-style-type: none"> to develop rich and flexible knowledge of content; to address the cognitive and learning challenges of students with disabilities through accommodations using UDL guidelines, CRA strategies, manipulatives, technology, and other mathematical tools; Use of literacy/numeracy, in understanding and implementing mathematics instruction in the elementary school mathematics classroom. | | | | | |
| Teaching and Learning K-2 Mathematics CPD Teaching and Learning 3-5 Mathematics CPD | All Grades K-5 Educators | Develop content and pedagogical understanding of classroom teachers, EL teachers, special education teachers, Title I interventionist, and all other instructional staff. At the end of the course, participants will be able to: <ul style="list-style-type: none"> Articulate the meaning of and relationship between K-2 or 3-5 mathematics content standards and the Standards of Mathematical Practice as well as the progression of | Fall 2018 September – December Winter 2019 January - April | \$6,000 Textbook and Facilitator Fee | Title II Title I | Restricted | CFDA# 84.010 Title I |

Chart I

**SY2018-19 PGCPS Systemic Professional Development and Corresponding Resource Allocations
For Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If IDEA or Title I) |
|--|-----------------------------|---|--|--|----------------|-------------------------|---|
| | | <p>skills and concepts through grade levels (CCSO, 2010);</p> <ul style="list-style-type: none"> Plan exemplary mathematics lessons grounded in understanding of mathematics content and pedagogy; Implement mathematics lessons by making use of research-informed effective mathematics teaching practices (NCTM, 2014). | | | | | |
| K-2 Mathematics Academy (for Title I Schools only) | Grades K-2 Title I Teachers | <ul style="list-style-type: none"> Differentiate high- and low-level tasks and their implications for learning. Explore the relationship between numbers and quantities using a variety of physical models. Examine the defining characteristics of the base-ten number system. Explore the relationship between numbers and quantities; connect counting to cardinality. | <p>October 29-30, 2018 November 13-14, 2018 March 13 - 14, 2019 March 20 -21, 2019</p> | <p>\$17,500 x 7 = \$122,500 Sub codes = \$175 x 198 = \$34,650 Total Cost = \$157,150</p> | Title I | Restricted | CFDA# 84.010 |

Chart I

**SY2018-19 PGCPS Systemic Professional Development and Corresponding Resource Allocations
For Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/ Grant Name (If IDEA or Title I) |
|--------------------------------|----------|--|---------|----------------|----------------|-------------------------|--|
| | | <ul style="list-style-type: none"> • Understand the Standards for Mathematical Practice and how they can be addressed through high-level tasks and student-centered instruction. • Implement strategies and activities shared and reflect on their impact on student learning. | | | | | |

PARCC Middle Grades Mathematics Grades 6-8

Maryland’s accountability structure is driven by the results of the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC performance levels defines the knowledge, skills and practices students are able to demonstrate. The five performance levels are:

PARCC Performance Levels

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

1. Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:

- (vii) **students requiring special education services;**
- (viii) **students with limited English proficiency; and**
- (ix) **students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Responses must include the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

PGCPS RESPONSE:

PARCC considers students scoring at Levels 4 or 5 as being on track for success at the next grade level and on track to graduate from high school college- and career-ready. In the 2018 PARCC testing cycle, 13.3% of PGCPS students in grades 6 through 8 “met” (Level 4) or “exceeded” (Level 5) the performance expectation on the middle grades PARCC mathematics assessments. The 2018 performance level is on par with the performance levels attained the previous two years’ (2017 and 2016) – i.e. merely (+0.3) and (-0.2) of a percentage point over and under the two previous years’ performance levels respectively. An additional 23.9% of middle school students “approached” expectations, scoring at Level 3 (see Table 2.7). Altogether, only 37.2% of middle grades students either “approached” or “met/exceeded” the expected performance level on the 2018 middle grades PARCC mathematics assessments (see Table 2.7). The remaining 62.8% of students either “partially met” (Level 2) or “did not meet” expectations. The low percentage of the aggregate student population to either “approach,” “meet,” or “exceed” the expected performance level poses a significant challenge for school system officials moving forward with preparing students to be college- and career-ready upon high school graduation. This challenge is magnified by the stagnation of performance at an extremely low level over the three-year analysis period.

Another major challenge facing the school system is the substantial underperformance of special education (SPED) and limited English proficient (LEP) student populations. In 2018, even with a negligible performance improvement of (+0.6) of a percentage point over the 2017 performance level, only 2.0% of SPED students and only 1.4% of LEP students met or exceeded performance expectations (see Table 2.7). Moreover, only an additional 5.8% of SPED students and 6.4% of LEP students even “approached” expectations (Level 3). Thus, the combined Level 3 through Level 5 percentages for both SPED and LEP students for the 2018 testing cycle are less than 10 percent – i.e. (7.8%) for SPED students and (7.8%) for LEP students (see Table 2.7).

Table 2.7

| PGCPS Middle Grades Level Mathematics PARCC Performance, 2016 through 2018 | | | | | | | |
|--|---------------------|------------|------------|------------|------------------------------|---------------|--------------------------------|
| Student Subgroup | Percent of Students | | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 13.5 | 13.0 | 23.9 | 13.3 | 0.3 | -0.2 | 0.0 |
| Males | 12.4 | 11.9 | 22.2 | 12.7 | 0.8 | 0.3 | |
| Females | 14.7 | 14.3 | 25.7 | 13.9 | -0.4 | -0.8 | |
| Males +/- Females | -2.3 | -2.4 | -3.5 | -1.2 | | | |
| American Indian or Alaska Native | 20.0 | 21.7 | 31.1 | 18.9 | -2.8 | -1.1 | 5.6 |
| Asian | 38.2 | 38.2 | 29.1 | 34.9 | -3.3 | -3.3 | 21.6 |
| Black or African American | 12.1 | 11.9 | 24.1 | 12.9 | 1.0 | 0.8 | -0.4 |
| Hispanic/Latino of any race | 11.6 | 10.5 | 22.8 | 10.0 | -0.5 | -1.6 | -3.3 |
| Native Hawaiian or Other Pacific Islander | 21.6 | 40.0 | 30.2 | 27.0 | -13.0 | 5.4 | 13.7 |
| White | 33.6 | 34.7 | 25.8 | 34.6 | -0.1 | 1.0 | 21.3 |
| Two or more races | 20.3 | 18.3 | 27.4 | 23.1 | 4.8 | 2.8 | 9.8 |
| Special Education | 1.4 | 1.9 | 5.8 | 2.0 | 0.1 | 0.6 | -11.3 |
| Limited English Proficient (LEP) | 1.1 | 1.0 | 6.4 | 1.4 | 0.4 | 0.3 | -11.9 |
| Free/Reduced Meals (FARMS) | 10.6 | 10.1 | 21.9 | 10.0 | -0.1 | -0.6 | -3.3 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.7a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Compounding the low aggregate and the extremely low subgroup percentages of students meeting PARCC-defined performance expectations are accompanying substantial performance gaps between students- in the aggregate on the one hand, and SPED and LEP students on the other hand. Not only are these performance gaps at double-digit levels – i.e. (-11.3) percentage points for SPED students and (-11.9) percentage points for LEP students – but the relative sizes of these gaps have persisted at double-digit levels over the course of the three-year analysis period (see Table 2.7G). Improving the performance of students- in the-aggregate while narrowing the substantial performance gaps between these subgroups and students generally remains a daunting challenge for PGCPS’ middle school mathematics instructional leadership.

Table 2.7G

| PGCPS Middle Grades Level Mathematics PARCC Performance Gaps, 2016 through 2018 | | | | | | |
|---|---------------------|------------|------------|--------------------------------|--------------------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2018 +/- 2016 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 13.5 | 13.0 | 13.3 | 0.0 | 0.0 | 0.0 |
| Males | 12.4 | 11.9 | 12.7 | | | |
| Females | 14.7 | 14.3 | 13.9 | | | |
| Males +/- Females | -2.3 | -2.4 | -1.2 | | | 0.1 |
| American Indian or Alaska Native | 20.0 | 21.7 | 18.9 | 6.5 | 5.6 | -0.9 |
| Asian | 38.2 | 38.2 | 34.9 | 24.7 | 21.6 | -3.1 |

Table 2.7G

| PGCPS Middle Grades Level Mathematics PARCC Performance Gaps, 2016 through 2018 | | | | | | |
|---|---------------------|------------|------------|--------------------------------|--------------------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2018 +/- 2016 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Black or African American | 12.1 | 11.9 | 12.9 | -1.4 | -0.4 | -1.0 |
| Hispanic/Latino | 11.6 | 10.5 | 10.0 | -1.9 | -3.3 | 1.4 |
| Native Hawaiian or Other Pacific Islander | 21.6 | 40.0 | 27.0 | 8.1 | 13.7 | 5.6 |
| White | 33.6 | 34.7 | 34.6 | 20.1 | 21.3 | 1.2 |
| Two or more races | 20.3 | 18.3 | 23.1 | 6.8 | 9.8 | 3.0 |
| | | | | | | |
| Special Education | 1.4 | 1.9 | 2.0 | -12.1 | -11.3 | -0.8 |
| Limited English Proficient (LEP) | 1.1 | 1.0 | 1.4 | -12.4 | -11.9 | -0.5 |
| Free/Reduced Meals (FARMS) | 10.6 | 10.1 | 10.0 | -2.9 | -3.3 | 0.4 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.7a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

- In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I, include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds.)

PGCPS RESPONSE:

In alignment with the school system's singular goal "outstanding academic achievement for all students," the vision statement of Prince George's County Mathematics Program is to facilitate high-quality mathematics instruction for all students. Based on the challenges identified from the academic performance and gap analyses in response to Question 1, the middle school mathematics team will revise and enhance the curriculum documents in order to align them with the shifts in mathematics (focus, coherence, and rigor) and to uplift researched-based literacy strategies that are aligned with the standards of mathematical practices. In addition, the middle school mathematics team will develop an assessment system that features formative assessments and descriptive feedback from teachers to monitor student progress. The results of the assessment system will lead to ongoing professional development to reduce disparities in subgroup performance while increasing aggregate student performance. To address the widening achievement/performance gaps between students-in the aggregate and both LEP and SPED students, the team will expand its collaboration with the ESOL Office and the SPED Department, and coordinate focused cooperation between these two entities and middle grades (6-8) math teachers.

Building the capacity of school based mathematics leadership will enhance the instructional support provided to math teachers around content knowledge and pedagogy with research-based instructional strategies designed to support diverse learners. Leaders will participate in monthly training sessions designed to improve teaching with a specific lens on addressing students with mathematical content gaps and diverse instructional requirements. With an emphasis on the goals and strategies outlined in the *Systemic Literacy Plan*, identified middle schools with large SPED and LEP student populations will receive numeracy coaches to assist teachers incorporate mathematics

student centered coaching strategies into the classroom. Numeracy Coaches will plan collaborative lessons with teachers to raise awareness and deepen understanding of mathematical concepts emphasizing problem solving, reasoning, and sense making.

District leaders will use success criteria to monitor the implementation of strategies learned in district professional learning sessions. Evidence of curriculum implementation, student work samples from districted-identified problem-based tasks, and the use of PARCC-like assessment questions on district benchmark assessments will be used to measure the effectiveness of professional learning. In addition, district math leaders will analyze and disaggregate district data to identify gaps in student performance on benchmark assessments and devise action plans designed to address the needs. Professional development and resources will target data findings for increased student achievement and improve teacher instructional capacity. Professional development strategies will include but not be limited to the efficient use of co-teaching models in the mathematics classroom, Universal Design for Learning (UDL) strategies, the use of technology, and the Sheltered Instruction Observation Protocol (SIOP) strategy guide for EL learners (see Table B).

Providing teachers with an arsenal of strategies and resources to enhance instructional delivery is of paramount importance to the PGCPs Mathematics Department's plan for improving student achievement. Maryland College- and Career-Ready Standards require a deliberate focus on instructional practices, resources, and professional learning that build conceptual understanding, procedural skills and fluency, real-world application, as well as familiarity with assessment methods for all students included in the diverse population of Prince George's County. The specific details of changes and enhancements to the existing middle school mathematics improvement plan are presented on the following pages.

Chart J

**SY2018-19 PGCPS Systemic Improvement Strategies and Corresponding Resource Allocations
Middle Grades (6-8) Mathematics by Funding Source and Type**

| Strategy | Staffing | Materials | Date(s) | Estimated Cost | Funding Source | Restricted/ Unrestricted | CFDA Number/ Grant Name (If Title I or IDEA) |
|---|--|---|--|---|---------------------------------|--------------------------------|--|
| Infuse literacy strategies in the mathematics classroom in order to uplift the standards for mathematical practices. | Math Teachers in Grades 6-8 (Gen./SPED/EL) | Curriculum Framework Progress Guides; K-12 Discourse Posters; Standards for Mathematical Practice Posters; Literacy Mat | September 2018- June 2019 | \$1,500 | General Funds | Unrestricted | N/A |
| Group and Individual coaching to strengthen General/SPED/EL teachers content and pedagogical knowledge in delivering instruction that emphasizes the Mathematical Practices and leads to a literacy rich environment that support student learning intentions and builds student skills for reasoning. | Focus Schools 4 coaches- 12 middle schools | Numeracy Coaches Literacy Student Books | SY2018-19 | \$300,000 | General Funds (salaries) | Unrestricted | N/A |
| Mathematics Professional Learning Communities (PLC) including group and individual coaching support on the implementation of strategies for delivering MCCR Mathematics content and literacy strategies. Intervention support for co-taught classrooms using Key Elements to Mathematics (KEMS) Materials | Focus Schools; Grade 7 Gen/SPED/EL Teachers | National Training Network Coaches KEMS Materials Facilities | Tentative Dates August, 2018 Oct., 2018 Nov., 2018 January, 2019 February, 2019 March, 2019 April, 2018 | \$300,000 \$10,000 (Substitute and Facilities Funds) | General Funds & Title II | Unrestricted Restricted | N/A |

Chart J

| SY2018-19 PGCPS Systemic Improvement Strategies and Corresponding Resource Allocations Middle Grades (6-8) Mathematics by Funding Source and Type | | | | | | | |
|--|---|----------------------------------|---|----------------|-------------------------------|--------------------------------|--|
| Strategy | Staffing | Materials | Date(s) | Estimated Cost | Funding Source | Restricted/ Unrestricted | CFDA Number/ Grant Name (If Title I or IDEA) |
| Monthly professional learning on the implementation of the student-centered coaching cycle with school-based out-of-class Instructional Lead Teachers (ILTs) and coaches | Middle Schools and K8 Schools with out-of-class math ILTs and Coaches | Consultant and Coaching Material | September, 2018 October, 2018 November, 2018 December, 2018 January, 2019 February, 2019 March, 2019 May, 2019 | \$10,000 | General Funds Title II | Unrestricted Restricted | N/A |

Chart K

| SY2018-19 PGCPS Systemic Professional Development and Corresponding Resource Allocations Middle Grades (6-8) Mathematics by Funding Source and Type | | | | | | | |
|--|--|--|---|--|---------------------------------|--------------------------------|--|
| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/ Unrestricted | CFDA Number/ Grant Name (If IDEA or Title I) |
| Middle Grades Math Content Educators' Workshops | All Grades (6, 7, and 8) Math Educators (ESOL, General, Special Education) | <ul style="list-style-type: none"> Unpacking MCCR Content Standards; Lesson planning using UDL guidelines; Understanding mathematical literacy/numeracy; and Using manipulatives, technology, and other mathematical tools in the middle school math classroom. <p>Special focus on teaching ALL learners, including SPED and LEP.</p> | October, 2018 November, 2018 January, 2019 February, 2019 May, 2019 | \$80,000 (Substitute and Stipend Funds and Venue Funds) | General Funds & Title II | Unrestricted Restricted | |

Chart K

**SY2018-19 PGCPS Systemic Professional Development and Corresponding Resource Allocations
Middle Grades (6-8) Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/ Grant Name (If IDEA or Title I) |
|--|---|--|---|--|---------------------------------|--------------------------------|--|
| New Teachers' Mathematics Professional Learning Community | New Year 1 and 2 Grads 6, 7, and 8 Mathematics teachers new to the school district (ESOL, General, Special Education) | Face-to-face and eLearning in-depth peer-to-peer professional learning sessions facilitated by experts in mathematics education, classroom teachers, and school leaders. Instruction aligned to Maryland College and Career mathematics standards, effective teaching strategies aligned to the Principles to Actions publication, and practical classroom strategies to promote student success | September, 2018 October, 2018 November, 2018 December, 2018 January, 2019 February, 2019 March, 2019 April, 2019 | \$80,000 (Resources and Stipend Funds) | General Funds | Unrestricted | |
| Middle Grade Mathematics - Special Educators and Co-Teachers | All Grade 6, 7, and 8 Special Educators | Instructional Strategies to aide in making MCCR Curriculum accessible to students with special needs. | Nov, 2018 February, 2019 | \$15,000 (Stipends) | General Funds Title II | Unrestricted Restricted | |
| Mathematics Professional Learning Conference | All Grade 6, 7, and 8 Math Educators (ESOL, General, Special Education) | Math teachers that are empowered and inspired life-long learners based on choice professional development. | Fall 2018 Spring 2019 | \$70,000 (Stipends, Supplies, Facilitator/ Consultant Fee and Venue) | General Funds & Title II | Unrestricted Restricted | |
| Supporting EL 's in the Secondary Mathematics Classroom | All Grade 6, 7, and 8 Math Educators (ESOL, General, Special Education) | Participants will be introduced to, and have opportunities to try out, activities, strategies, and modifications for sheltering instruction for English Learners in Math content area settings. Explicitly teach "the language of math" while delivering instruction that is accessible despite language limitations. | Fall 2018 Spring 2019 | \$4,500 Stipends | General Funds | Unrestricted | |

Chart K

**SY2018-19 PGCPS Systemic Professional Development and Corresponding Resource Allocations
Middle Grades (6-8) Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If IDEA or Title I) |
|---|---|--|---|--|---------------------------------|--------------------------------|---|
| MS Mathematics Leadership Workshops | Middle Schools and K8 Schools with out-of-class math ILTs and Coaches | Math leaders learn to lead collaborative planning sessions to achieve systemic, school, and departmental goals, increase their knowledge of mathematics content and pedagogy using researched-based instructional strategies designed to support diverse learners. Facilitator will work with school leadership teams to use state, district, and school data to identify intervention resources and programs specifically to address students with mathematical content gaps. | September, 2018 October, 2018 November, 2018 December, 2018 January, 2019 February, 2019 March, 2019 May, 2019 | \$20,000 (Substitute, resources, and Venue Funds) | General Funds & Title II | Unrestricted Restricted | N/A |
| District Mathematics Benchmarks, an online assessment used for gathering data and monitoring student progress of mastering grade level content with a focus on mathematical reasoning and modeling. | Math Teachers in Grades 6-8 | Professional Development for online testing implementation and coaching support on analyzing data and identifying intervention and enrichment strategies. | Fall 2018 Spring 2019 | \$4,000 (Substitute Funds) | General Funds | Unrestricted | N/A |

PARCC Algebra I

Maryland’s accountability structure is driven by the results of the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC performance levels defines the knowledge, skills and practices students are able to demonstrate. The five performance levels are:

PARCC Performance Levels

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

1. Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:

- (x) **students requiring special education services;**
- (xi) **students with limited English proficiency; and**
- (xii) **students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Responses must include the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

PGCPS RESPONSE:

As previously stated, Maryland deems students performing at Levels 4 and 5 on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments as having “met” or “exceeded” grade level performance expectations. On the 2018 PARCC assessment, 11.9%% of PGCPS Algebra I students met or exceeded the expected performance level on the PARCC Algebra 1 Assessment. This represents a precipitous decline of (-10.9) percentage points below the previous year’s (2017) performance level. An additional 21.8% of students “approached” the expected performance standard, scoring at Level 3. The combined remaining two-thirds of PARCC Algebra I test takers (66.3%) scored far below the expected performance standard, scoring at either Level 1 or Level 2. Improving on the 33.7% combined Levels 3-through-5 performance of students in PARCC Algebra I testing represents a substantial challenge for PGCPS instructional leadership (see Table 2.8).

More troubling is the pervasiveness of the school system’s performance decline. The decline was “substantial” – i.e. (-5) or more percentage points – for all but two accountability subgroups, including males and females, and “extreme” – i.e. (-10) or more percentage points – for seven (7) of the 12 subgroups. For two subgroups – Native American students and students of two or more races – the decline in performance was more than nine (-9) percentage points, but less than (-10) percentage points. Frustratingly, this pervasive decline occurred on the heels of a substantial increase in performance from 2016 to 2017 (+6.6 percentage points). Thus, over the three-year analysis span (2016 through 2018), aggregate student performance declined by (-4.3) percentage points (see Table 2.8).

Table 2.8

| PGCPS Algebra I PARCC Performance, 2016 through 2018 | | | | | | | |
|--|---------------------|------------|---------|------------------------------|---------------|---------------|--------------------------------|
| Student Subgroup | Percent of Students | | | Percentage Point Differences | | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 16.2 | 22.8 | 21.8 | 11.9 | -10.9 | -4.3 | 0.0 |
| Males | 14.2 | 21.5 | 20.5 | 10.0 | -11.5 | -4.2 | -1.9 |
| Females | 18.4 | 24.2 | 23.3 | 13.9 | -10.3 | -4.5 | 2.0 |
| Males +/- Females | -4.2 | -2.7 | | | | | |
| American Indian or Alaska Native | 17.1 | 34.5 | 18.8 | 25.0 | -9.5 | 7.9 | 13.1 |
| Asian | 60.1 | 26.6 | 24.2 | 37.9 | 11.3 | -22.2 | 26.0 |
| Black or African American | 15.6 | 23.4 | 23.3 | 11.8 | -11.6 | -3.8 | -0.1 |
| Hispanic/Latino of any race | 9.9 | 20.9 | 18.5 | 8.3 | -12.6 | -1.6 | -3.6 |
| Native Hawaiian or Other Pacific Islander | 13.3 | 33.3 | 39.1 | 21.7 | -11.6 | 8.4 | 9.8 |
| White | 35.2 | 22.5 | 24.5 | 31.0 | 8.5 | -4.2 | 19.1 |
| Two or more races | 33.7 | 27.7 | 27.2 | 18.4 | -9.3 | -15.3 | 6.5 |
| Special Education | 1.5 | 8.0 | 6.4 | 1.3 | -6.7 | -0.2 | -10.6 |
| Limited English Proficient (LEP) | 2.1 | 12.1 | 9.0 | 1.5 | -10.6 | -0.6 | -10.4 |
| Free/Reduced Meals (FARMS) | 11.1 | 21.3 | 20.3 | 9.3 | -12.0 | -1.8 | -2.6 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.8a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Notwithstanding the pervasiveness of this substantial decline in aggregate student performance, the situation is most troubling for students who receive special education services (SPED) and for students who are limited English proficient (LEP). The 2018 combined Level 4 and 5 performances of these two subgroups together was a meager 2.8%, which is a substantial decline from their 2017 performance levels, but relatively unchanged from two years prior (2016). See Table 2.8. Moreover, despite the extremely low percentage of “all students” who met or exceeded the PARCC performance standard for Algebra I in 2018 (11.9%), the performance of SPED and LEP students was still low enough to result in double-digit performance gaps – (-10.6) and (-10.4) percentage points respectively – when compared to students- in the-aggregate (see Tables 2.8 and 2.8G). Although the size of these performance gaps narrowed in 2018 from the size of the gaps two years prior, the narrowing was solely a function of the precipitous decline in aggregate student performance, and not due to any improvement in subgroup performance (see Table 2.8G).

Table 2.8G

| PGCPS Algebra I PARCC Performance Gaps, 2016 through 2018 | | | | | | |
|---|---------------------|------------|------------|--------------------------------|--------------------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2016 +/- 2018 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| All Students | 16.2 | 15.6 | 11.9 | 0.0 | 0.0 | 0.0 |

Table 2.8G

PGCPS Algebra I PARCC Performance Gaps, 2016 through 2018

| Student Subgroup | Percent of Students | | | Performance Gaps | | |
|---|---------------------|------------|------------|--------------------------------|--------------------------------|--------------------------------------|
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2016 +/- 2018 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Males | 14.2 | 14.0 | 10.0 | | | |
| Females | 18.4 | 17.4 | 13.9 | | | |
| Males +/- Females | -4.2 | -3.4 | -3.9 | | | -0.8 |
| American Indian or Alaska Native | 17.1 | 20.7 | 25.0 | 0.9 | 13.1 | 12.2 |
| Asian | 60.1 | 42.9 | 37.9 | 43.9 | 26.0 | -17.9 |
| Black or African American | 15.6 | 14.5 | 11.8 | -0.6 | -0.1 | -0.5 |
| Hispanic/Latino | 9.9 | 11.6 | 8.3 | -6.3 | -3.6 | -2.7 |
| Native Hawaiian or Other Pacific Islander | 13.3 | 26.7 | 21.7 | -2.9 | 9.8 | -12.7 |
| White | 35.2 | 41.3 | 31.0 | 19.0 | 19.1 | 0.1 |
| Two or more races | 33.7 | 30.6 | 18.4 | 17.5 | 6.5 | -11.0 |
| Special Education | 1.5 | 1.9 | 1.3 | -14.7 | -10.6 | -4.1 |
| Limited English Proficient (LEP) | 2.1 | 1.6 | 1.5 | -14.1 | -10.4 | -3.7 |
| Free/Reduced Meals (FARMS) | 11.1 | 12.3 | 9.3 | -5.1 | -2.6 | -2.5 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 281a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Significantly improving overall student performance in Algebra I PARCC testing, while accelerating the rate of performance improvement for students receiving special education services and those with limited English proficiency, are the High School Mathematics Office's most daunting instructional challenges.

- In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I, include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds.)

PGCPS RESPONSE:

The PGCPS Mathematics Department *Systemic Mathematics Plan for Grades K-12* aligns to the singular goal of Prince George's County Strategic Plan, "outstanding academic achievement for all students" which supports the Mathematics Department's vision to facilitate high-quality mathematics instruction for all students. Based on the challenges identified from the achievement gap and gap reduction analyses in response to Question 1 of this section, the high school mathematics team will provide rigorous curriculum documents that encompass PARCC-driven shifts in mathematics (focus, coherence, and rigor) that include researched-based strategies aligned to the *Standards of Mathematical Practice*. Additionally, the high school mathematics team will develop an assessment system that features formative assessments and

descriptive feedback to monitor student progress. Data gathered from the assessment system will guide ongoing professional development to instructional staff focused on reducing disparities in subgroup academic performance while increasing aggregate student academic performance. To address the widening gap of LEP and SPED students, collaboration with the ESOL and SPED Offices will be expanded to include focused collaboration between elementary and middle schools for those populations.

Additional emphasis has also been placed on both oral and written academic language to ensure enhanced comprehension as outlined in the school system's *Systemic Literacy Plan*. To further address the widening gap of LEP and SPED students, the Mathematics Department will work with the ESOL Office to revise and implement the *Applications in Algebra Curriculum* as well as continue to seek new research- and evidenced-based best practices for LEP students in the mathematics classroom. To address the challenges associated with SPED students, the department will continue its collaboration with the Special Education Department to provide professional development opportunities for general and SPED teachers around technology, interventions, co-teaching models, and small group instruction with a strong emphasis on UDL strategies.

District math leaders will analyze and disaggregate district level data to identify gaps in student performance in order to develop an action plan to address students' needs. Evidence of curriculum implementation, student-work samples from district identified problem-based tasks, and PARCC-like questions on district benchmark assessments will be used to measure the effectiveness of professional learning.

Building the capacity of school-based mathematics leadership is essential to the success of the mathematics program. Teachers and teacher leaders will participate in bi-monthly training sessions on content and pedagogy with particular emphasis on instructional strategies to support diverse learners. The intent is to provide teachers with an arsenal of strategies that embrace elements of the Universal Design for Learning (UDL), Mathematical Literacy, and evidence-based intervention programs intended to fill in critical gaps in student learning. To further support the goals of *Systemic Literacy Plan*, identified schools with large at risk populations, i.e. SPED and LEP, will receive numeracy coaches to assist teachers in incorporating student-centered learning strategies in the classroom. The listed resources and professional development opportunities will also provide teachers with other curriculum-based resources that have been developed to help them with innovative approaches for differentiating instruction and providing students with a deeper understanding of mathematics content. As a number of these sessions are foundational, they will also be provided – with the appropriate school-level modifications – for teachers of elementary and middle school mathematics as well as Geometry and Algebra II. The specific details of the high school mathematics plan are presented on the following pages.

Chart L

SY2018-19 PGCPS Systemic Improvement Strategies, Professional Development, and Corresponding Resource Allocations For Algebra I by Funding Source and Type

| Strategy/ Professional Development Title | Staffing/ Audience | Materials/ Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/ Unrestricted | CFDA Number/ Grant Name (If Title I or IDEA) |
|---|--|--|--|-------------------------------|-----------------------------|-------------------------------------|---|
| Infuse literacy strategies in the mathematics classroom designed to uplift the standards for mathematical practices. | High School Math Teachers (Gen./SPED/EL) | Curriculum Framework Progress Guides; K-12 Discourse Posters; Standards for Mathematical Practice Posters; Literacy Mat | September 2018- June 2019 | \$1,500 | General Funds | Unrestricted | N/A |
| Scholastic Math Inventory (MI), an online assessment program for gathering data and monitoring student progress through mathematical content. | High School Geometry | Professional Development on MI Implementation and Coaching support on analyzing data and identifying intervention strategies | Fall 2018 Spring 2019 Follow-up coaching dates TBD | \$8,000 (Substitute Funds) | General Funds | Unrestricted | N/A |
| Group and Individual coaching to strengthen teachers' content and pedagogical knowledge on delivering instruction that emphasizes the Mathematical Practices and leads to a literacy rich environment that supports student learning and builds student skills for reasoning. | Focus Schools 4 coaches-12 middle schools | Numeracy Coaches Literacy Student Books | SY2018-19 | \$300,000 | General Funds (salaries) | Unrestricted | N/A |
| Mathematics Professional Learning Communities (PLC) including Group and Individual coaching support on implementation of strategies for delivering MCCR Mathematics content and literacy strategies. | Focus Schools and Algebra 1 Gen/SPED/EL Teachers | National Training Network Coaching Support | SY2018-19 | \$300,000 | General Funds & Title II | Unrestricted Restricted | N/A |

Chart L

SY2018-19 PGCPS Systemic Improvement Strategies, Professional Development, and Corresponding Resource Allocations For Algebra I by Funding Source and Type

| Strategy/ Professional Development Title | Staffing/ Audience | Materials/ Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/ Unrestricted | CFDA Number/ Grant Name (If Title I or IDEA) |
|---|--|--|--|---|----------------|-----------------------------|--|
| High School Math Content Educators' Workshops | Algebra 1 Algebra 1 Lab Geometry Quantitative Modeling Algebra 2 | Unpacking MCCR Content Standards, lesson planning using UDL guidelines, understanding mathematical literacy/numeracy, u technology, and other mathematical tools in the middle school math classroom. Emphasis on strategies for all at risk populations (i.e. SPED and LEP) | September 2018 October 2018 December 2018 February 2019 | \$100,000 (Substitute Funds) | Title II | Restricted | N/A |
| HS Mathematics Leadership Workshops | All High School Teacher Coordinators, ILTs, & Coaches | Supporting Common Core Mathematics in a Professional Learning Community (PLC) with a focus on collaboration, content instruction, assessments, and interventions to address all at risk populations (i.e. SPED and LEP) | October 2018 January 2019 June 2019 | \$20,000 (Substitute and Venue Funds) | Title II | Restricted | N/A |
| Mathematics Professional Learning Conference | All High School Math Educators (ESOL, General, Special Education) | Math teachers that are empowered and inspired life-long learners based on choice professional development. | September 2018 October 2018 January 2019 March 2019 | \$50,000 (Stipends, Supplies, Facilitator/ Consultant Fee and Venue) | Title II | Restricted | N/A |
| Mathematics Ed Camp | All High School Math Teachers | Math teachers have an opportunity to meet and collaborate with peers. | Oct 2018 Feb 2019 Mar 2019 | \$50,000 (Stipends, Supplies, Facilitator/ Consultant Fee and Venue) | Title II | Restricted | N/A |

High School Assessment (HSA) Government

1. Based on available HSA Government data, describe the challenges in the content areas listed below. In your response, identify challenges for:

- (xiii) students requiring special education services;
- (xiv) students with limited English proficiency; and
- (xv) students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Responses must include the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.

PGCPS RESPONSE:

Table 2.17

| Maryland Government HSA Results, PGCPS, 2016 through 2018 | | | | | | |
|---|--------------------|-------------|-------------|------------------------------|---------------|--------------------------------|
| Student Subgroup | Percent Proficient | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| All Students | 49.0 | 44.6 | 46.7 | 2.1 | -2.3 | 0.0 |
| Males | 46.5 | 41.1 | 43.8 | 2.7 | | |
| Females | 51.7 | 48.2 | 50.2 | 2.0 | | |
| Males +/- Females | -5.2 | -7.1 | -6.4 | 0.7 | | |
| American Indian or Alaska Native | 54.8 | 63.3 | 56.8 | -6.5 | 2.0 | 10.1 |
| Asian | 79.7 | 74.7 | 70.1 | -4.6 | -9.6 | 23.4 |
| Black or African American | 46.6 | 44.8 | 48.0 | 3.2 | 1.4 | 1.3 |
| Hispanic/Latino of any race | 48.5 | 37.3 | 39.5 | 2.2 | -9.0 | -7.2 |
| Native Hawaiian or Other Pacific Islander | 54.5 | 63.2 | 66.7 | 3.5 | 12.2 | 20.0 |
| White | 69.3 | 57.9 | 69.1 | 11.2 | -0.2 | 22.4 |
| Two or more races | 69.6 | 70.3 | 65.2 | -5.1 | -4.4 | 18.5 |
| Special Education | 13.0 | 11.8 | 13.4 | 1.6 | 0.4 | -33.3 |
| Limited English Proficient (LEP) | 14.6 | 9.4 | 15.9 | 6.5 | 1.3 | -30.8 |
| Free/Reduced Meals (FARMS) | 44.2 | 38.5 | 41.1 | 2.6 | -3.1 | -5.6 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Table 2.17. SY2017 data and current year (SY2018) data provided by the PGCPS Testing Office.

The passing rate for PGCPS students on the 2018 administration of the HSA Government Assessment was 46.7%. This passing rate was (+2.1) percentage points above the passing rate registered by county students in 2017, but (-2.3) percentage points below the 2016 passing rate (see Table 2.17). When compared with students- in the-aggregate, the performance of various accountability subgroups was mixed. Students of six (6) of the 10 subgroups registered higher passing rates than students- in the-aggregate. Students of the remaining four (4) subgroups performed worse than students generally, and in each instance, subgroup performance was *substantially* – i.e. (-5) or more percentage points – below the passing rate of students- in the-aggregate (see the far right column in Table 2.17). Student

performance on the Government HSA improved in 2018 over 2017 performance for students- in the aggregate as well as for all but three (3) student subgroups (see Table 2.17)

Sub-aggregate performances on the 2018 HSA Government Assessment were registered by low-income (FARMS) students (-5.6 percentage points), Latino students (-7.2 percentage points), limited English proficient (LEP) students (-30.8 percentage points), and by students receiving special education services (-33.3 percentage points). See Tables 2.17 and 2.17G. Between 2016 and 2018, the performance gaps between three of these student subgroups and students- in the-aggregate remained unchanged. Conversely, the gap between LEP students and students generally narrowed by (-4.4) percentage points (see Table 2.17G). Encouragingly, the narrowing of this latter performance gap was the product of the substantially improved performance of LEP students during the 2018 testing cycle. Notwithstanding nearly across-the-board improved performance during the 2018 testing cycle, narrowing these still substantial, and, in some cases, extreme, performance gaps, while at the same time improving aggregate student performance, is the major challenge confronting the PGCPS Social Studies Office.

Table 2.17G

| Maryland Government HSA Gap Analysis, PGCPS, 2016 through 2018 | | | | | | |
|--|--------------------|-------------|-------------|--------------------------------|--------------------------------|--------------------------------------|
| Student Subgroup | Percent Proficient | | | Achievement Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2018 +/- 2016 |
| All Students | 49.0 | 44.6 | 46.7 | 0.0 | 0.0 | 0.0 |
| Males | 46.5 | 41.1 | 43.8 | | | |
| Females | 51.7 | 48.2 | 50.2 | | | |
| Males +/- Females | -5.2 | -7.1 | -6.4 | | | 1.2 |
| American Indian or Alaska Native | 54.8 | 63.3 | 56.8 | 18.7 | 10.1 | -8.6 |
| Asian | 79.7 | 74.7 | 70.1 | 30.1 | 23.4 | -6.7 |
| Black or African American | 46.6 | 44.8 | 48.0 | 0.2 | 1.3 | 1.1 |
| Hispanic/Latino of any race | 48.5 | 37.3 | 39.5 | -7.3 | -7.2 | -0.1 |
| Native Hawaiian or Other Pacific Islander | 54.5 | 63.2 | 66.7 | 18.6 | 20.0 | 1.4 |
| White | 69.3 | 57.9 | 69.1 | 13.3 | 22.4 | 9.1 |
| Two or more races | 69.6 | 70.3 | 65.2 | 25.7 | 18.5 | -7.2 |
| Special Education | 13.0 | 11.8 | 13.4 | -32.8 | -33.3 | 0.5 |
| Limited English Proficient (LEP) | 14.6 | 9.4 | 15.9 | -35.2 | -30.8 | -4.4 |
| Free/Reduced Meals (FARMS) | 44.2 | 38.5 | 41.1 | -6.1 | -5.6 | -0.5 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Table 2.17. SY2017 data and current year (SY2018) data provided by the PGCPS Testing Office.

The content area supervisor attributes the modest improvement of performance registered in 2018 to building assessment awareness and to increased curricular focus on necessary literacy skills to access information. Challenges still remain in the area of monitoring the instructional focus required for success for assessment and program implementation. At the same time, the the relatively low general passing rate can be attributed to several factors. First, scheduling for the Government HSA course is inconsistent with scheduling patterns established for other testing accountability courses – i.e. semester scheduling versus year-long scheduling. Students sitting for a semester course that is only offered once a year can be placed at a relative disadvantage at test time, particularly if the course offering is for the first semester. There is a substantial lag period between the end of the first semester of a school year and the test

administration date in the spring of the second semester. For these students, there is no structural opportunity to refresh course content immediately prior to sitting for the examination.

Second, for LEP students, an increased number of newcomers at the high school level are still developing language proficiency.

Finally, despite being a graduation requirement, the school system faces challenges in monitoring instruction and providing ample professional development opportunities for Social Studies teachers generally. The school system continues to have a shortage of experienced Government teachers with a lens on literacy.

- 2. In addition, describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is Federal IDEA or Title I, include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds.)**

PGCPS RESPONSE:

The Social Studies Office will take a more intentional focus toward improving student *Government HSA* test performance. First, the office will offer targeted professional development that will focus on teacher pedagogy to implement the use of literacy strategies for content acquisition during daily instruction and monitoring the instructional program. Findings from a three-year study about *Disciplinary Literacy and Writing* (UMCP, 2009), indicate that deliberate teacher focus on key strategies such as annotating and synthesizing text will yield improvement in student reading levels and shore up writing skills. Targeted professional development will be conducted monthly during the school year and will be followed up with monitoring visits at the corresponding schools of session participants.

Second, in **SY2018-19**, the Social Studies supervisor will embed instructional supports for ESOL instructional delivery within the *Local, State, and National Government* course materials to support targeted training for teachers of EL s for high school Government. Materials of instruction and suggested interventions will highlight how to enhance the reading and writing capacity of LEP students.

The specifics of the prescribed targeted professional development are presented in Chart B on the following page.

Chart M

**SY2018-19 PGCPs Systemic Improvement Strategies and Corresponding Resource Allocations
For High School Assessment (HSA) Government by Funding Source and Type**

| Strategy | Staffing | Materials | Date(s) | Estimated Cost | Funding Source | Restricted/ Unrestricted | CFDA Number/ Grant Name (If Restricted) |
|--|----------|--|----------------|----------------|----------------|-----------------------------|---|
| Provide enhanced instructional materials | | Embed ESOL toolkit within the Local, State, and National Government course materials | September 2018 | | | | |

Chart N

**SY2018-19 PGCPs Systemic Professional Development and Corresponding Resource Allocations
For High School Assessment (HSA) Government by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | | | | | |
|--|---|--|---------------|--|----------|------------|-----|
| Setting Instructional Targets for LSN Government | Social Studies Secondary Social Studies & ESOL Teachers | Engaging diverse students in inclusive classes: <ul style="list-style-type: none"> Diagnostic assessments for setting targets. Data Analysis to strategize tool choice. | October 2018 | Room Rental Fee- \$600 Substitute Funds \$2,000 | Title II | Restricted | N/A |
| Unpacking Historical Thinking Skills | Social Studies LSN, SPED & ESOL Social Studies LSN, SPED & ESOL Teachers | Strategies to Support LSN Assessment Success for: <ul style="list-style-type: none"> Reading Comprehension Differentiation Assessment Design Strategies | November 2018 | Room Rental Fee- \$600 Workshop Stipend \$4,350 | Title II | Restricted | N/A |

Chart N

**SY2018-19 PGCPS Systemic Professional Development and Corresponding Resource Allocations
For High School Assessment (HSA) Government by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | | | | | |
|--|---|--|---------------|---|-----------------|------------|-----|
| Common Tasks | Social Studies Teacher Coordinators | Social Studies Leadership Leading the Literacy Task <ul style="list-style-type: none"> • Unlocking the Prompt • Using Analysis in LSN Government | December 2018 | Substitute Funds \$4,000 | Title II | Restricted | N/A |
| Facilitating a Research Environment | Secondary Social Studies, SPED & ESOL Secondary Social Studies, SPED & ESOL Teachers | Scaffolding The Research Process <ul style="list-style-type: none"> • Introducing Online Research Modules in engaging students in a step-by-step research process | January 2019 | Room Rental Fee-\$600 Substitute Funds \$2,000 | Titles II & III | Restricted | N/A |
| Integrating Skills and Content Instruction | Secondary Social Studies & LSN Teachers | Supporting Writing to Text | February 2019 | Room Rental Fee-\$600 Workshop Stipend \$4,350 | Title II | Restricted | N/A |
| Facilitating C3 Domain 4 | Social Studies LSN Teachers | Summative Activities Choosing the best literacy strategies to support LSN Assessment Success | March 2019 | Room Rental Fee-\$600 Substitute Funds \$2,000 | Title II | Restricted | N/A |
| Closing Out the Year | Social Studies LSN Teachers | Reflecting on the Process Using Data for Long Term Planning Success | May 2019 | Room Rental Fee-\$600 Substitute Funds \$2,000 | Title II | Restricted | N/A |

Students Requiring Special Education Services

In your analysis of students requiring special education services, LEAs must consider the following special education issues within the responses:

- **Access to the General Education Curriculum.** How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?
- **Collaboration with General Educators.** How is the local education agency ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?
- **Strategies used to address the Achievement Gap.** When the local education agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.
- **Interventions, enrichments and supports** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?

PGCPS RESPONSE:

Access to the General Education Curriculum

Prince George's County Public Schools remains committed to creating learning environments where children come first and *Outstanding Academic Achievement for All Students* is the singular system-wide goal. Consistent with this systemic goal, the Special Education Department's charge is to promote increased participation for students with disabilities in the general education environment by: 1) providing opportunities for meaningful access to the general education curriculum; 2) providing professional learning for teachers and classroom support staff; 3) working collaboratively with the Department of Curriculum and Instruction (D C&I) to improve educational outcomes; and 4) ensuring evidence-based practices and interventions are implemented with fidelity.

In July 2017, the Department of Special Education (DSE) announced a realignment of offices within the department that better positioned the department to implement the charge as stated above. This realignment has provided a seamless cross-collaboration among offices and programs within the department. It has capitalized on the talents and attributes of the professional staff in the department, and continues to uphold the department's momentum of the work in the years ahead to improve academic outcomes for students with disabilities. The DSE continues to use the special education data warehouse tool that was developed in 2017 to support the administration team's efforts to increase efficiencies in special education processes. This data tool has allowed the DSE to quickly answer critical compliance and program management questions in order to inform instructional programming, make decisions about resource allocation, and to target areas for instructional improvement, thereby supporting efforts to close the achievement gap.

Increased access to the general education curriculum in a Least Restrictive Environment (LRE) is a requirement of the federal *Individuals with Disabilities Education Act* (IDEA). More specifically, the 1997 re-authorization of the legislation requires that students with disabilities: (1) have access to the general curriculum; (2) be involved in the general curriculum; and (3) progress in the general curriculum. Historically, PGCPS has struggled at times to comply with the State of Maryland’s guidelines for students with disabilities. System officials feel strongly that this inability to consistently comply with state guidelines significantly contributes to the size and the duration of the achievement gap between students with disabilities and students-in-the-aggregate. If SPED students are not being exposed to grade level Common Core curriculum, they have no chance of meeting PARCC-established performance expectations.

An analysis of state Least Restrictive Environment (LRE) data shows that PGCPS continues to meet or exceed state LRE targets for pre-school students. In the State Census Data Report, 65.07 % of preschoolers who attended county pre-school programs spent the majority of their school day in a regular education setting. As such, the school district exceeded the State average by (0.37) of a percentage point (see topic section of Table F).

PGCPS also exceeded the state target for pre-school children spending the majority of their day in either a separate class or school by (-3.46) percentage points (see top section of Table F).

In addition, PGCPS continues to make significant progress in its effort to meet the state’s LRE guidelines for the percentage of school time school-aged, SPED-identified students between the ages of 6 and 21 spend in a general education setting. As recently as SY2016, only 56.8% of the system’s school-aged SPED population spent more than 80 percent of its school time in a general education setting. This percentage of time spent in a general education setting was (-12.2) percentage points below the state’s target percentage (68.9%). In SY2017, the compliance gap narrowed considerably to (-4.4) percentage points, and last year (SY2018), the gap narrowed even further to a negligible (-0.7) of a percentage point (see bottom section of Table F).

PGCPS has also seen an improvement towards meeting the state target for SPED students spending less than 40% of their class time in a general education setting. In SY2017, the percentage of PGCPS SPED students that spent less than 40 percent of their class time in a general setting (15.7%) was (+3.9%) above the state’s target percentage (11.8%). In SY2018, the percentage of school system SPED students that spent less than 40 percent of their class time in a general education setting lessened to 13.3%, narrowing the compliance gap to just (+1.5) percentage points (see the bottom section of Table F). The state has no guidelines regarding students who access a general education setting between 40% and 79% of the time they are in school.

Table F

| Categorical LRE Placements of Early Childhood Students Receiving Special Education Services in General Education Settings, PGCPS, 2018 | | | | | | |
|--|--|---------------|-------------------|---------------------------------|----------------|---------------|
| Early Childhood (Children Aged 3 – 5) | Percent of Students | | | | | |
| | Regular Setting Majority of Day | | | Separate School or Class | | |
| PGCPS | 65.07% | | | 14.84% | | |
| State Target | ≥64.70% | | | ≤18.30% | | |
| PGCPS +/- State Target | (+0.37) | | | (-3.46) | | |
| Categorical LRE Placements of School Age (6 – 21) Students Receiving Special Education Services in General Education Settings, PGCPS, 2017-2018 | | | | | | |
| Students Aged 6 – 21 | Percent of Students | | | | | |
| | 80% or More | | 40% to 79% | | <40% | |
| | SY2017 | SY2018 | SY2017 | SY2018 | SY2017 | SY2018 |
| PGCPS | 64.5% | 69.2% | 10.1% | 7.4% | 15.7% | 13.3% |
| State Target | ≥69.9% | ≥69.9% | N/A | N/A | ≤11.8% | ≤11.8% |
| PGCPS +/- State Target | (-5.4) | (-0.7) | N/A | N/A | (+3.9) | (+1.5) |

Source: Maryland Special Education/Early Intervention Services Census Data & Related Tables October 1, 2016 and 2017

Continued gains and increased compliance with state-established LRE guidelines will, in large part, depend on the extent to which the school system can build the capacity of general and special educators to support students with disabilities in the general education environment, specifically in implementing evidence-based practices and interventions in the classroom. The DSE continues to support schools to build their capacity to educate all learners effectively by implementing specialized instruction and evidence/research-based practices in the LRE. The Assistive Technology Office remains committed to work with school teams to build capacity on strategies for implementing tools that are available in their classrooms/buildings that allow students with special needs to access the general education curriculum without having to remove them from the least-restrictive, general educational environment.

Full Inclusion

PGCPS will continue to use “full inclusion” as its primary strategy to increase the access for its students with disabilities to the general education curriculum and to maximize their chances for academic success. This approach requires the school system to increase significantly its pairing of highly qualified content area teachers with certified special education co-teachers in general education classes, and to ratchet up professional learning offerings in differentiated instruction, curriculum content, Universal Design for Learning (UDL), and co-teaching best practices for these pairings of teachers. The strategy also involves continuing the practice of creating an inclusive environment in the classroom by building the capacity of the staff to address the unique needs of all students and by providing resources to support both teachers and students. Strategy implementation also requires the use of Assistive Technology through classroom consultations and school-level trainings. PGCPS sees this general strategic approach as benefitting both students with disabilities as well as students without any educationally or physically limiting condition.

Complementing this increased emphasis on “inclusion” has been an effort to provide enhanced assistance to selected schools at various school levels using evidence-based best practices, the continued use of UDL as a signature instructional strategy for all students, and in SY2019, a targeted focus on *specially designed instruction*. The department will also continue to place an emphasis on increasing student exposure to general education settings and providing access to appropriate interventions, enrichments, and supports for students who are twice-exceptional, students with Autism Spectrum Disorder, and students with emotional disabilities.

Elementary

In SY2016, DSE began to take a closer look at the data and programming for students with disabilities who were transitioning from Early Childhood Centers (ECCs) to kindergarten in an effort to determine which of these students could remain in their boundary/neighborhood elementary school if enhanced supports and services were provided to meet their educational needs. At that time, many of these students would have transitioned to a self-contained setting in a comprehensive school that provided ~~specialized~~ specially designed instruction and related services to support their learning and/or behavioral requirements. One such is the Comprehensive Special Education Program (CSEP), which currently operates at 11 designated school sites. The CSEP provided services, supports, and experiences leading to behavioral adjustments and increased academic achievement that allow program-participating students to ultimately gain access to and participate in the general education curriculum.

PGCPS is now in the process of phasing out its self-contained CSEP sites in order to deliver the supports and services provided at these sites to students in their boundary/neighborhood schools. As a part of the CSEP phase out plan, the department determines resources, professional learning, and additional staffing for each school in order to support the transition of students. General and special educators who teach and support students in the kindergarten boundary/neighborhood schools are invited to participate in professional learning opportunities on the supports and services needed by school teams in order to be ready to receive the students during the Department’s Summer Learning Institute. These trainings continue during the school year for any educator not able to attend the summer sessions. The following four core trainings are required:

Core Session 1: Understanding Kindergarten and First Grade Students with Developmental Delay, Autism, Speech and Language Impairment, and Other Health Impairment and How to Support These Students in the Primary Classroom

Core Session 2: Positive Behavioral Support Strategies for Children with Emotional and Behavioral Challenges: Creating a Learning Environment to Promote Engagement in Instruction and to Minimize Challenging Behaviors.

Core Session 3: Build Communication Competency with Core Vocabulary for Effective Teaching: Overview and Suggestions for using Core Vocabulary in Primary Classrooms

Core Session 4: Evidence-Based Reading/Language Arts and Mathematics Practices that Increase Student Achievement for Diverse Learners in Kindergarten and First Grade

In addition to the core trainings, five optional professional learning opportunities are made available to participants once they have participated in the core sessions. These included *Handwriting Strategies*, *Social Emotional Foundations for Early Learning* (SEFEL) Training, *Unpacking the Standards and Differentiated Instruction*, *Co-teaching*, and *Trauma / Children at Risk*. Two additional professional learning opportunities were made available to teachers who previously attended core trainings during summer 2018. These trainings included *Using Data to Drive Instructional Decisions and Improve Student Learning* and *Unpacking the Standards and Specially Designed Instruction*.

General and special education teachers in non-CSEP neighborhood schools “with a limited capacity to deliver services” will continue to be provided the resources and professional learning opportunities to support best practices related to co-teaching, specially designed instruction, collaborative planning, differentiated instruction, technology integration, and the appropriate use of accommodations and modifications within the general education environment. “Limited capacity to deliver services” refers to schools at which more than 10% of student population receives special education services. Specifically, special education teachers from designated receiving schools will continue to receive *Emergent Literacy* training. This professional learning will focus on reading and writing skills children need to acquire before they learn how to read and write words such as hearing words that rhyme. In addition, brain-based strategies and specialized intervention instruction will be provided to both general and special education teachers from designated elementary schools. Special education classroom teachers from designated CSEP sites will also be included in the training, thus increasing the capacity of their staffs. The professional learning experiences will support instruction that aligns with the general education curriculum as well as support students’ instructional needs documented on Individual Education Programs (IEPs). Schools also have an *Assistive Technology Consultant*, who is assigned to work with the teams at their request, to facilitate trainings, classroom consultations, and student consultations.

Initially, two (2) CSEP school sites were identified to begin the phase out. By SY2018, all rising kindergarten special education students who would have transitioned to the two (2) phased out CSEP sites were transitioned instead, along with newly identified special education students who were found to be “appropriate” through the Individualized Education Program (IEP) process, to their boundary school for service. During this phase of the transition plan, 25 boundary/neighborhood elementary schools received special education students articulating from ECCs. In SY2019, two additional CSEP school sites were phased out, with students transitioning from ECCs to 19 additional boundary/neighborhood schools instead of CSEP sites.

The DSE also continues to work collaboratively with various offices to ensure students with disabilities make progress on state assessments and State Performance Plan targets. In the SY2017 re-alignment within the department, one of the new offices formed is titled, *Instructional Supports, Assessments, and Accountability*. This office will specifically focus on the collaborative activities within the department and with other district offices related to professional learning to address interventions and strategies that support specialized instruction and

related services (e.g. co-teaching, differentiation, *pecially designed instruction*, Universal Design for Learning (UDL), accessibility features and accommodations, and IEP alignment with Common Core).

With respect to the implementation of evidence-based interventions, the DSE identified key stakeholders from DC & I, DSE, and a local university/college and convened a symposium to review the current research-based interventions and evidence-based practices that are being used in PGCPs. The stakeholder group was charged with providing recommendations to address students with reading disabilities, specifically in the area of phonological processing, alphabetic principles, and decoding at the elementary and secondary levels, and to provide input on a recommended screener to address reading difficulties. In addition, targeted assistance continues to be provided to schools to refine the selection and monitoring process for student participation in identified interventions. The support will consist of content specific trainings, training with intervention vendors for implementation, data capture and analysis, and master schedule alignment.

Middle and High School

An analysis of students with disabilities' lackluster performance on PARCC assessments led school system instructional leadership to evaluate the system's service delivery models with a particular focus on master scheduling and with a view toward increasing access to rigorous course content in general education settings. The evaluation found that many student schedules at the secondary level (middle and high) included self-contained classes, particularly in core content areas, that were being taught by teachers certified in special education but not in the content area. As a result, in many cases, students in these classes did not have had access to common core course content, resources, and materials. Without such access, these students could not be expected to perform well in accountability PARCC testing.

Moreover, many of the school system's secondary schedules provide an *intervention period*, while other secondary schedules utilize the *academic resource class* to provide interventions. The intervention period is a vital means of meeting students' specialized needs. It is structured to provide identified students with targeted support and instruction. The DSE makes research- and/or evidence-based interventions available to schools for implementation for students with disabilities according to IEP needs. Student performance data are monitored frequently to ensure that appropriate interventions and supports are provided and aligned with the MCCRS/PARCC standards.

Resulting from this analysis, in SY20147, PGCPs' instructional leadership redesigned the secondary service delivery model to provide more opportunities for students with disabilities to access general education classes. In order for this to occur, opportunities were created within the master schedule for students to participate in co-taught classes while reducing the number of intensive self- contained classes in core curricular areas. To continue supporting this endeavor into SY2019, the DSE continues to analyze staffing data and to align resources to ensure increased opportunities for inclusion. Additionally, master schedules continue to include more opportunities for students to take intervention or academic resource classes that are designed to provide the needed intensive instructional support in reading and mathematics that previously had been provided in self-contained classes.

The DSE also recognizes that low performance can be linked to the lack of teacher capacity in the delivery of differentiated instruction and teacher core content knowledge. This observation pertains to both special education and general education teachers. The Department continues to collaborate with the Division of Human Resources in an effort to identify and recruit highly qualified and dually certified special educator teachers by attending job fairs and through the continuation of the following activities:

- Provide ongoing professional learning, in collaboration with DC & I, to special-and-general education teachers on evidence-based practices and co-teaching strategies for delivering special education services.
- Ensure the delivery of coordinated direct and consultative supports, resources, and strategies from central office experts in the field of special education to school-based administrators and general-and-special education teachers.

- Provide on-site coaching and support to secondary teachers through collaborative planning, data analysis, and professional learning to ensure the use of evidence-based best practices for instructing and assessing students with disabilities.
- Provide access to on-going/job-embedded coaching and monitoring of the instructional service delivery model, including implementation of interventions, in order to ensure student progress.
- Provide ongoing support to secondary schedulers and guidance counselors in order for schools to provide a master schedule to support increased inclusion opportunities in core curricular areas.
- Provide professional learning in the acquisition of language to address students' struggle with academic vocabulary across all content areas.

Access for Students with More Intensive Support Requirements

Autism Spectrum Disorder (ASD)

Many students with Autism Spectrum Disorder (ASD) require intensive behavioral, communication, social, and academic supports in order to access the general education curriculum. An analysis of the elementary (K-5) LRE data and ongoing conversations with school-based special education chairs and principals, determined that schools continue to experience serious challenges maintaining and serving students with ASD in general education settings. Nonetheless, DSE firmly believes that students with ASD can benefit from participation in inclusive classroom environments if they are provided the needed

Table G

| Categorical LRE Placements of Students With Autism Spectrum Disorder (ASD) by School Level, PGCPS, SY2017 and SY2018 | | | | |
|---|------------------------|----------------------|------------------------|----------------------|
| School Level | SY2017 | | SY2018 | |
| | No. of Students | % of Students | No. of Students | % of Students |
| Elementary | 816 | 46.5% | 843 | 44.5% |
| Middle | 379 | 21.6% | 433 | 22.9% |
| High | 559 | 31.9% | 617 | 32.6% |
| Total | 1,754 | 100.0% | 1,893 | 100.0% |

Source: MD Online; *SSIS Data Count 2017, 2018*

intensive behavioral, communication, social, and academic supports.

In SY2017, some 1,754 students (Kindergarten-12th grade) were identified with a primary disability of ASD. Of these students, 816 (or 46.5%) were elementary students, 379 (or 21.6%) were middle school students, and the remaining 559 (or 31.9%) were at the high school level (see Table G). In SY2018, the number of students with ASD increased to 1,893. This represented an increase of 139 students over the number serviced in SY2017. The distribution of these students across school levels was similar to the distribution in SY2017, with the percentage of students at the elementary level slightly less than in 2017, while the percentages of students at the middle and high school levels increased ever so slightly (see Table G).

Table H shows the distribution of students with ASD by school level and by LRE placement classification. These data show that PGCPS has been significantly and consistently more successful exposing ASD students to the general education environment for most of the school day at the middle school level than it has at the elementary or high school levels. Over the past two school years, 55% of middle school ASD students were in a general education environment for 80% or more of the school day. Conversely, only (41-to-42%) of elementary level ASD students, and between (30-and-40%) percent of high school students, were in a general education environment for 80% or more of the school day.

At the same time, students with ASD are less likely to access the general education environment for even a limited portion of the school day the more they progress through the school system. In SY2018, at the elementary level, only 15.5% of the students diagnosed with ASD failed to have any access to the general education setting. The percentage of non-exposure increased slightly to 21.7% at the middle school level. On the other hand, at the high

school level, the percentage of ASD students without access or exposure to the general education setting significantly increased to 32.2%. This pattern of decreasing access to the general education setting by school level was consistent in both SY2017 and SY2018 (see Table H).

Notwithstanding the pattern of diminishing exposure to the general education setting as ASD students progress through the school system, the percentage of ASD students that had no access to the general education environment at the high school level, decreased by (-6.8) percentage points from SY2017 to SY2018 (see Table H). At the same time, the percentage of students with high exposure to the general education environment (80% or more of the school day) increased by (+8.7) percentage points. Thus, over the past two years, across school levels, as the autistic population increases, PGCPS is finding ways to integrate higher percentages of them into a general education setting.

Table H

| Categorical LRE Placements of Students With Autism Spectrum Disorder (ASD) in General Education Settings by School Level, PGCPS, SY2017 and SY2018 | | | | | | | | | | |
|--|-----------------|-------------|------------|-----------|-----------|-----------------|-------------|------------|-----------|-----------|
| School Level | SY2017 | | | | | SY2018 | | | | |
| | No. of Students | 80% or More | 40% to 79% | >0 to 39% | No Access | No. of Students | 80% or More | 40% to 79% | >0 to 39% | No Access |
| Elementary | 816 | 40.5% | 7.8% | 35.1% | 16.6% | 843 | 41.9% | 6.9% | 35.7% | 15.5% |
| Middle | 379 | 55.4% | 7.2% | 16.8% | 20.7% | 433 | 54.5% | 2.5% | 21.3% | 21.7% |
| High | 559 | 31.0% | 10.2% | 19.9% | 39.0% | 617 | 39.7% | 8.3% | 18.8% | 32.2% |
| Total | 1,754 | | | | | 1,893 | | | | |

Source: MD Online; SSIS Data Count 2017, 2018

As is the case nationally, the number of students identified with ASD in PGCPS rises each year. As such, it is imperative that the school system addresses the serious challenges schools are experiencing in maintaining and serving students with ASD in their least restrictive environment. As an initial response, the DSE is “rethinking” autism services across the continuum of service delivery platforms in PGCPS. Starting in spring of 2017, the department began working with an expert consultant to help design programs and identify meaningful interventions for students with ASD. In SY2018, DSE began providing professional learning and training on working with students with ASD and significant behavioral concerns. In addition, at the request of the Assistant Superintendent for Special Education and Student Services, a proposal was developed to address the needs of students with Autism and intensive behavioral needs and who also have significant cognitive delays. The proposal included a request for a continuum of supports and services, that when accessed by students at the beginning of their educational journey, would allow them to learn and use strategies successfully while remaining in general education buildings, increasing their access to typically developing peers. The DSE would ensure school teams have a thorough understanding of ASD and a “Toolkit” of best practices for providing effective instruction and supports. In SY2019, PGCPS will continue to monitor and align resources, and facilitate inclusion in order to ensure students with ASD are getting the instructional support they need to make progress in the general education curriculum and receive services in their least restrictive settings.

Pathway Schools

PGCPS has had a long history of collaboration with The *Pathways Schools* (Pathways) in an effort to develop special education programs for students with emotional disabilities. This preventive service partnership was designed to provide early intervention for students enrolled in kindergarten and first grade classes who were receiving special education services and were exhibiting significant behavior problems during the school day. The intent of this program is to provide these students with an opportunity to perform to the best of their ability in a least restrictive environment. Recently, DSE reviewed internal data pertaining to kindergarten and first grade students who, through consultation, had been diagnosed as having behavioral problems, and, as such, were initially recommended for placement in a more restrictive environment. As a result of the Pathways intervention, the

number of students who were referred to a more restrictive environment over the past two years decreased from 20 in SY2017 to 13 in SY2018. Further programmatic review revealed that as the strategies implemented and modeled by the Pathways program were effectively implemented by PGCPs staff, the number of referrals was reduced. While this partnership has met with success by reducing the number of referrals of kindergarten and first grade students for non-public placements, the need to address the programmatic requirements of students with autism across grade levels continues to grow significantly. As a result, Prince George's County Public Schools will discontinue its partnership with *Pathways* and enter into a new partnership with the *Ivymount School* which officials hope will allow the school system to better address the needs of this growing population across the grade levels during the 2018-19 school year.

Ivymount Schools

In SY2019, PGCPs will partner with the Ivymount School to implement two specific elementary Autism programs. The partnership will implement Applied Behavior Analysis (ABA) strategies directly to students with both ASD and significant behavioral needs as well as provide monthly professional learning opportunities to teachers, teacher leaders, and administrators. Special Education chairpersons and coordinators will be provided training in order to begin the process of transferring the strategies of the intervention model for use in the schoolhouse.

Community Counseling and Mentoring Services

PGCPs will also continue its partnership with Community Counseling and Mentoring Services (CCMS). This school-based program provides additional support services to children between the ages of 3-17 who have been identified with social-emotional and behavioral challenges and who currently have an Individualized Education Plan (IEP). CCMS has designed an individualized continuum of services that will assist "at-risk" students and their families, as well as identify techniques and resources to assist teachers and parents to support students' academic, social, and emotional growth. CCMS will continue to conduct various trainings for school personnel on topics such as behavior and classroom management, childhood development, and suicide prevention. The goal is to work extensively with students to ensure success in achieving behavioral and academic goals and objectives.

Enhancing Student Success

Over last several years, the DSE has been engaged in the Prince George's Schools Mental Health Initiative, *Enhancing Student Success*. The purpose of this initiative is to provide an integrated model of mental health services in a least restrictive setting, by utilizing evidence-based practices to provide a continuum of services to students with emotional/behavioral disorders who could be recommended by a legal authority to attend a non-public education program/facility. In addition, the goal is to enhance school staff competency by training staff to provide emergency mental health services, by providing on-going training on appropriate evidence-based practices and Individualized Education Program (IEP) team decision-making. This program is operational at all PGCPs school sites that contain Transition Programs.

Collaboration with General Educators

The DSE Special Education Instructional Specialist (SEIS), in collaboration with DC&I, will continue to support classroom teachers in their understanding of the Maryland College and Career-Ready Standards as they relate to instructional content. SEISs will also continue to assist teachers in the provision of specially designed instruction with embedded Universal Design for Learning (UDL) strategies, in an effort to maximize educational outcomes for students with disabilities. This support and assistance will be achieved via intentional professional learning for teachers and central office staff followed by in-school supports, such as attending collaborative planning meetings, supporting co-teaching models, conducting informal observations, assisting with data analysis and lesson planning, and implementing evidence-based interventions.

Co-Teaching

Co-teaching occurs when a special education teacher and a general education teacher share the teaching responsibilities for a class that include students with and without disabilities. Both teachers are equally responsible for lesson planning, the delivery of instruction, grading, IEP implementation, and classroom management for all students. The general education teacher provides expertise in the content area, while the special education teacher provides expertise in differentiating instruction. Instruction is enhanced when there are two teachers in a room with different areas of expertise. In collaboration with the Early Childhood Office, SEISs, and DC&I specialists, co-teaching strategies continue to be modeled through professional learning opportunities offered throughout the year. This collaboration and professional learning at the early childhood level will result in 25 co-taught pre-k classes for the 2018-19 school year.

Achievement Steering Committee

SEISs also continue to participate as team members in monthly Achievement Steering Committee (ASC) meetings established to provide support to state-identified low-performing middle schools. Utilizing *Data Wise* protocols, the meetings are designed to analyze data, identify school strengths and weaknesses, and work with the school leadership team to coordinate efforts to provide resources, monitoring, and technical assistance.

Coordinated Early Intervening Services

The Coordinated Early Intervening Services (CEIS) Office exists within the DSE to reduce the disproportionate suspensions of students with disabilities throughout Prince George's County Public Schools. In SY2019, a particular focus has been placed on 32 secondary schools based on disproportionality in their suspension data. To facilitate the reduction of suspensions at each of the 32 schools, the CEIS Office has assigned 28 Crisis Intervention Resource Teachers (CIRTs) to support secondary students in acquiring the social/emotional skills to engage more positively with their peers and teachers. The CIRTs maintain a caseload of at least four percent (4%) of the school's population based on the prior year's suspension data.⁷ All students on a CIRT's caseload will receive lessons in a behavioral intervention to increase students' ability to self-regulate. CIRTs will continue to monitor the suspensions of all students on their caseload and will increase the intensity of support when warranted. Additionally, the CIRTs will also continue to play an instrumental role in building capacity in their colleagues by delivering professional development in the areas of classroom management, conducting Functional Behavioral Assessments (FBA), and implementing Behavior Intervention Plans (BIP). Ensuring positive behavioral supports are in place at each of the 32 targeted secondary schools will also remain a part of CIRTs' responsibilities.

In addition to the Crisis Intervention Resource Teachers, the CEIS team has two Behavior Specialists and two Response-to-Intervention (RTI) Resource Teachers. The Behavior Specialists conduct Crisis Prevention Institute training for all CIRTs and staff at the targeted schools. Additionally, the behavior specialists support CIRTs in managing caseloads by establishing criteria for entry and exit. The RTI Resource Teachers train staff to identify tiered interventions that support students with challenging behaviors. The RTI teachers also monitor the appropriate use of the district's RTI online tracking tool. Two CEIS psychologists and two CEIS social workers collaborate with four schools in designing Tier III supports for students with more severe behaviors. The psychologists and social workers also train school staff in conducting FBAs and collecting data around BIPs.

⁷ As a result of failing to meet Indicator 4B on the MSDE Special Education Report Card (rates of suspensions and expulsions), MSDE requires PGCPs to set aside 15% of its IDEA Part B funds to provide Coordinated Early Intervention Services (CEIS) to students in order to comply with a federal mandate. Only general education students can receive support from CEIS funds.

Professional Learning Opportunities

In SY2019, through local and State funding, PGPCS will provide the following professional learning opportunities in *pecially designed instruction* and evidence/research-based practices for special and general education teachers at all grade levels in the following areas:

- Effective Co-teaching Practices
- Universal Design for Learning (UDL)
- Differentiation of Instruction
- Balanced Literacy Instruction (Emergent Literacy)
- Understanding and Implementing Accommodations and Modifications
- Understanding the Impact of High Incidence Disabilities on Learning
- Data Collection and Progress Monitoring
- Structured *TEACCH* Strategies for students with Autism
- Utilization of Appropriate Behavior Strategies to Support Students in Inclusive Environments (Response Abilities Pathways-RAP, Life Space Crisis Intervention-LSCI, Crisis Prevention Institute-CPI)
- Social Emotional Foundations of Early Learning (SEFEL)
- Executive Functioning in the Young Brain
- Assistive Technology: Core Vocabulary/Communication, Academic Learning Supports
- Writing Standards Based IEP-Five Module Series
- Educational Assessments
- Working with Students with Autism-various topics
- Working with Students with Significant Cognitive Disabilities-various topics

Universal Design for Learning

As previously mentioned, the DSE's charge is to promote increased participation in the general education environment by providing opportunities for meaningful access to the general education curriculum, providing professional learning for teachers, working collaboratively with DC&I, and ensuring evidence-based practices and interventions are implemented with fidelity. To meet this goal, PGPCS continues to be committed to implementing Universal Design for Learning (UDL), a framework for designing curricula that enables all individuals to gain knowledge, skills, and enthusiasm for learning. It provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all students.

The Department of Special Education has actively promoted UDL for a decade. In 2008, PGPCS received a competitive Supplementary Aids and Services grant from MSDE which made it possible to provide training and follow-up coaching conducted by the Center for Applied Special Technology (CAST). Dr. David H. Rose, co-founder and Chief Education Officer of CAST, trained the Special Education Leadership Team – at that time a group of approximately 85 administrative and itinerant teaching staff representing all aspects of Special Education instruction, related services, and support programs for children and students aged birth to 21.

Since that initial UDL training, the DSE has continued to actively promote UDL through a variety of projects. The district also provides ongoing training in the principles of UDL and will continue to strive for consistent implementation across the district in every classroom. The DSE has continued to work collaboratively with DC&I to ensure best practices have been embedded in written curricula. Emphasis remains on the continuous inclusion of curriculum resources that have been developed to provide teachers with innovative approaches for differentiating instruction and providing students with a deeper understanding of core content.

PGPCS will continue to offer UDL professional learning opportunities, complemented by a vast selection of free external, multi-media training opportunities. Additionally, the district will continue to maintain a comprehensive UDL website. Made possible by a grant from the Maryland State Department of Education's, Division of Special

Education/ Early Intervention Services, the website is full of information, tools, and resources for teachers and parents. In SY2019, integration of UDL across all curricula continues to be supported and implemented. Teachers will continue to be provided training to build capacity for the effective implementation of Universal Design for Learning, and for collaborative planning, co-teaching, and specialized instruction at the district and school levels.

Strategies used to address the Achievement Gap

Narrowing the achievement gap between students with disabilities and their non-disabled peers has been designated by MSDE as the top priority for special educators in Maryland.

Kindergarten Readiness

Kindergarten marks the start of a child's formal education. How prepared children are when they first enter school often determines whether their long-term school experience will be successful. Students who demonstrate age-appropriate knowledge, skills, and behaviors in math, reading, and social interaction at the start of kindergarten are likely to continue developing on track throughout their academic careers.⁸ Children who demonstrate school readiness are more likely to experience later academic success, attain higher levels of education, and secure employment than their underprepared peers.⁹

Ready for Kindergarten (R4K) is Maryland's Early Childhood Comprehensive Assessment System. R4K is developmentally appropriate and aligns with the State's rigorous PreK-12 College- and Career-Ready Standards. The *Kindergarten Readiness Assessment* (KRA) looks at the knowledge, skills, and behaviors of kindergarteners across four domains: Language & Literacy, Mathematics, Social Foundations, and Physical Well-being and Motor Development. In PGCPs, nearly 10,000 children entered kindergarten in SY 2018. A random sample of (12.0%) of these students was selected to take the KRA. The results showed that 34.0% of the County's kindergarteners entered school fully prepared to undertake the kindergarten curriculum.

Of the students who entered kindergarten with a disability, (12.0%) of them entered school fully ready to undertake the kindergarten curriculum. By contrast, (36.0%) of their peers without a disability entered school fully ready, resulting in a 24-percentage point preparedness gap. Of the tested readiness domains, the disabled student- non-disabled student readiness gap was narrowest in *mathematics* (-16) percentage points. Other domain gaps included *language and literacy* (-21 percentage points), *physical well-being and motor development* (-29 percentage points), and *social foundations* (-32 percentage points).¹⁰

With an emphasis on school readiness throughout PGCPs's *Birth-to-Five Program*, many strategies continue to be in place to support the three targeted child developmental outcomes: social emotional; knowledge and skills; and using appropriate behaviors to meet needs. This instructional focus facilitates increased development of pre-academic skills needed to be successful in kindergarten.

PARCC Performance

The underperformance of students with disabilities in PARCC testing remains one of the school system's most daunting academic challenges. This underperformance is both deep and pervasive – i.e. the differences or gaps in achievement between students who receive special education services and students generally are wide and are manifested across academic content areas and school levels.

⁸ Rachel R. Schachter, Ph.D., Tara M. Strang, M.S., & Shayne B. Piasta, "Using the New Kindergarten Readiness Assessment" (The Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy, The Ohio State University, Fall 2015).

⁹ "Early School Readiness: Indicators on Children and Youth" (Child Trends Data Bank, July 2015).

¹⁰ <https://www.readyatfive.org/school-readiness-data/jurisdictional-readiness-data-2018/prince-george-s.html>.

Over the past three testing cycles, (SY2016 through SY2018), less than five percent (<5%) of students with disabilities (SPED) scored at or above the expected performance level (Levels 4 or 5) in PARCC English Language Arts/Literacy or Mathematics testing. This disappointingly low level of performance was manifested across all three levels of testing (i.e. elementary, middle, and high school) in each of the three years of the analysis period. Moreover, the across-the-board underperformance of SPED students was considerably below aggregate student performance (i.e. “all students”) in mathematics testing and substantially below aggregate student performance in English Language Arts testing. For both academic content areas, and at each school level, performance differences between the two groups of students, as measured in percentage points, reached double digits (see Tables I and J).

In English Language Arts (ELA), performance gaps between students with disabilities and students- in the aggregate are extreme (i.e. at least 20 percentage points) and tend to widen at each successive school level (see Table I). For the SY2016 testing cycle, the aggregate student - SPED student performance gaps were (-19.8) percentage points at the elementary level, (-27.1) percentage points at the middle school level, and (-27.2) percentage points at grade 10. This pattern of extreme underperformance held consistent for the SY2018 testing cycle at the elementary (-24.4 percentage points) and middle school (-27.5 percentage points) levels, widening by (+4.6) and (+0.4) percentage points respectively. The size of the performance gap narrowed somewhat in grade 10 testing; however, this narrowing was a function of declining aggregate student performance rather than improved SPED student performance (see Table I).

Table I

| PGCPS English Language Arts PARCC Performance Gaps, SPED Students, 2016 through 2018 | | | | | | |
|--|---------------------|------------|------------|--------------------------------|--------------------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2016 +/- 2018 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Elementary Level (Grades 3-5) | | | | | | |
| All Students | 23.3 | 26.0 | 28.1 | 0.0 | 0.0 | 0.0 |
| Special Education | 3.5 | 3.6 | 3.7 | -19.8 | -24.4 | +4.6 |
| Middle School Level (Grades 6-8) | | | | | | |
| All Students | 29.7 | 29 | 30.9 | 0.0 | 0.0 | 0.0 |
| Special Education | 2.6 | 2.6 | 3.4 | -27.1 | -27.5 | +0.4 |
| Grade 10 | | | | | | |
| All Students | 31.8 | 27.5 | 24.8 | 0.0 | 0.0 | 0.0 |
| Special Education | 4.6 | 3.5 | 3.1 | -27.2 | -21.7 | -5.5 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.1a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Table J

| PGCPS Elementary Level Mathematics PARCC Performance Gaps, SPED Students, 2016 through 2018 | | | | | | |
|---|---------------------|------------|------------|--------------------------------|--------------------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2016 +/- 2018 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Elementary Level (Grades 3-5) | | | | | | |
| All Students | 20.2 | 20.7 | 20.6 | 0.0 | 0.0 | 0.0 |
| Special Education | 4.2 | 3.8 | 3.8 | -16.0 | -16.8 | 0.8 |

Table J

| PGCPS Elementary Level Mathematics PARCC Performance Gaps, SPED Students, 2016 through 2018 | | | | | | |
|---|---------------------|------------|------------|--------------------------------|--------------------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2016 +/- 2018 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Middle School Level (Grades 6-8) | | | | | | |
| All Students | 13.5 | 13.0 | 13.3 | 0.0 | 0.0 | 0.0 |
| Special Education | 1.4 | 1.9 | 2.0 | -12.1 | -11.3 | -0.8 |
| Algebra I | | | | | | |
| All Students | 16.2 | 15.6 | 11.9 | 0.0 | 0.0 | 0.0 |
| Special Education | 1.5 | 1.9 | 1.3 | -14.7 | -10.6 | -4.1 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.6a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

In Mathematics, while the performance gap at the combined Levels 4 and 5 between students with disabilities and students- in the-aggregate are extreme (i.e. double-digit), the performance gap is not as wide as it is in English Language Arts (compare Tables I and J). At the elementary and middle school levels, the performance gap at the combined Levels 4 and 5 between students with disabilities and students- in the-aggregate remained stagnant, while at the high school level the data showed an improvement towards narrowing the gap by (-4.1) percentage points. As was the case with ELA performance, however, the narrowing of the performance gap in Algebra I is a function of substantially declining aggregate student performance (see Table J).

These persistently steep performance gaps between students with disabilities and students-in the- aggregate continue to demand a high level of attention from both the DSE and academic content area instructional leaders. They will require an increased allocation of resources and professional learning to support impacted students and the teachers serving them. In adhering to the school system's singular goal of *outstanding academic achievement for all students* it is essential for all students, including those with disabilities, to be adequately prepared to achieve at high academic performance levels. The DSE continues to attempt to facilitate higher levels of achievement among students with disabilities through the continuous implementation of two initiatives started in SY 2016: a) the DSE PARCC Plan-Year 3; and b) the expanded use of speech and language pathologists to include participation in collaborative planning and language therapy focused on academic vocabulary.

PARCC Plan Year 3

The DSE SEISs, in collaboration with DC & I, will review the two-year trend of the PARCC Plan data in relation to PARCC and MAP-R (Measure of Academic Progress-Reading) district data to determine areas of strength and needs for moving forward in Year-3 of the PARCC plan. From this review will be the selection of 15 priority schools to focus targeted support on increasing students' performance scores from Level 2 to Level 3 based on an identified set of Maryland College and Career Ready Standards and PARCC sub-claims. Supports to identified focus schools will continue to be provided through instructional walks, collaborative planning, professional learning, and evidence-based practices as described in previous sections. Collaboration with DC&I regarding the analysis and interpretation of testing results and the continued implementation of PARCC Plan activities from SY2016 and SY2017 will occur to determine successes and lessons learned that can be applied to Year-3 PARCC Plan implementation.

Expanded Role for Speech Language Pathologists

As a part of the Department's PARCC Plan, the Department took a deeper dive into the English Language Arts data, particularly in the areas of reading and writing. Reading and writing claims are based on three sub-claims for

reading—literary text, informational text, and vocabulary; and two sub-claims for writing—writing expression, and knowledge and use of language conventions. Table K presents a breakdown of the ELA vocabulary sub-claim for PGPCS. Performance in the Level 1–Level 2 range of that scale is categorized as “Did Not Yet Meet or Partially Met Expectations,” performance in the Level 3 range is categorized as “Approached Expectations,” and performance in the Level 4–5 range is categorized as “Met or Exceeded Expectations.” Overall, the data shown in Table K, demonstrates a significant skills deficit in the area of vocabulary development, with not any grade level reaching met or exceeded at or above 30.0%.

Table K

| PARCC Vocabulary Sub-Claim Score Results for Special Education Students, PGPCS, Spring 2018 | | | |
|---|-----------------------------------|------------------------|--|
| Grade Level | % Met or Exceeded (Levels 4 or 5) | % Approached (Level 3) | % Not Met/ Partially Met (Levels 1 or 2) |
| Grades 3 — 5 | 29.7% | 23.4% | 46.9% |
| Grades 6 — 8 | 27.8% | 22.3% | 49.9% |
| Grades 10 — 11 | 25.3% | 20.9% | 53.8% |

Sub-Claim C, Vocabulary: Use context to determine the meaning of words and phrases
Source: PARCC PGPCS student aggregated report, SY2018

As a result of this deeper data dive, in SY2018, the DSE increased the school system’s use of Speech Language Pathologist (SLP) as a strategy to improve academic outcomes for students with disabilities. This strategy focused on SLPs taking a more direct role in the school to support the acquisition of academic vocabulary language by using context to determine the meaning of words and phrases, which is directly aligned to the vocabulary sub-claim.

The American Speech-Language-Hearing Association (ASHA) states that SLPs perform a distinct set of roles in the education process based on their focused expertise in language. These roles include offering assistance in addressing the linguistic and metalinguistic foundations of curriculum learning for students with disabilities, as well as other learners who are at risk for school failure, or those who struggle in school settings (ASHA, 2010). Mastering the Maryland College- and Career-Ready Standards (MCCRS) requires a cross-disciplinary approach for teaching reading, writing, speaking, and use of language standards across various content areas such as history/social studies, science, and technical subjects. Research findings indicate that SLPs contribute to the language and literacy acquisition of students with communication disorders, and of other students as well. As a result, the SLPs can play a significant role in the district’s efforts to enhance and assist in improving instructional practices and ultimately the performance outcomes of students with disabilities on PARCC assessments.

A three-module professional learning series on *MCCRS, Collaboration, and Co-teaching* was delivered to SLPs. Veteran SLPs completed the first two modules in SY2017, and the third module in SY2018. Newly hired SLPs will complete all three training modules in SY2019. A core group of SLPs, referred to as WAVE (Workgroup for Academic Vocabulary Excellence), developed an SLP Online Toolkit to support on-going implementation of MCCRS, collaboration, and co-teaching. All SLPs will have access to this online resource to support their work with school teams as they continue to engage in collaborative planning. The WAVE group will also review and analyze PARCC scores of an identified group of students receiving speech services to determine any revealing patterns in performance. During SY2019, the WAVE group will work collaboratively with the K-12 office to expand the existing SLP toolkit. This expansion will include a component for special educators to gain understanding and knowledge of language acquisition skills in order to address student’s struggling in grades 6-12 with academic vocabulary across all content areas.

As PGPCS continues the implementation of its *Rigorous Literacy Plan*, as noted above, the relationship between language and literacy skills is reciprocal. It is important that the strategies SLPs deliver to students serve as the

timely reinforcement of literacy instruction, and facilitate links between oral and written language whenever possible. Therefore, all SLPs across the district will also participate in professional learning related to IEP goal writing to support students developing, accessing, and using skills and strategies necessary to achieve grade level standards and improve overall literacy skills. In SY2019, the *SLP Communities of Practice*, established in SY2016, will continue to meet quarterly in order to share professional practices in collaborative planning with a focus on the acquisition of language.

Finally, in an effort to address a shortage of speech language pathologists, PGCPs' DSE entered into an agreement with *Dot.com Therapy* to pilot "teletherapy," an online approach to delivering speech language services to students in three (3) schools in SY2018. During SY2019, the DSE will offer a full continuum of services and supports for students with speech and language disabilities in 18 of Prince George's County Public Schools.

Interventions, enrichments and supports

Although, students with disabilities are provided access to intervention and enrichment programs available to their general education peers, students with disabilities require specialized instruction. Interventions for ELA and/or mathematics may take place during a lesson or as an independent or small group activity throughout the instructional day. These interventions have been selected and approved by DC&I and DSE as evidence-based Tier I, II, and III interventions. The selected interventions are aligned with Common Core and Readiness Standards and with PGCPs Curriculum Instructional Maps. All students have access to these interventions based on student performance and assessment data. The ELA interventions at the elementary level include: *i-Ready*, *Early Interventions in Reading* (EIR), *Specialized Program Individualizing Reading Excellence* (S.P.I.R.E.), and *iStation*. Mathematics approved interventions at the elementary level include *i-Ready Mathematics* and *FASTT Math*. Elementary Special Education Instructional Specialists (SEIS) and UDL Resource Teachers will continue to provide instructional supports to schools in their individual caseloads as well as serve as the primary special education contact for these schools.

Early Warning Indicator Reports (EWIR) are provided to all middle and high schools, and include a variety of data points for each student: attendance percentage, GPA, suspensions, and reading levels. Based on past performance data, the early warning model calculates promotion probabilities for each first-time ninth (9th) grader. Each student is then color coded by risk level. This information is updated quarterly so schools can closely monitor each student's academic progress over time. Interventions and supports are recommended and then provided to at-risk students of failure to strengthen their academic skills and to improve the probability of them passing to the next grade level at the end of the school year.

Secondary schools continue to provide students various intervention options. At the middle school level there may be an *intervention period*, which is protected time, to implement various supports vital to meeting students' needs. The *intervention period* is structured to support identified students with targeted support and instruction, particularly those who are scoring below grade level on benchmark assessments. Grade level teams work hard to determine the specific supports necessary for students during this period. Student performance data are monitored frequently to ensure appropriate interventions and supports are provided and aligned with the MCCRS/PARCC. In high schools, interventions may occur during an *Academic Resource Support* (ARS) period, a scheduled intervention class (e.g. *Read 180*), or a grade recovery/credit class. These classes are offered to all students who demonstrate need.

Instruction in intervention periods focuses on increasing student reading comprehension, increasing writing skills and organization, and improving proficiency in English standards. Mathematics interventions, such as *i-Ready*, provide students with foundational concepts and skills to support success with current mathematics explorations and to enhance experiences with future mathematics study. It focuses on fundamental mathematics skills and is taught in a small group setting.

As mentioned previously, the Office of Instructional Supports, Assessments, and Accountability (OISAA), was established in SY2018 within the DSE. A major focus of the office will be on the selection, implementation, and monitoring of interventions. In addition to updating implementation and monitoring plans for the interventions already in place across the district, OISAA identifies key stakeholders from DC & I, DSE, and a local university/college to convene a workgroup to review the current research-based interventions and evidence-based practices that are being used in PGCPs.

Interventions Symposium

In summer of 2018, the DSE convened a cross divisional interventions symposium with a panel of experts in the field of education to review current research- and evidence-based reading interventions. The focus of this symposium supported the DSE's efforts in ensuring students have the appropriate resources to address their reading needs to improve achievement outcomes. The expert panel's recommendations will be used during SY2019 to develop a plan for increased access to evidence-based interventions across all grades.

In 2015, the *Governor's Task Force Study on the Implementation of a Dyslexia Program in Maryland* issued six (6) recommendations for the implementation of a dyslexia education program designed to improve reading instruction for all students. Subsequently, the Maryland State Department of Special Education issued a Technical Assistance Bulletin (TAB) on Specific Learning Disability (SLD), with a supplement that details how school systems should identify and address students exhibiting characteristics associated with dyslexia, dysgraphia, and dyscalculia. In response to requirements established in this bulletin, Prince George's County Public Schools established a Specific Learning Disability Workgroup to develop and provide technical assistance and professional development district-wide. During SY2018, the DSE trained Instructional Directors, DC&I RELA/Mathematics Staff, Pupil Personnel Workers, Professional School Counselors, Elementary Reading Specialists, and IEP team members including administrators, psychologists, special educators, and speech language pathologists on guidelines for identification of students with specific learning disabilities. In addition, three (3) elementary school teams participated in district-wide training on implementation of a universal screening for all students, beginning in kindergarten, using a systems-based approach to screening, identification, and intervention for struggling readers. In SY2019, the DSE will expand the implementation of the universal screening pilot to include 10 additional elementary schools. The use of an evidence-based assessment tool will help teachers identify kindergarten and first grade students who may be dyslexic.

Using UDL as an Instructional Support for Twice Exceptional Students

The Universal Design for Learning (UDL) is a process for making curriculum design decisions to maximize success in the general curriculum. It also provides the framework to support students who are identified as *Twice Exceptional*. During any given year, PGCPs has approximately 200 students who meet the criteria for entry into the Talented and Gifted (TAG) Program but who also have either an IEP or a 504 Plan. These students can be found in elementary and middle school regular education classrooms and in co-taught classrooms. At the high school level, they participate in Honors, Advanced Placement, and International Baccalaureate programs, if appropriate, with access to the services offered in Academic Resource Support Classes (ARSC). The middle and high school curriculum frameworks for ARSC are embedded with UDL principles to build capacity for self-awareness, goal setting, and self-regulation. By explicitly teaching strategies for sustaining effort within challenging academic and social situations, ARSC teachers assist students who are *Twice Exceptional* to develop skills needed to progress in a rigorous learning environment.

Chart O

| SY2018-19 PGCPS Systemic Improvement Strategies and Corresponding Resource Allocations For Infant Toddler/Preschool, Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type | | | | | | | |
|---|---|--|-----------|----------------|---------------------------------------|-----------------------------|---|
| Strategy | Staffing | Materials | Date(s) | Estimated Cost | Funding Source | Restricted/ Unrestricted | CFDA Number/ Grant Name (If IDEA or Title I) |
| Instructional Interventions for Students with Disabilities | N/A | IReady EIR Spell Read S.P.I.R.E Fast Math Read 180 Systems 44 Rethink Goalbook Unique Learning System | SY2018-19 | \$600,000 | General Fund Medicaid LIR Grant | Unrestricted Restricted | Medicaid 84-027 Local Implementation for Results (LIR) |
| Ivymount Partnership | Consultant-Board Certified Behavior Analyst | N/A | SY2018-19 | \$199,000 | General Fund | Unrestricted | N/A |

Chart P

**SY2018-19 PGCPS Professional Development and Corresponding Resource Allocations
For Infant Toddler/Preschool, Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If IDEA or Title I) |
|--|---|---|---|-------------------------|----------------|-------------------------|--|
| Social Emotional Foundations of Early Learning – Building Positive Relationships with Peers and Adults | Special Educators, Therapists and Paraprofessionals | Coaching / Social Emotional Development | September 2018 through June 2019 | \$60,000 | MA Medicaid | Restricted | NA |
| Conscious Discipline | Birth-to-Five Educators and Related Service Providers | Positive Behavior Supports | September 2018 | \$3, 670 | CLIG Grant | Restricted | Consolidated Local Implementation Grant (CLIG) |
| Improving Capacity to Build Early Literacy in Children Birth to Five | Child Care Providers | Strategies to build literacy skills in daily routines in home and child care settings | Quarterly 2018-19 | \$4,000 | Grant | Restricted | NA |
| Child Outcome Summary | Early Childhood Birth-to-Five Educators and Related Service Providers | Child Outcome Summary | September 2018 October 2018 November 2018 | No Cost | PGCPS | NA | NA |
| DACY Early Childhood Assessment | Infant Toddler Teachers and Therapists | DACY | September 2018 | \$750 | Grant | Restricted | N/A |
| CSEP Phase Out-Cohort 1 Optional Sessions | Kindergarten and first grade general and special education teachers, and school administrators at targeted elementary schools | Using Data to Drive Instructional Decisions and Improve Student Learning Unpacking the Standards and Specifically Designed Instruction | August 6-9 August 13-16 | \$58,180 \$4,800 | LIR Grant | Restricted | 84-027 Local Implementation for Results (LIR) |

Chart P

**SY2018-19 PGCPs Professional Development and Corresponding Resource Allocations
For Infant Toddler/Preschool, Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If IDEA or Title I) |
|---------------------------------------|----------|--|---------|----------------|----------------|-------------------------|---|
| CSEP Phase Out-Cohort 2 Core Sessions | | <p>Core Session 1: Understanding Kindergarten and First Grade Students with Developmental Delay, Autism, Speech and Language Impairment, and Other Health Impairments and How to Support These Students in the Primary Classroom</p> <p>Core Session 2: Positive Behavioral Support Strategies for Children with Emotional and Behavioral Challenges: Creating a Learning Environment to Promote Engagement in Instruction and to Minimize Challenging Behaviors.</p> <p>Core Session 3: Build Communication Competency with Core Vocabulary for Effective Teaching: Overview and Suggestions for using Core Vocabulary in Primary Classrooms</p> <p>Core Session 4: Evidence-Based Reading/Language Arts and Mathematics Practices that Increase Student Achievement Among Diverse Learners in Kindergarten and First Grade</p> <p>Optional Sessions: Social Emotional Foundations for Learning-SEFEL Four-Day Commitment</p> | | | | | |

Chart P

**SY2018-19 PGCPS Professional Development and Corresponding Resource Allocations
For Infant Toddler/Preschool, Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If IDEA or Title I) |
|--|--|---|--|----------------|----------------|-------------------------|---|
| CSEP Phase Out- Cohort 2 Optional Session CSEP Phase Out Core 1, 2 and 3 Sessions | | Same Sessions as listed above | Dates to be Determined | \$38,000 | | | |
| Early Literacy Training | Kindergarten and first grade general and special education teachers, and school administrators at targeted elementary schools | This four-day session will introduce kindergarten through second grade special education teachers on formative assessments, instructional practices for small group guided reading, classroom environment, and management of group rotations. | <u>Series 1</u> 09/28/18 10/05/18 10/12/18 10/19/18 <u>Series 2</u> 02/05/19 02/12/19 02/26/19 03/05/19 | \$26,000 | LIR Grant | Restricted | 84-027 Local Implementation for Results (LIR) |
| Evidence- based literacy instruction for ELA co-teaching teams. | Selected 6th and 9th grade ELA teachers from selected schools. Charles Carroll Nicholas Orem Thurgood Marshall Dr. Henry Wise Charles Flowers Fairmont Heights | Participants will work to unpack the ELA curriculum framework and focus on evidence-based strategies to meet the needs of all learners. Sessions will include best practices in co-teaching, UDL, behavioral strategies, and data analysis. | 10/30/18 | \$6,624 | LIR Grant | Restricted | 84-027 Local Implementation for Results (LIR) |

Chart P

**SY2018-19 PGCPS Professional Development and Corresponding Resource Allocations
For Infant Toddler/Preschool, Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If IDEA or Title I) |
|---|---|--|---|----------------|-----------------------------|-------------------------|---|
| | Surrattsville | | | | | | |
| Qualitative Reading Inventory -5 (QRI-5) | Middle and High Special Education Teachers | The QRI-5 provides a number of assessment options the results of which can be used to estimate a student's reading levels and to group students for guided reading sessions, literacy circles, reading workshops, and/or independent reading. The QRI-5 can provide information for designing and evaluating intervention instruction that can be used to document student growth. | 10/01/18 11/16/18 01/10/18 | No Cost | N/A | N/A | N/A |
| Crisis Prevention Institute (CPI) Initial 2-day Training 1-Day Refresher | Training is applicable to all school staff members working with any student who may require crisis de-escalation and intervention as well as physical restraint | CPI training is to provide best practices on safe behavior management methods that focus on prevention. Educators will also learn the skills to safely and effectively respond to anxious, hostile, or violent behavior | Occurring monthly September 2018 through June 2019 | \$50,000 | General Funds CEIS Grant | Restricted | Pass-Through CEIS 4417-5814 |
| Co-teaching 1: A Collaborative Approach to Effective Co-teaching Practices and Disability Awareness | Middle/High School General and Special Education Teachers, Speech/Language Pathologists implementing co-teaching for all core content subjects, | Participants will engage in training to strengthen co-teaching partnerships and develop an understanding of the disability categories under IDEA in order to improve achievement for all students. | 9/21/18 09/27/18 10/04/18 11/19/18 01/09/19 02/08/19 04/08/19 Summer 2019 To Be | \$4,200 | LIR Grant | Restricted | 84-027 Local Implementation for Results (LIR) |

Chart P

**SY2018-19 PGCPs Professional Development and Corresponding Resource Allocations
For Infant Toddler/Preschool, Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If IDEA or Title I) |
|--|--|---|---|----------------|----------------|-------------------------|---|
| | | | Determined | | | | |
| Co-teaching 2: A Collaborative Approach to Effective Co-teaching Practices | Middle and High School General and Special Education Teachers implementing co-teaching for all core content subjects Speech and Language Pathologists | Co-teaching partners will engage in data analysis and lesson planning, for the purpose of addressing the students' needs and learning styles to improve academic achievement. | 10/08/18 10/12/18 10/17/18 12/05/18 01/30/19 03/12/19 04/30/19 Summer 2019 To Be Determined | \$4,200 | LIR Grant | Restricted | 84-027 Local Implementation for Results (LIR) |
| Vocabulary Excellence and Behavioral Strategies | Middle and High School General and Special Education Teachers implementing co-teaching for all core content subjects Speech and Language Pathologists | Participants will receive a half-day training of Moodle training to identify importance/relevance of complex language comprehension in demonstrating achievement on the Maryland- College and Career-Readiness Standards. Participants will also receive a half-day session to explore strategies for working with students with challenging behaviors. | 11/14/18 | \$4,200 | LIR Grant | Restricted | 84-027 Local Implementation for Results (LIR) |

Chart P

**SY2018-19 PGCPs Professional Development and Corresponding Resource Allocations
For Infant Toddler/Preschool, Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If IDEA or Title I) |
|--|--|---|---------------------------------|----------------|----------------|-------------------------|---|
| Evidence- based Instructional Strategies for Students with Disabilities | Middle and High School General and Special Education Teachers implementing co-teaching for all core content subjects Speech and Language Pathologists | Participants will gain understanding of evidence- based practices in reading and writing to support all learners in a co-teaching classroom. | 10/30/18 | \$4,200 | LIR Grant | Restricted | 84-027 Local Implementation for Results (LIR) |
| English Language Arts (ELA) Instruction for Students with Significant Cognitive Disabilities | Community Referenced Instruction (CRI) and Regional Special Education Teachers Related Service Providers | Participants will work to unpack K-11-specific ELA and Writing Standards appropriate to task and purpose for Students with Significant Cognitive Disabilities. Standards and evidence-based reading and writing strategies will be used to build teacher capacity to strengthen student vocabulary fluency, comprehension, and written language skills across all grade levels in accordance with the district-wide literacy plan. | 09/20/18 11/15/18 | No Cost | N/A | N/A | N/A |
| Mathematics Instruction for Students with Significant Cognitive Disabilities | Community Referenced Instruction (CRI) and Regional Special Education Teachers Related Service Providers | During this session, participants will have the opportunity to gain knowledge and understanding of the curriculum and instructional expectation aligned to the Multi- State Alternate Assessments (MSAA) in Mathematics for students with significant cognitive disabilities. | 09/26/18 11/19/18 01/7/19 | No Cost | N/A | N/A | N/A |

Chart P

**SY2018-19 PGCPS Professional Development and Corresponding Resource Allocations
For Infant Toddler/Preschool, Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If IDEA or Title I) |
|---|---|---|--|----------------|----------------|-------------------------|---|
| Writing Instruction for Students with Significant Cognitive Disabilities | Community Referenced Instruction (CRI) and Regional Special Education Teachers Related Service Providers | Participants will work to unpack K-11 Writing Standards appropriate to task and purpose for Students with Significant Cognitive Disabilities. Standards and evidence-based writing strategies will be used to build teacher capacity to strengthen student written language skills across all grade levels. | 10/18/18 12/13/18 | No Cost | N/A | N/A | N/A |
| Instructional Planning Sessions for Teachers of Students with Significant Cognitive Disabilities. | Community Referenced Instruction (CRI) and Regional HS Special Education Teachers | Participants will review and gain an understanding in the implementation of Core Content Connectors (CCCs) and address communication and writing across math standards. They will also collaboratively plan by sharing ideas on how they would approach lessons/ tasks. | 10/12/18 01/11/19 | No Cost | N/A | N/A | N/A |
| Introduction to Unique Learning System (ULS) | Community Referenced Instruction (CRI) and Regional Special Education Teachers Paraprofessional Related Service Providers | Participants will learn to navigate the Unique Learning System Curriculum Resource for Students with Significant Cognitive Disabilities. New Users Only | 09/18/18 10/03/18 11/07/18 01/09/19 | No Cost | N/A | N/A | N/A |

Chart P

**SY2018-19 PGCPs Professional Development and Corresponding Resource Allocations
For Infant Toddler/Preschool, Elementary/Middle/Grade 10 English/Mathematics by Funding Source and Type**

| Professional Development Title | Audience | Topics Addressed | Date(s) | Estimated Cost | Funding Source | Restricted/Unrestricted | CFDA Number/Grant Name (If IDEA or Title I) |
|--|---|---|--|----------------|----------------|-------------------------|---|
| Unique Learning Systems (ULS): Assessments and Reports | Community Referenced Instruction (CRI) and Regional Special Education Teachers Paraprofessional Related Service Providers | Participants will learn how to navigate n2y ULS GPS Benchmarks and Checkpoints. Participants will learn how to retrieve and review data as well as report ULS data results to develop present levels of performance and guide instruction. | 09/18/18 10/03/18 11/07/18 01/09/19 | No Cost | N/A | N/A | N/A |
| Unique Learning Systems (ULS): In the Classroom | Community Referenced Instruction (CRI) and Regional Special Education Teachers Paraprofessional Related Service Providers | Participants will review and gain an understanding of the implementation of the ULS in planning and delivering curriculum-based instruction in reading, writing and mathematics. | 09/19/18 10/04/18 11/08/18 01/10/19 | No Cost | N/A | N/A | N/A |
| IEP MODULE 3 (Standards Based Goals & Objectives) | Special Educators | Participants will receive professional development in the area of using information from IEP present levels to develop individualized, measurable IEP goals and objectives that are aligned with the general education curriculum and state content standards. Measurable behavior goals are also included. *Module 2 is a prerequisite for this session. | 10/25/18 11/01/18 02/05/19 02/13/19 | No Cost | N/A | N/A | N/A |

Limited English Proficient Students

In your analysis of **students who are English learners (ELs)** at the local education agency (LEA) level, you must address the progress of ELs on ACCESS for ELLs 2.0 in developing and attaining English language proficiency and academic achievement on the State reading/language arts and mathematics assessments for the following indicators.

- **English Language Proficiency Indicator**

This indicator is used to represent the percentages of ELs progressing toward English language proficiency. Maryland uses a growth-to-target model based upon the overall proficiency level obtained from ACCESS for ELLs 2.0. ELs are considered to have met the target if their overall proficiency level shows growth by:

- Meeting the annual growth target
- Earning a proficiency score of 4.5 or higher

The EL student group is defined as 10 or more ELs in a school. The EL student group must meet the individual school's annual measurement of interim progress toward English language proficiency. The data will be shared by the MSDE EL/Title III Office.

- **Academic Achievement Indicator**

This indicator is used to represent the percentages of all student groups meeting the measurements of interim progress on Academic Achievement. The EL student group is a part of this indicator and the group includes ELs who are recently released from the ESOL services within 2 years. The indicator is measured by proficiency on the annual statewide reading/language arts and mathematics assessments.

LEAs should describe the strategies that will be used to ensure ELs meet the indicators mentioned above, including funding source and amount for each program, initiative or activity.

PGCPS RESPONSE:

The ESOL Program is designed for students whose primary language is not English, and, as such, need special instruction to help them become proficient in the English language. The federal government provides targeted funding to school systems to assist these students in their efforts to learn English, and the State of Maryland holds local school systems accountable for the progress the students make toward this goal.

English Language Proficiency Indicator

Maryland measures student progress toward attaining English proficiency and actual English language attainment through EL student performance on the *ACCESS for ELLs 2.0* assessment. After establishing a baseline score in a student's first year of testing, the student is expected to increase her/his score by prescribed increments in successive years. Students are expected to attain a score of 4.5 by the end of their fifth (5th) year of testing, making them eligible to exit the program. ***School systems are held accountable for the percentage of program-participating students who make the expected rate of progress toward English proficiency each year, and by the percentage of students that are eligible to exit the program within a five-year period.***

Students can be placed on one of four (4) WIDA proficiency levels based on their performance on the *ACCESS for ELLs 2.0* assessment. Students who score between 1.0 and 1.9 are placed on Level 1.0; students who score between 2.0 and 2.9 are placed on Level 2.0; students who score between 3.0 and 3.9 are placed on Level 3.0; and students whose scores are between 4.0 and 4.4 are placed on Level 4.0. Students who score 4.5 or above are deemed to have attained English proficiency and are exited from the ESOL Program.

ENGLISH LANGUAGE PROFICIENCY INDICATOR RESULTS

Aggregate Student Growth-to-Target Performance

Students whose 2017 performance placed them on Proficiency Level 1.0 were expected to improve their score on the 2018 assessment by a full point (+1.0). Students on Level 2.0 were expected to improve their 2018 performance by (+0.9) of a point. Level 3.0 students were expected to improve their performance by (+0.7) of a point; and Level 4.0 students were expected to improve their performance by (+0.3) of a point.¹¹

For the 2018 testing cycle, 55.3% of PGCPs EL students made sufficient progress on the *ACCESS for ELLs 2.0* assessment over their previous year's (2017) performance putting them on pace to attain English language proficiency in the state-established five-year period. This rate of progress exceeded the state's 2018 growth rate target of (>=50%) by 5.3 percentage points. In addition to meeting the state's growth target in the aggregate, PGCPs met the growth rate target at three of the four proficiency levels – i.e. at Levels 1, 2, and 3. The only performance level at which students did not make the prescribed rate of progress was Level 4 where only 49% of the students scored at the expected level, missing the target rate of progress by one percentage point (see Table L).

Table L

| Growth-To-Target ESSA Accountability for ELP (Preliminary) | | | | | |
|--|--------------------------------------|------------------------------|-----------------------------------|---------------------------------|--------------------|
| Previous Year's (2017) WIDA Proficiency Level (Baseline) | 2018 Growth Rate Target – Goal >=50% | | | | |
| | Annual Growth Target | No. of Tested Students | No. of Students Meeting Target | % of Students Meeting Target | Met Annual Goal |
| Level 1 (1.0 – 1.9) | 1.0 (>=2.0) | 4,583 | 2,921 | 64% | Y |
| Level 2 (2.0 – 2.9) | 0.9 (>=2.9) | 5,121 | 2,933 | 57% | Y |
| Level 3 (3.0 – 3.9) | 0.7 (>=3.7) | 7,922 | 3,924 | 50% | Y |
| Level 4 (4.0 – 4.4) | 0.3 (>=4.3) | 2,024 | 992 | 49% | N |
| Overall | | 19,899 | 11,019 | 55.3% | Y |

In addition to the students displayed at each of the four performance levels in Table L above, there were 249 other students who scored at or above the 4.5 proficiency level. These additional students are included in the school system's *overall* totals and percentage. Comparisons cannot be made between 2017 and 2018 for accountability purposes, as the 2018 ESSA Growth-to-Target Model is new for Maryland this year.

Growth-to-Target Disaggregated by Grade

Table M below displays the extent to which students *progressed toward* English language attainment at the state-prescribed growth rate for the 2018 testing cycle, and the extent which students *attained* English language proficiency by qualifying to exit the ESOL program. In 2018, higher percentages of students progressed at the prescribed rate at the elementary level than did so at the secondary level as the expectations for student display of language mastery increase at each successive grade band. 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.

¹¹ It should be noted that *ACCESS for ELLs 2.0* assessments are administered by grade band clusters and are more challenging at each successive cluster. Moreover, a higher level of mastery is expected for each WIDA level at each successive cluster. This is why the expected annual growth target lessens at each successive performance level.

Table M

| Growth-to-Target and Program Exits by Grade Level, PGCPS, 2017 and 2018 (Preliminary) | | | | | |
|--|------------------------------|------------------------------|-----------------------|-----------------------|---------------------|
| Grade | Progress Toward Attainment | | Exit Percentage | | |
| | % Meeting 2018 Growth Target | Met 2018 Growth Goal (>=50%) | 2017 County Exit Rate | 2018 County Exit Rate | Change 2017 to 2018 |
| All Grades | 55% | Y | 5% | 7% | +2 |
| K | 77% | Y | 5% | 4% | -1 |
| 1 | 67% | Y | 3% | 3% | 0 |
| 2 | 47% | N | 4% | 4% | 0 |
| 3 | 55% | Y | 6% | 7% | +1 |
| 4 | 85% | Y | 12% | 25% | +13 |
| 5 | 63% | Y | 10% | 18% | +8 |
| 6 | 32% | N | 1% | 2% | +1 |
| 7 | 43% | N | 3% | 2% | -1 |
| 8 | 47% | N | 4% | 3% | -1 |
| 9 | 55% | Y | 3% | 5% | +2 |
| 10 | 42% | N | 2% | 4% | +2 |
| 11 | 30% | N | 3% | 6% | +3 |
| 12 | 32% | N | 2% | 5% | +3 |

Elementary Grades

In 2018, the percentage of kindergarten students progressing toward English language proficiency at the state-prescribed rate was a robust 77%. This elevated percentage was achieved because only students repeating the grade are included in the calculation, as first time kindergarteners would not have a 2017 baseline level upon which the base a rate of progress. These kindergarten repeaters have the benefit of taking the same Kindergarten ACCESS assessment two consecutive years.

WIDA has recently changed the grade cluster options, giving the 1st grade a test of its own (no longer grouping 1st and 2nd graders together). Because of the more appropriate test content, first graders met the expected growth at a 67% rate while the growth rate for second graders slipped to 47%. The pace of growth picked up again in third grade (55%) before peaking at 85% for fourth graders. Even though the pace of progress dropped off again at grade 5 (63%), the pace of growth was sufficient to meet the state’s growth target rate. Schools need to begin addressing the underperformance at the second grade level.

Middle Grades

No grades at the middle school level met or exceeded the 50% growth rate target in 2018. The growth rate dipped to 32%, at the sixth (6th) grade level before rebounding somewhat to 43% at grade 7 and 47% at grade 8. This drop-off in performance at the middle school level can be explained, in part, by the fact that the cluster 6-8 ACCESS test introduces secondary level content to students for the first time. As students get acclimated to higher level course content, however, their performance on the ACCESS tends to improve (see Table M).

High Grades

At the high school level, grade 9 students met the growth rate target of 55%, despite the school system receiving a record number of “newcomer students” in 2017. These students’ 2017 baseline score was WIDA Level 1.0, confirming research that finds students at lower proficiency levels progress faster than those at higher proficiency levels. Thus, while it would be expected that 9th graders would approximate the state’s growth target rate, students in grades 10 (42%), 11 (30%), and 12 (32%) would not be expected to improve their language proficiency at the same pace. Moreover, the ACCESS testing window overlaps with PARCC ELA, Algebra I, Geometry, and

Algebra II testing, the Maryland Integrated Science Assessment (MISA), the High School Assessment for LSN/Government, and the *ACCUPLACER* (community college entrance exam) testing windows, as well as the semester break. At the semester break, students must be in class to take final/mid-term exams. Thus, students must choose either to remain in class for four days to take *ACCESS for ELLs*, or to take exams that affect their high school graduation status. Faced with this choice, many high school students wind up documented as non-test takers or incomplete test takers, and are included in the accountability calculations as “not met.”

Program Exit Rates

The percentage of students who earned a proficiency level of 4.5 or higher on the *ACCESS for ELLs 2.0* Assessment grew by two (2) percentage points, from 5% in 2017 to 7% in 2018 (See Table M – All Grades). When the exit percentages are disaggregated by grade levels, a pattern appears – i.e. the more students within a testing cluster are exposed to the assessment, the better they perform and the greater the probability of them scoring high enough to exit the program. Also, students enter the ESOL Program at the beginning of their formalized education careers, have a good chance of exiting the program by their 5th grade year. There is no target percentage for students exiting the ESOL Program in Maryland’s ESSA Plan although the exit rate is incorporated into the growth-to-target model. The model assumes that if a student reaches her/his growth target each year, s/he will achieve the 4.5 score that would qualify her/him to exit the program within five (5) years. Thus, the importance of the exit rate is as a summative measure of the extent to which the ESOL program helps students achieve English proficiency.

Elementary Grades

In 2018, the program exit rate for students in primary elementary grades – i.e. kindergarten through grade 3 – generally remained the same as the rate achieved the previous year. Only at grade 2 did the exit rate decrease by a single percentage point. Because the language attainment research indicates it takes 5 – 7 years to attain academic caliber English proficiency, the low percentages of students exiting the program at relatively early ages is of little concern. Furthermore, if too many students exited ESOL in their primary elementary years, there is a good chance that they will be faced with language acquisition challenges, such as learning academic content language and cognitive demand of that language, in the upper elementary grades without the benefit of support from the program.

Grade 4 was the most productive grade level for the ESOL program and its mission to facilitate English language acquisition. Not only did the highest growth percentage (85%) occur at this grade level, but the highest exit rate (25%) and the greatest exit rate increase (13 percentage points between 2017 and 2018) also occurred at this grade level. Significant growth also occurred at Grade 5 as the exit rate for the grade level increased by eight (8)-percentage points from the rate achieved the previous year (see Table B). Again, the robust exit rates in grades 4 and 5 re-affirm findings from evidence-based research that contends students enrolled in US schools since pre-K or kindergarten, who have had 5 – 7 years of academic language instruction, are often ready to exit.

Middle Grades

Students in middle school exited the ESOL Program at much lower rates than students in the upper level elementary grades. Exit rates at the middle school level in 2018 ranged from 2% for grades 6 and 7 to 3% for grade 8, and the rates represent a (+1) percentage point increase for grade 6 and a (-1) percentage point decrease for grades 7 and 8 (see Table M). These significantly lower exit rates reflect a different type of student engaging the program – a student who is more likely to be a “newcomer” with little exposure to the English language prior to entering the program. On the other hand, as was mentioned in the previous paragraph, ESOL students in the upper elementary grades are far more likely to have been in the program for the duration of their academic careers. As such, there is a real and pressing need to target strategies and professional development to support students and teachers at the middle school level.

High Grades

Exit rates at the high school level fall between rates at the elementary and middle school levels, averaging 5% across the four high school grade levels in 2018. These 2018 exit rates also represent rate improvements of (+2) percentage points for the 9th and 10th grades, and (+3) percentage points for the 11th and 12th grades (see Table M). This slightly improved pace of language acquisition over the pace in the middle grades is a function of the amount of time spent in the program by students who are more likely to have started in the program as “newcomers” at the middle school level and who have subsequently spent the requisite time in the program to learn the language.

Proficiency Level and Domain Gains

Measuring EL Student Levels of English Proficiency by Language Domain

LEA progress in moving English Language Learners toward English language attainment can also be measured by examining aggregate student progress along the six (6) WIDA English language proficiency levels. The higher the concentration of students in the higher register – i.e. Levels 4 through 6 – the closer students are to attaining English language proficiency. Conversely, the higher the concentration of students in the lower register – i.e. Levels 1 through 3 – the further distance students are from attaining language proficiency.

In 2018, four-in-five (81%) of the school system’s LEP students placed within the lower register of overall English proficiency – i.e. Levels 1, 2, or 3 – on the *ACCESS for ELLs 2.0* assessment. The majority of these students (38%) tested at Level 3 (Developing Proficiency), and no student actually attained full proficiency – i.e. Level 6 (Reaching Proficiency). See Table N.

Domain analysis reveals that students tested substantially higher in the receptive domains of language (i.e. *Listening and Reading*) than they did in the productive domains (i.e. *Speaking and Writing*). *Listening* scores remain strong with 57% of the students testing at the higher levels (4, 5, or 6). Performance in the listening domain was followed by performance in the *Reading* domain where 24% of the students tested at the higher levels. There was a substantial drop off in percentage of students testing at the higher levels in the *Speaking* (15%) and the *Writing* (13%) domains (see Table N). This concentration of PGCPs ELs within the lower register of WIDA proficiency levels, particularly in the “reading” and “writing” domains, has a significant impact of LEP students’ prospects to perform at the expected level in accountability PARCC testing as the mastery of these skills is necessary to perform well on the assessments.

Table N

| Percentage of Students Scoring at Each English Proficiency Level in the Four Language Domains, PGCPs SY2017-18 | | | | | | | | |
|--|--------------|-------------|---------------|----------|---------------|-------------|-------------|----------|
| Domain | Lower Levels | | | | Higher Levels | | | |
| | 1- Entering | 2- Emerging | 3- Developing | Subtotal | 4- Expanding | 5- Bridging | 6- Reaching | Subtotal |
| Overall Proficiency | 19% | 24% | 38% | 81% | 17% | 2% | 0% | 19% |
| Listening | 12% | 12% | 19% | 43% | 10% | 13% | 34% | 57% |
| Speaking | 22% | 30% | 33% | 85% | 9% | 2% | 4% | 15% |
| Reading | 32% | 27% | 17% | 76% | 8% | 11% | 5% | 24% |
| Writing | 18% | 24% | 44% | 86% | 13% | 1% | 0% | 13% |

PGCPS ELs Improved

The 2018 testing cycle represents the first time in recent years that comparisons can be validly made with the previous year's performance. In 2016, WIDA moved from a paper assessment to an online assessment with changes to scoring methods (live interview to recorded responses; handwriting to keyboarding) and to scoring tools (speaking and writing rubrics to newly designed speaking and writing scoring tools). As a result, true comparisons could not be made between the 2015 and the 2016 ACCESS results. For the 2017 scoring of ACCESS, performance level adjustments went through a stringent standards setting that lowered the equivalent proficiency levels for all students in the WIDA Consortium even as the common scoring scale (scale scores) stayed the same. As a result, there was a precipitous decline in proficiency across domains in 2017. There were no changes to the assessment or scoring in 2018, thus allowing schools to make comparisons to the 2017 test results for the first time since 2015.

Although the distribution of PGCPS ELs across the six WIDA proficiency levels over the past two testing cycles (2017 – 2018) shows the highest concentration of ELs within the lower register (see Levels 1 through 3 in Table N), the percentage of students attaining overall proficiency increased by (+5) percentage points from 14% to 19% (see Table O). EL student progress was also registered across each of the four assessed language domains, with the greatest progress being made in the Listening and Reading domains – (+6) and (+5) percentage points respectively (see Table O).

Perhaps the most substantial progress – i.e. the most difficult to obtain – was the three (+3) percentage point gain in Writing, from 10% in 2017 to 13% in 2018. This latter gain reflects positively on the targeted efforts undertaken by the school system in recent years with the assistance of Title III funding. Meanwhile, students are still getting used to the new Speaking platform, and while they posted a 1-percentage point gain in speaking from 2017 to 2018, they need additional practice recording their responses and speaking on academic subjects extemporaneously (see Table O).

Table O

| Percentages of Students Performing at Higher Proficiency Levels by Assessment Domain, PGCPS SY2016 through SY2018 | | | | |
|--|-------------|-------------|-------------|-----------------------------|
| Domain | 2016 | 2017 | 2018 | SY2018+/- SY2017 |
| Overall Proficiency | 39% | 14% | 19% | +5 |
| Listening | 60% | 51% | 57% | +6 |
| Speaking | 51% | 14% | 15% | +1 |
| Reading | 38% | 19% | 24% | +5 |
| Writing | 26% | 10% | 13% | +3 |

ACADEMIC ACHIEVEMENT INDICATOR

PARCC English Language Arts

Although student performance improved modestly in 2018 for LEP students in English Language Arts (ELA) PARCC testing over 2017 performance levels, the percentage of LEP students that scored at the expected or above levels – i.e. at Levels 4 or 5 – remained under 10 percent across the three primary school level bands (elementary, middle, and high school levels). LEP student performance at each of these three school levels was at least (-20) percentage points below aggregate student performance levels. Moreover, at the elementary and middle school levels, the sizes of the performance gaps between LEP students and students-in-the-aggregate widened ever so slightly between 2016 and 2018, while narrowing substantially in 10th grade English testing (see Table P).

Elementary Grades:

The highest performance level and the greatest gains for LEP students in ELA PARCC testing occurred at the elementary level. In 2018, some 7.9% of LEP students scored at or above the expected performance level. This performance level was (+4.5) percentage points above the performance level achieved by LEP students in the 2017 testing cycle, and three (+3.0) percentage points above the 2016 performance level for this student subgroup. Despite the improvement in performance over that of the previous year, LEP performance was still (-20.2) percentage points below that of students-in-the-aggregate (see Tables P and Q). In addition, the performance gap between these two student groupings was (+1.8) percentage points wider than the performance gap registered in 2016 (see Table Q).

Table P

| PGCPS English Language Arts PARCC Performance by School Level, 2016 through 2018 | | | | | | | |
|--|---------------------|------------|---------|------------|------------------------------|------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Elementary Level (Grades 3-5) | | | | | | | |
| All Students | 23.3 | 26.0 | 25.8 | 28.1 | 2.1 | 4.8 | 0.0 |
| Limited English Proficient (LEP) | 4.9 | 3.4 | 20.3 | 7.9 | 4.5 | 3.0 | -20.2 |
| Middle School Level (Grades 6-8) | | | | | | | |
| All Students | 29.7 | 29.0 | 26.1 | 30.9 | 1.9 | 1.2 | 0.0 |
| Limited English Proficient (LEP) | 1.8 | 1.4 | 11.5 | 1.4 | 0.0 | -0.4 | -29.5 |
| English 10 | | | | | | | |
| All Students | 31.8 | 27.5 | 19.1 | 24.8 | -2.7 | -7.0 | 0.0 |
| Limited English Proficient (LEP) | 0.7 | 0.5 | 9.8 | 2.3 | 1.8 | 1.6 | -22.5 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.1a, 2.2a, 2.4a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Table Q

| PGCPS English Language Arts PARCC Performance Gaps by School Level, 2016 through 2018 | | | | | | |
|---|---------------------|------------|------------|--------------------------------|--------------------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2016 +/- 2018 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Elementary Level (Grades 3-5) | | | | | | |
| All Students | 23.3 | 26.0 | 28.1 | 0.0 | 0.0 | 0.0 |
| Limited English Proficient (LEP) | 4.9 | 3.4 | 7.9 | -18.4 | -20.2 | +1.8 |
| Middle School Level (Grades 6-8) | | | | | | |
| All Students | 29.7 | 29 | 30.9 | 0.0 | 0.0 | 0.0 |
| Limited English Proficient (LEP) | 1.8 | 1.4 | 1.4 | -27.9 | -29.5 | +1.6 |
| English 10 | | | | | | |
| All Students | 31.8 | 27.5 | 24.8 | 0.0 | 0.0 | 0.0 |
| Limited English Proficient (LEP) | 0.7 | 0.5 | 2.3 | -31.1 | -22.5 | -8.6 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.1a, 2.2a, 2.4a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

The most encouraging finding from the analysis of elementary level ELA PARCC testing for the LEP subgroup is the 20.3% of LEP students that scored at Level 3 on the 2018 test (see Table P). Level 3 translates to “approaching expectations” or (approaching Level 4). This Level 3 performance percentage represents a (+5.2) percentage point improvement over the percentage of LEP students that scored at Level 3 in 2017. A case can be made that Level 3 students are on the cusp of improving to Level 4, an occurrence that could potentially change the academic achievement profile of LEP students in PARCC testing dramatically.

Middle Grades

Only 1.4% of middle school level LEP students scored at or above the expected performance level on the 2018 ELA PARCC Assessment. This performance level represents no change from the 2017 performance level of these students and a decline of (-0.4) of a percentage point from their 2016 performance (see Table P). In addition, to this extremely low performance level, the performance gap between LEP students and students-in-the-aggregate reached almost (-30) percentage points. Worse still, the aggregate student – LEP student performance gap widened in 2018 over the size of the gap in 2016 by (+1.6) percentage points (see Table Q).

Also, whereas at the elementary level 20.3% of LEP students scored at Level 3 on the 2018 ELA PARCC Assessment, only 11.5% of middle school level LEP students performed at this level.

This extremely low performance level for middle school level LEP students in ELA PARCC testing reflects the increasingly high level of English language proficiency in reading, comprehension, and writing that is required to perform well on PARCC assessments. With the influx of “newcomer” EL students among the overall PGCPS LEP population, particularly at the middle and high school levels, who because of their likely lower register placement on the WIDA proficiency scale, LEP students are structurally overmatched in the PARCC testing environment.¹²

Grade 10

In Grade 10, only a paltry 2.3% of LEP students performed at or above the expected performance level (i.e. Levels 4 or 5) in 2018 ELA PARCC testing. Despite this extremely low performance level, 2018 results represent a (+1.8)-percentage point gain over 2017 LEP student performance and (+1.6) percentage point gain over 2016 LEP student

¹² The statewide performance of LEP students in 2018 ELA PARCC testing is on par with the performance of LEP students in Prince George’s County.

performance. Notwithstanding this ever-so-modest improvement in LEP student performance on the 10th Grade ELA PARCC assessment, the gap in expected level performance between students-in the-aggregate and LEP students was (-22.5) percentage points (see Tables P and Q).

An examination of LEP student Level 3 performance on the 10th Grade ELA PARCC Assessment shows no sign of encouragement. Less than 10 percent (9.8%) of LEP students who took the assessment performed at the expected level. Thus, only a combined 12.1% of LEP students either “approached” (Level 3) or reached (Level 4) the expected level of performance on the 2018 10th Grade ELA PARCC Assessment (see Table P). Again, this perilously low level of performance by 10th grade LEP students reflects the structural disconnect between the English language skills required to be successful on the assessment and the relatively low level of English proficiency of many LEP students both county-and-statewide.

PARCC Mathematics

An analysis of the performance of PGCPs LEP students on the 2018 PARCC Mathematics assessments shows subpar performance that declines at each successive school level. At the elementary level, only 7.3% of LEP students performed at or above the expected level. The percentage of students performing at or above the expected level declined substantially at the middle school and high school levels as only (1.4) percent and (1.5) percent of LEP students performed at the expected level respectively (see Table R).

These low levels of performance by LEP students are substantially below the performance levels of students-in the-aggregate. At each of the three primary levels of testing, the gap between the performance of students generally and LEP students is at the double-digit percentage point level despite performance gaps narrowing slightly since the 2016 testing cycle at both the middle and high school levels (see Table S).

Elementary

Despite registering the highest level of performance for LEP students in PARCC Mathematics testing (7.3% of students at or above the expected performance level), the performance gap between LEP students and students-in the-aggregate was wider at the elementary level (-13.3 percentage points) than at the middle or high school levels. Moreover, despite the one percentage increase in the percentage of LEP students performing at the expected level in 2018 over the percentage meeting expectations in 2017, the performance gap between LEP and students-in the-aggregate widened by (+1.1) percentage points (see Tables R and S). Meanwhile, only an additional 18.4% of LEP elementary students even “approached” (Level 3) the expected level of performance (see Table R). Thus, three-quarters of all elementary level LEP students are performing at a level that is quite a distance from the PARCC Mathematics performance standard.

Table R

| PGCPS Mathematics PARCC Performance by School Level, 2016 through 2018 | | | | | | | |
|--|---------------------|------------|---------|------------|------------------------------|---------------|--------------------------------|
| Student Subgroup | Percent of Students | | | | Percentage Point Differences | | |
| | 2016 | 2017 | 2018 | 2018 | 2018 +/- 2017 | 2018 +/- 2016 | 2018 Subgroup +/- All Students |
| | Levels 4+5 | Levels 4+5 | Level 3 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Elementary Level (Grades 3-5) | | | | | | | |
| All Students | 20.2 | 20.7 | 24.0 | 20.6 | -0.1 | 0.4 | 0.0 |
| Limited English Proficient (LEP) | 8.0 | 6.3 | 18.4 | 7.3 | 1.0 | -0.7 | -13.3 |
| Middle School Level (Grades 6-8) | | | | | | | |
| All Students | 13.5 | 13.0 | 23.9 | 13.3 | 0.3 | -0.2 | 0.0 |
| Limited English Proficient (LEP) | 1.1 | 1.0 | 6.4 | 1.4 | 0.4 | 0.3 | -11.9 |
| Algebra I | | | | | | | |
| All Students | 16.2 | 22.8 | 21.8 | 11.9 | -10.9 | -4.3 | 0.0 |
| Limited English Proficient (LEP) | 2.1 | 12.1 | 9.0 | 1.5 | -10.6 | -0.6 | -10.4 |

Sources: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.6a, 2.7a, 2.8a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Table S

| PGCPS Mathematics PARCC Performance Gaps by School Level, 2016 through 2018 | | | | | | |
|---|---------------------|------------|------------|--------------------------------|--------------------------------|--------------------------------------|
| Student Subgroup | Percent of Students | | | Performance Gaps | | |
| | 2016 | 2017 | 2018 | 2016 Subgroup +/- All Students | 2018 Subgroup +/- All Students | Performance Gap Change 2016 +/- 2018 |
| | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 | Levels 4+5 |
| Elementary Level (Grades 3-5) | | | | | | |
| All Students | 20.2 | 20.7 | 20.6 | 0.0 | 0.0 | 0.0 |
| Limited English Proficient (LEP) | 8.0 | 6.3 | 7.3 | -12.2 | -13.3 | 1.1 |
| Middle School Level (Grades 6-8) | | | | | | |
| All Students | 13.5 | 13.0 | 13.3 | 0.0 | 0.0 | 0.0 |
| Limited English Proficient (LEP) | 1.1 | 1.0 | 1.4 | -12.4 | -11.9 | -0.5 |
| Algebra I | | | | | | |
| All Students | 16.2 | 15.6 | 11.9 | 0.0 | 0.0 | 0.0 |
| Limited English Proficient (LEP) | 2.1 | 1.6 | 1.5 | -14.1 | -10.4 | -3.7 |

Source: Maryland State Department of Education, Master Plan Data 2016 LEA16, Tables 2.6a, 2.7a, 2.8a, SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

Middle Grades

At the middle school level, only 1.4% of LEP students met the expected performance standard in PARCC Mathematics testing in 2018. LEP student mathematics performance at the middle school level has been stagnant over the past three testing cycles, changing by only (0.4) of a percentage point since 2017, and only by (0.3) of a percentage point since 2016 (see Table R). This extremely low performance level results in a substantial performance gap between LEP students and students-in-the-aggregate (-11.9 percentage points). Because the performance of students-in-the-aggregate follows an almost identical pattern as that of LEP students over the past

three years, however – i.e. changing by less than one-half a percentage point – the size of the performance gap between the two student groups has also remained relatively unchanged (-0.5 of a percentage point).

Not many LEP students even “approached” the PARCC performance standard. Only an additional 6.4% of middle school LEP students scored at Level 3 on the 2018 PARCC Mathematics Assessment. Thus, the performance of 92.2% of middle school LEP students was a substantial distance from the PARCC Mathematics performance standard.

Algebra I

PARCC Algebra I performance in recent years has been most troubling. After increasing substantially (+10 percentage points) in 2017 over the 2016 performance level, LEP student performance dropped even further (i.e. by -10.6 percentage points) in 2018 as only 1.5% of LEP students who took the 2018 PARCC Algebra I Assessment scored at the expected performance level (see Table R). Ironically, although the performance gap between LEP students and students-in-the-aggregate has persistently been at double-digit levels, the gap between the two student groups has narrowed by (-3.7) percentage points over the three-year analysis period. This narrowing of the performance gap is a function of an even steeper drop in performance by students generally than by the LEP subgroup (see Tables R and S).

Again, as is the case at both the elementary and middle school levels, the low percentage of LEP students “approaching” the expected performance standard (9.0% at Level 3) in Algebra I testing does not substantially alter the overall performance profile for LEP students in Algebra I. Just short of 90% of LEP students who took the 2018 Algebra I Assessment scored far below the expected performance standard (see Table R).

Describe the strategies that will be used to ensure ELs meet the targets for the ELP and/or Academic achievement Indicators. LEAs should include funding targeted to changes or adjustments in staffing, materials or other items for a particular program, initiative or activity.

Chart A below lists and describes the interventions, changes, and/or adjustments that will be made by PGCPs to help accelerate the pace of English proficiency attainment and to improve PARCC testing performance for EL students.

Chart Q

| Interventions Designed to Increase English Language Proficiency Among LEP Students, PGCPs, SY2019 | | | |
|--|-------------------------------|------------------------------|-------------------------------|
| Intervention/Change/Adjustment | Resource Allocation | Implementation Timeline | Indicator Addressed |
| Provide Sheltered Instructional Observation Protocol (SIOP) training face-to-face and online for Content Area teachers, ESOL teachers, and administrators in select schools that have more than 60% of their student populations who are EL s and/or REL s to support second language learners in both ESOL and content area classrooms. | \$125,000 Restricted | September 2018 – May 2019 | -ELP -Academic Achievement |
| Provide instructional resources to help teachers develop lessons aligned with MCCRS, WIDA, and school district curricula. | \$150,000 Unrestricted | September 2018 – May 2019 | -ELP -Academic Achievement |

Chart Q

| Interventions Designed to Increase English Language Proficiency Among LEP Students, PGCPS, SY2019 | | | |
|---|--|-----------------------------|-------------------------------|
| Intervention/Change/Adjustment | Resource Allocation | Implementation Timeline | Indicator Addressed |
| Conduct ESOL writing assessments addressing MCCRS and WIDA English language proficiency standards | No additional financial resources will be allocated to this activity | September 2018 – May 2019 | -ELP -Academic Achievement |
| Provide intensive coaching support at the schools with the greatest instructional needs as it pertains to EL s | No additional financial resources will be allocated to this activity | September 2018 – May 2019 | -ELP -Academic Achievement |
| Revise high school curricula in order to align to the MCCRS while including Universal Design for Learning (UDL). | \$75,000 Unrestricted | October 2018 – May 2019 | -ELP -Academic Achievement |
| Continue to offer 10 Continuing Professional Development Courses (CPD) in the county for ESOL content and mainstream teachers | \$20,000 Restricted | September 2018 – May 2019 | -ELP -Academic Achievement |
| Develop and provide professional development modules for high school content area teachers that focus on scaffolding content area instruction for beginner English Learners | \$100,000 Restricted | January 2019 – June 2019 | -ELP -Academic Achievement |
| Develop an instructional supplement for teaching EL s in mathematics classrooms and provide training to math department chairpersons at select elementary schools. | \$4,000 Restricted | January 2019 – June 2019 | -ELP -Academic Achievement |
| Provide professional development for ESOL and RELA co-teachers on scaffolding language and content to support English Learners in the RELA classroom. | \$20,000 Restricted | September 2018 - April 2019 | -ELP -Academic Achievement |
| Provide extended learning opportunities for EL s | \$160,000 Restricted | October 2018 – May 2019 | -ELP -Academic Achievement |
| Provide professional development and instructional materials for content and ESOL teachers on scaffolding language and supporting English Learners in mathematics | \$12,000 Restricted | September 2018 – May 2019 | -ELP -Academic Achievement |
| Partner with area universities to establish certification cohorts to develop best practices for English Learners | \$125,000 Restricted | January 2019 – May 2019 | -ELP -Academic Achievement |
| Total | \$791,000 | | |

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION
Maryland's Reform Plan • Bridge to Excellence in Public Schools

DATA SECTION

1.1A: Current Year Variance Table**Local School System: Prince George's County Public Schools**

| Revenue Category | | FY 19 Budget |
|---------------------------|----------------------|-------------------------|
| Local Appropriation | | \$ 763,562,900 |
| Other Local Revenue | | 13,479,900 |
| State Revenue | | 1,142,581,600 |
| Federal Revenue | 84.010: Title I | 35,626,463 |
| | 84.027: IDEA, Part B | 26,171,570 |
| Other Federal Funds | | 38,309,567 |
| Other Resources/Transfers | | 28,000,000 |
| Total | | \$ 2,047,732,000 |

Instructions: Itemize expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Section B - Standards and Assessments

Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.

| Expenditures: | Source | Amount | FTE |
|--------------------------------|---------------|---------------|------------|
| Academic Programs | Unrestricted | 3,165,575 | 31.0 |
| Alternative Education Supports | Unrestricted | 900,000 | 6.0 |
| Arts Integration | Unrestricted | 293,020 | 1.0 |
| Charter Schools | Unrestricted | 8,262,178 | 60.0 |
| Community Schools | Unrestricted | 748,447 | 1.0 |
| Dual Enrollment Tuition | Unrestricted | 800,000 | - |
| Higher Achievement | Unrestricted | 200,000 | - |
| Prekindergarten Expansion | Unrestricted | 994,027 | 8.0 |
| P-Tech Schools & 3D Scholars | Unrestricted | 514,945 | 4.0 |
| Special Education Staffing | Unrestricted | 289,039 | 2.0 |
| Student/School Based Supports | Unrestricted | 11,856,719 | 25.9 |
| Youth Career Connection | Unrestricted | 322,877 | 2.0 |

Section C - Data Systems to support instruction

Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

| Expenditures: | Source | Amount | FTE |
|--------------------------------------|---------------|---------------|------------|
| Graduation Audit | Unrestricted | 250,000 | - |
| Student Information System Reporting | Unrestricted | 212,339 | - |

Section D: Great Teachers and Leaders

Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

| Expenditures: | Source | Amount | FTE |
|-------------------------------------|---------------|---------------|------------|
| Compensation Negotiated Commitments | Unrestricted | 29,492,885 | - |
| Teacher Academy | Unrestricted | 501,615 | 3.0 |
| Peer Assistance and Review Teachers | Unrestricted | 539,705 | 5.0 |

Section E: Turning Around the Lowest Achieving Schools

Reform Area 4: Turning around our lowest-achieving schools

| Expenditures: | Source | Amount | FTE |
|-------------------------|---------------|---------------|------------|
| Healthy Start Breakfast | Unrestricted | 200,000 | - |
| Restorative Practices | Unrestricted | 33,269 | - |

1.1A: Current Year Variance Table**Local School System: Prince George's County Public Schools****Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.**

| Expenditures: | Source | Amount | FTE |
|------------------------------------|---------------|---------------|------------|
| FY 2019 Core Services Requirements | Unrestricted | 1,875,023,750 | 18,614.2 |
| FY 2019 Core Services Requirements | Restricted | 49,405,517 | 103.3 |

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category. Transfers should be included in this section.

| Expenditures: | Source | Amount | FTE |
|--|---------------|----------------------|-----------------|
| Base Adjustments | Unrestricted | 8,018,766 | 14.3 |
| Guidance Software | Unrestricted | 481,000 | - |
| Pest Control | Unrestricted | 223,121 | 3.0 |
| Restricted Programs | Restricted | (79,950) | (7.0) |
| Security Staffing and Equipment | Unrestricted | 1,000,000 | 6.0 |
| Student Transportation-GPS Bus Locator | Unrestricted | 450,000 | - |
| Reprogrammed Resources | Unrestricted | (8,164,877) | (19.4) |
| Title I | 84.010 | 35,626,463 | 244.0 |
| IDEA, Part B | 84.027 | 26,171,570 | 333.6 |
| Total | | 2,047,732,000 | 19,440.9 |

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Prince George's County Public Schools

| | | FY 2018 Original Budget | FY 2018 Final Budget | | |
|---------------------------|----------------------|--|---------------------------------|-------------------|-----------------|
| Revenue | | 7/1/2017 | 6/30/2018 | Change | % Change |
| Local Appropriation | | 739,181,200 | 739,181,200 | - | 0% |
| State Revenue | | 1,111,076,300 | 1,111,076,300 | - | 0% |
| Federal Revenue | 84.010: Title I | 36,570,613 | 29,395,962 | (7,174,651) | -20% |
| Federal Revenue | 84.027: IDEA, Part B | 25,132,808 | 24,566,300 | (566,508) | -2% |
| Other Federal Funds | | 28,323,079 | 46,298,038 | 17,974,959 | 63% |
| Other Local Revenue | | 13,159,500 | 13,709,500 | 550,000 | 4% |
| Other Resources/Transfers | | 22,000,000 | 22,000,000 | - | 0% |
| Total | | \$1,975,443,500 | \$1,986,227,300 | 10,783,800 | 1% |

Change in Expenditures - Instructions: Itemize FY 2018 actual expenditures and FTE by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

| Assurance Area | Source | Expenditure Description | Planned Expenditure | Actual Expenditure | Planned FTE | Actual FTE |
|-------------------------------------|---------------|---|----------------------------|---------------------------|--------------------|-------------------|
| Standards and Assessments | Unrestricted | Academic Programs | 4,465,331 | 4,465,331 | 35.0 | 35.0 |
| Standards and Assessments | Unrestricted | Charter Schools | 4,100,000 | 2,115,122 | 45.5 | 45.5 |
| Standards and Assessments | Unrestricted | High School - Increase Graduation | 4,763,200 | 4,763,200 | - | - |
| Standards and Assessments | Unrestricted | Middle College - Teacher Academy | 560,090 | 560,090 | 4.0 | 4.0 |
| Standards and Assessments | Unrestricted | Pathways in Technology (P-Tech) | 914,131 | 678,113 | 2.0 | 2.0 |
| Standards and Assessments | Unrestricted | Pre-K Expansion | 5,590,217 | 5,590,217 | 83.0 | 83.0 |
| Standards and Assessments | Unrestricted | Program Exam Fees (AP/IB/PSAT) | 843,900 | 843,900 | - | - |
| Standards and Assessments | Unrestricted | Special Education (MOE) | 3,200,000 | 3,037,741 | - | - |
| Standards and Assessments | Unrestricted | STEM Classroom Supports | 139,326 | 43,211 | - | - |
| Standards and Assessments | Unrestricted | Student Based Budgeting (SBB) | 6,200,000 | 6,200,000 | 235.7 | 235.7 |
| Standards and Assessments | Unrestricted | World Languages Staffing | 928,666 | 928,666 | 11.5 | 11.5 |
| Standards and Assessments | Unrestricted | HS Daytime Credit Recovery | - | 221,219 | - | - |
| Standards and Assessments | Unrestricted | Evening High School needs | - | 163,543 | - | - |
| Standards and Assessments | Unrestricted | Part Time - Special Education | - | 323,621 | - | - |
| Standards and Assessments | Unrestricted | Non Public tuition | - | 3,306,960 | - | - |
| Standards and Assessments | Unrestricted | Dual Enrollment | - | 390,577 | - | - |
| Standards and Assessments | Unrestricted | Instructional services for students under Home and Hospital care. | - | 150,000 | - | - |
| Standards and Assessments | Unrestricted | Special Ed Differential | - | 848,073 | - | - |
| Data Systems to Support Instruction | Unrestricted | Internal Student Data Dashboard Software | 180,000 | 175,000 | - | - |
| Data Systems to Support Instruction | Unrestricted | Student Health Records Management Database | 180,000 | 201,250 | - | - |
| Data Systems to Support Instruction | Unrestricted | Technology Applications | 376,000 | 376,000 | - | - |
| Data Systems to Support Instruction | Unrestricted | Website Accessibility | 150,000 | 190,000 | - | - |
| Data Systems to Support Instruction | Unrestricted | School Max Grading Features | - | 75,000 | - | - |
| Great Teachers and Leaders | Unrestricted | Background Checks | 550,000 | 519,633 | 2.0 | 2.0 |
| Great Teachers and Leaders | Unrestricted | Compensation Negotiated Commitments | 11,356,989 | 11,356,989 | - | - |

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Prince George's County Public Schools

| Assurance Area | Source | Expenditure Description | Planned Expenditure | Actual Expenditure | Planned FTE | Actual FTE |
|--|--------------|--|---------------------|--------------------|-------------|------------|
| Great Teachers and Leaders | Unrestricted | Mentor and Peer Assistance & Review (PAR) Teachers | 465,998 | 443,438 | 4.0 | 2.0 |
| Great Teachers and Leaders | Unrestricted | Minimum Wage Increase | 500,000 | 500,000 | - | - |
| Great Teachers and Leaders | Unrestricted | Dora Kennedy & Maya Angelou Assistant Principal facilitation of employee evaluations | - | - | - | 2.0 |
| Turning Around Lowest Performing Schools | Unrestricted | Healthy Start Breakfast | 200,000 | - | - | - |
| Turning Around Lowest Performing Schools | Unrestricted | Literacy & Numeracy Supports | 1,171,538 | 1,171,538 | 12.0 | 12.0 |
| Turning Around Lowest Performing Schools | Unrestricted | Restorative Practices | 129,661 | 84,807 | 1.0 | 1.0 |
| Mandatory Cost of Doing Business | Unrestricted | Athletic Trainers | 509,250 | 509,250 | - | - |
| Mandatory Cost of Doing Business | Restricted | FY 2018 Core Services Requirements - Restricted | 47,427,379 | 55,168,538 | 175.6 | 153.5 |
| Mandatory Cost of Doing Business | Unrestricted | FY 2018 Core Services Requirements Base | 1,827,334,294 | 1,834,860,401 | 18,214.8 | 18,229.3 |
| Mandatory Cost of Doing Business | Unrestricted | General Insurances | (8,902,000) | (9,000,000) | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Health Insurance | 3,583,326 | (5,000,000) | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Lease Purchases | 4,700,000 | 4,700,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Legal Fees | 700,000 | 590,070 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Life Insurance (Retirees) | 200,000 | 200,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Performance Audit | 500,000 | 499,705 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Teacher Pension Shift | 835,285 | - | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Purchasing | - | 75,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Utilities | - | (1,761,992) | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Custodial Supplies | - | 425,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Workers Compensation | - | (8,570,070) | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Part Time / Overtime Custodial | - | 2,730,469 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Retirement | - | (5,000,000) | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Temporary Buildings - 25 Purchased | - | 3,000,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Contracted School Nurses | - | 235,500 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | MSDE Graduation Audit | - | 700,000 | - | - |
| Mandatory Cost of Doing Business | Unrestricted | Student Desks - 180 Desks Purchased | - | 25,000 | - | - |

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Prince George's County Public Schools

| Assurance Area | Source | Expenditure Description | Planned Expenditure | Actual Expenditure | Planned FTE | Actual FTE |
|--|--------------|--------------------------------------|---------------------|--------------------|-------------|------------|
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Building Services | 1,844,142 | 1,844,142 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Diversity Specialist & Supports | 289,568 | 232,700 | 1.0 | 1.0 |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Early Start | (7,848,539) | (7,848,539) | (116.0) | (116.0) |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Guidance Software for Students | 200,000 | 200,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Indirect Cost | 2,434,386 | 2,434,386 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Restricted | Restricted Programs | (8,711,050) | (8,711,050) | (38.0) | (38.0) |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Security Assistants/Investigators | 344,923 | 241,446 | 5.0 | 3.5 |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Student Safety Task Force | 50,000 | 31,875 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Summer Youth Employment | 153,267 | 153,267 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Transportation | 1,130,801 | 1,130,801 | 20.0 | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | 84.010 | Title I | 36,570,613 | 29,395,962 | 269.0 | 268.0 |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | 84.027 | IDEA, Part B. | 25,132,808 | 24,566,300 | 300.9 | 333.0 |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Maintenance Supplies, Overtime, etc. | - | 6,846,500 | - | - |

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Prince George's County Public Schools

| Assurance Area | Source | Expenditure Description | Planned Expenditure | Actual Expenditure | Planned FTE | Actual FTE |
|--|--------------|------------------------------------|---------------------|--------------------|-------------|------------|
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Contracted Services | - | 540,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Postage | - | 165,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Systemic Marketing | - | 125,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | JA Finance Park transportation | - | 15,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Terminal Leave | - | 1,000,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Compensatory Emoluments | - | 753,550 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Unallocated Funds | - | (2,000,000) | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | M&R Vehicles | - | (1,000,000) | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Printing Supplies Student Services | - | 50,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Overhead doors Warehouse | - | 25,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Water fountains at schools | - | 200,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Security needs | - | 250,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | FNS Subsidy | - | (3,000,000) | - | - |

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Prince George's County Public Schools

| Assurance Area | Source | Expenditure Description | Planned Expenditure | Actual Expenditure | Planned FTE | Actual FTE |
|--|--------------|--|------------------------|------------------------|-----------------|-----------------|
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Reduce Reserve | - | (291,850) | - | 1.0 |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Diversity Office Interp Hourly Wages | - | 400,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Venture Philanthropy Partners (VPP) contract for FY 18 | - | 194,400 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Overtime needed for Transportation | - | 3,289,500 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Unrestricted | Replacing funds that were realigned to Purchasing and Supply for NYMBUS. | - | 100,000 | - | - |
| Other: Expenditures not attributable to an assurance area or mandatory costs in this category. | Restricted | Unbudgeted grants received in fiscal year 2018 - TSL \$8.6M; Title IV \$974K ; Field Grants - \$550K; and \$656K reserve for additional potential future grants. | - | 10,783,800 | - | 10.0 |
| Total | | | \$1,975,443,500 | \$1,986,227,300 | 19,268.0 | 19,281.0 |

PARCC English Language Arts/Literacy – Grades 3-5 (All Students)

Table 2.1a: PARCC Assessment Performance Results - English Language Arts/Literacy for Grades 3-5 ALL STUDENTS

| Student Group | 2016 | | | | | | | | | | | 2017 | | | | | | | | | | | 2018 | | | | | | | | | | |
|---|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. |
| All Students | 28,967 | 6,955 | 24.0 | 7,676 | 26.5 | 7,579 | 26.2 | 6,273 | 21.7 | 484 | * | 30,121 | 7,166 | 23.8 | 7,300 | 24.2 | 7,850 | 26.1 | 7,157 | 23.8 | 648 | * | 30,811 | 7,284 | 23.6 | 6,934 | 22.5 | 7,938 | 25.8 | 7,759 | 25.2 | 896 | * |
| American Indian or Alaska Native | 89 | 12 | 13.5 | 25 | 28.1 | 25 | 28.1 | 27 | 30.3 | * | * | 96 | 11 | 11.5 | 29 | 30.2 | 24 | 25.0 | 29 | 30.2 | * | * | 85 | 14 | 16.5 | 17 | 20 | 23 | 27.1 | 31 | 36.5 | * | * |
| Asian | 735 | 67 | 9.1 | 128 | 17.4 | 195 | 26.5 | 294 | 40.0 | 51 | 6.9 | 758 | 77 | 10.2 | 108 | 14.2 | 151 | 19.9 | 365 | 48.2 | 57 | 7.5 | 764 | 79 | 10.3 | 99 | 13 | 171 | 22.4 | 347 | 45.4 | 68 | 8.9 |
| Black or African American | 17,457 | 3,948 | 22.6 | 4,559 | 26.1 | 4,734 | 27.1 | 3,944 | 22.6 | 272 | * | 17,749 | 3,885 | 21.9 | 4,236 | 23.9 | 4,788 | 27.0 | 4,461 | 25.1 | 379 | * | 17,512 | 3,834 | 21.9 | 3,926 | 22.4 | 4,598 | 26.3 | 4,634 | 26.5 | 520 | * |
| Hispanic/Latino of any race | 9,037 | 2,719 | 30.1 | 2,673 | 29.6 | 2,207 | 24.4 | 1,371 | 15.2 | 67 | * | 9,865 | 2,974 | 30.1 | 2,671 | 27.1 | 2,479 | 25.1 | 1,659 | 16.8 | 82 | * | 10,788 | 3,139 | 29.1 | 2,654 | 24.6 | 2,757 | 25.6 | 2,082 | 19.3 | 156 | * |
| Native Hawaiian or Other Pacific Islander | 77 | * | 11.7 | 16 | 20.8 | 25 | 32.5 | 27 | 35.1 | * | * | 76 | 14 | 18.4 | 14 | 18.4 | 22 | 28.9 | 24 | 31.6 | * | * | 71 | 10 | 14.1 | * | 8.5 | 21 | 29.6 | 30 | 42.3 | * | 5.6 |
| White | 1,278 | 160 | 12.5 | 215 | 16.8 | 324 | 25.4 | 493 | 38.6 | 86 | 6.7 | 1,276 | 171 | 13.4 | 188 | 14.7 | 306 | 24.0 | 504 | 39.5 | 107 | 8.4 | 1,289 | 165 | 12.8 | 184 | 14.3 | 302 | 23.4 | 507 | 39.3 | 131 | 10.2 |
| Two or more races | 294 | 40 | 13.6 | 60 | 20.4 | 69 | 23.5 | 117 | 39.8 | * | * | 301 | 34 | 11.3 | 54 | 17.9 | 80 | 26.6 | 115 | 38.2 | 18 | 6.0 | 302 | 43 | 14.2 | 48 | 15.9 | 66 | 21.9 | 128 | 42.4 | 17 | 5.6 |
| Special Education | 2,905 | 1,832 | 63.1 | 702 | 24.2 | 269 | 9.3 | 95 | * | * | * | 3,071 | 1,936 | 63.0 | 740 | 24.1 | 286 | 9.3 | 103 | * | * | * | 3,235 | 2,109 | 65.2 | 744 | 23 | 260 | 8 | 118 | * | * | * |
| Limited English Proficient (LEP) | 4,706 | 2,280 | 48.4 | 1,544 | 32.8 | 650 | 13.8 | 230 | * | * | * | 5,189 | 2,654 | 51.1 | 1,574 | 30.3 | 782 | 15.1 | 179 | * | * | * | 7,031 | 2,998 | 42.6 | 2,053 | 29.2 | 1,428 | 20.3 | 548 | 7.8 | * | * |
| Free/Reduced Meals (FARMS) | 19,329 | 5,360 | 27.7 | 5,541 | 28.7 | 4,873 | 25.2 | 3,360 | 17.4 | 195 | * | 19,788 | 5,567 | 28.1 | 5,259 | 26.6 | 5,036 | 25.4 | 3,687 | 18.6 | 239 | * | 20,577 | 5,672 | 27.6 | 5,102 | 24.8 | 5,240 | 25.5 | 4,228 | 20.5 | 335 | * |

* indicates no students or fewer than 10 students in category, or ** indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed.

Source: 2016 data provided by Maryland State Department of Education, Master Plan Data 2016 LEA16, Table 2.1a. SY2017 and current year (SY2018) data provided by the PGCPs Testing Office.

PARCC English Language Arts/Literacy – Grades 6-8 (All Students)

Table 2.2a: PARCC Assessment Performance Results - English Language Arts/Literacy for Grades 6-8 ALL STUDENTS

| Student Group | 2016 | | | | | | | | | | | 2017 | | | | | | | | | | | 2018 | | | | | | | | | | |
|---|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. |
| All Students | 26602 | 5424 | 20.4 | 6125 | 23.0 | 7159 | 26.9 | 6643 | 25.0 | 1251 | * | 27025 | 5902 | 21.8 | 6333 | 23.4 | 6958 | 25.7 | 6419 | 23.8 | 1413 | 5.2 | 28,161 | 5,955 | 21.1 | 6,172 | 21.9 | 7,348 | 26.1 | 7,035 | 25 | 1,651 | 5.9 |
| American Indian or Alaska Native | 66 | 12 | 18.2 | * | 15.2 | 21 | 31.8 | 16 | 24.2 | * | 10.6 | 77 | * | 13.0 | 13 | 16.9 | 21 | 27.3 | 28 | 36.4 | * | 6.5 | 75 | * | 10.7 | 14 | 18.7 | 22 | 29.3 | 22 | 29.3 | * | 12 |
| Asian | 728 | 61 | 8.4 | 92 | 12.6 | 147 | 20.2 | 297 | 40.8 | 131 | 18.0 | 706 | 63 | 8.9 | 84 | 11.9 | 138 | 19.5 | 274 | 38.8 | 147 | 20.8 | 692 | 64 | 9.2 | 86 | 12.4 | 154 | 22.3 | 242 | 35 | 146 | 21.1 |
| Black or African American | 16850 | 3289 | 19.5 | 4004 | 23.8 | 4638 | 27.5 | 4236 | 25.1 | 683 | * | 16745 | 3511 | 21.0 | 3989 | 23.8 | 4423 | 26.4 | 4027 | 24.0 | 795 | * | 16,966 | 3,315 | 19.5 | 3,796 | 22.4 | 4,510 | 26.6 | 4,414 | 26 | 931 | 5.5 |
| Hispanic/Latino of any race | 7466 | 1887 | 25.3 | 1785 | 23.9 | 1976 | 26.5 | 1562 | 20.9 | 256 | * | 8052 | 2148 | 26.7 | 2005 | 24.9 | 2050 | 25.5 | 1597 | 19.8 | 252 | * | 8,969 | 2,409 | 26.9 | 2,049 | 22.8 | 2,330 | 26 | 1,862 | 20.8 | 319 | * |
| Native Hawaiian or Other Pacific Islander | 39 | * | 7.7 | * | 17.9 | 13 | 33.3 | 15 | 38.5 | * | * | 52 | * | 9.6 | * | 13.5 | 13 | 25.0 | 20 | 38.5 | * | 13.5 | 69 | 11 | 15.9 | 12 | 17.4 | 15 | 21.7 | 22 | 31.9 | * | 13 |
| White | 927 | 102 | 11.0 | 128 | 13.8 | 218 | 23.5 | 350 | 37.8 | 129 | 13.9 | 939 | 104 | 11.1 | 151 | 16.1 | 188 | 20.0 | 343 | 36.5 | 153 | 16.3 | 1,027 | 102 | 9.9 | 154 | 15 | 218 | 21.2 | 361 | 35.2 | 192 | 18.7 |
| Two or more races | 526 | 70 | 13.3 | 99 | 18.8 | 146 | 27.8 | 167 | 31.7 | 44 | 8.4 | 454 | 61 | 13.4 | 84 | 18.5 | 125 | 27.5 | 130 | 28.6 | 54 | 11.9 | 363 | 46 | 12.7 | 61 | 16.8 | 99 | 27.3 | 112 | 30.9 | 45 | 12.4 |
| Special Education | 2933 | 1777 | 60.6 | 777 | 26.5 | 304 | 10.4 | 73 | * | * | * | 3036 | 1882 | 62.0 | 798 | 26.3 | 277 | 9.1 | 75 | * | * | * | 3,035 | 1,822 | 60 | 795 | 26.2 | 313 | 10.3 | 95 | * | 10 | * |
| Limited English Proficient (LEP) | 2346 | 1372 | 58.5 | 690 | 29.4 | 240 | 10.2 | 43 | * | * | * | 2569 | 1566 | 61.0 | 733 | 28.5 | 234 | 9.1 | 35 | * | * | * | 3,191 | 1,891 | 59.3 | 888 | 27.8 | 366 | 11.5 | 45 | * | * | * |
| Free/Reduced Meals (FARMS) | 16811 | 4043 | 24.0 | 4206 | 25.0 | 4530 | 26.9 | 3521 | 20.9 | 511 | * | 16911 | 4316 | 25.5 | 4350 | 25.7 | 4348 | 25.7 | 3341 | 19.8 | 556 | * | 17,998 | 4,472 | 24.8 | 4,325 | 24 | 4,768 | 26.5 | 3,797 | 21.1 | 636 | * |

* indicates no students or fewer than 10 students in category, or ** indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed.

Source: 2016 data provided by Maryland State Department of Education, Master Plan Data 2016 LEA16, Table 2.1a. SY2017 and current year (SY2018) data provided by the PGCPs Testing Office.

PARCC English Language Arts/Literacy – Grade 10 (All Students)

Table 2.4a: PARCC Assessment Performance Results - English Language Arts/Literacy for Grade 10 ALL STUDENTS

| Student Group | 2016 | | | | | | | | | | 2017 | | | | | | | | | | 2018 | | | | | | | | | | | | |
|---|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. |
| All Students | 8,763 | 2,560 | 29.2 | 1,643 | 18.7 | 1,768 | 20.2 | 2,080 | 23.7 | 712 | 8.1 | 9,173 | 3,287 | 35.8 | 1,638 | 17.9 | 1,728 | 18.8 | 1,963 | 21.4 | 557 | 6.1 | 13,453 | 4,809 | 35.7 | 2,730 | 20.3 | 2,575 | 19.1 | 2,519 | 18.7 | 820 | 6.1 |
| American Indian or Alaska Native | 24 | * | 12.5 | * | 20.8 | * | 25.0 | * | 25.0 | * | 16.7 | 24 | 10 | 41.7 | * | 29.2 | * | 20.8 | * | 8.3 | * | * | 36 | 12 | 33.3 | * | 22.2 | * | 13.9 | * | 25 | * | 5.6 |
| Asian | 291 | 31 | 10.7 | 27 | 9.3 | 44 | 15.1 | 103 | 35.4 | 86 | 29.6 | 266 | 35 | 13.2 | 24 | 9.0 | 36 | 13.5 | 117 | 44.0 | 54 | 20.3 | 360 | 60 | 16.7 | 43 | 11.9 | 56 | 15.6 | 123 | 34.2 | 78 | 21.7 |
| Black or African American | 5,854 | 1,741 | 29.7 | 1,122 | 19.2 | 1,242 | 21.2 | 1,357 | 23.2 | 392 | 6.7 | 5,795 | 1,979 | 34.2 | 1,078 | 18.6 | 1,164 | 20.1 | 1,262 | 21.8 | 312 | 5.4 | 8,434 | 2,904 | 34.4 | 1,845 | 21.9 | 1,676 | 19.9 | 1,571 | 18.6 | 438 | 5.2 |
| Hispanic/Latino of any race | 2,128 | 704 | 33.1 | 443 | 20.8 | 395 | 18.6 | 472 | 22.2 | 114 | 5.4 | 2,646 | 1,188 | 44.9 | 493 | 18.6 | 448 | 16.9 | 426 | 16.1 | 91 | * | 4,020 | 1,691 | 42.1 | 753 | 18.7 | 731 | 18.2 | 669 | 16.6 | 176 | * |
| Native Hawaiian or Other Pacific Islander | * | * | 20.0 | * | 10.0 | * | 30.0 | * | 30.0 | * | 10.0 | 13 | * | 23.1 | * | 7.7 | * | 23.1 | * | 46.2 | * | * | 19 | * | 26.3 | * | 5.3 | * | 26.3 | * | 26.3 | * | 15.8 |
| White | 295 | 54 | 18.3 | 27 | 9.2 | 47 | 15.9 | 77 | 26.1 | 90 | 30.5 | 289 | 43 | 14.9 | 22 | 7.6 | 42 | 14.5 | 107 | 37.0 | 75 | 26.0 | 385 | 83 | 21.6 | 49 | 12.7 | 63 | 16.4 | 96 | 24.9 | 94 | 24.4 |
| Two or more races | 161 | 25 | 15.5 | 18 | 11.2 | 31 | 19.3 | 62 | 38.5 | 25 | 15.5 | 140 | 29 | 20.7 | 13 | 9.3 | 30 | 21.4 | 43 | 30.7 | 25 | 17.9 | 199 | 54 | 27.1 | 31 | 15.6 | 39 | 19.6 | 46 | 23.1 | 29 | 14.6 |
| Special Education | 979 | 712 | 72.7 | 141 | 14.4 | 81 | 8.3 | 33 | * | 12 | * | 927 | 690 | 74.4 | 135 | 14.6 | 69 | 7.4 | 29 | * | * | * | 1,695 | 1,228 | 72.4 | 291 | 17.2 | 124 | 7.3 | 49 | * | * | * |
| Limited English Proficient (LEP) | 725 | 504 | 69.5 | 161 | 22.2 | 55 | 7.6 | * | * | * | * | 1,196 | 921 | 77.0 | 205 | 17.1 | 64 | 5.4 | * | * | * | * | 2,069 | 1,407 | 68 | 412 | 19.9 | 203 | 9.8 | 47 | * | * | * |
| Free/Reduced Meals (FARMS) | 4,856 | 1,640 | 33.8 | 1,011 | 20.8 | 980 | 20.2 | 1,001 | 20.6 | 224 | * | 5,108 | 2,117 | 41.4 | 979 | 19.2 | 932 | 18.2 | 908 | 17.8 | 172 | * | 7,677 | 3,082 | 40.1 | 1,592 | 20.7 | 1,414 | 18.4 | 1,268 | 16.5 | 321 | * |

* indicates no students or fewer than 10 students in category, or ** indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed.
 Source: 2016 data provided by Maryland State Department of Education, Master Plan Data 2016 LEA16, Table 2.1a. SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

PARCC Mathematics – Grades 3-5 (All Students)

Table 2.6a: PARCC Assessment Performance Results - Mathematics for Grades 3-5 ALL STUDENTS

| Student Group | 2016 | | | | | | | | | | 2017 | | | | | | | | | | 2018 | | | | | | | | | | | | |
|---|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. |
| All Students | 28,922 | 6,622 | 22.9 | 9,017 | 31.2 | 7,449 | 25.8 | 5,381 | 18.6 | 453 | * | 30,118 | 7,018 | 23.3 | 8,838 | 29.3 | 8,021 | 26.6 | 5,642 | 18.7 | 599 | * | 30,807 | 8,124 | 26.4 | 8,925 | 29 | 7,404 | 24 | 5,702 | 18.5 | 652 | * |
| American Indian or Alaska Native | 89 | 15 | 16.9 | 24 | 27.0 | 27 | 30.3 | 22 | 24.7 | * | * | 97 | 17 | 17.5 | 29 | 29.9 | 23 | 23.7 | 28 | 28.9 | * | * | 85 | 14 | 16.5 | 29 | 34.1 | 17 | 20 | 24 | 28.2 | * | * |
| Asian | 726 | 49 | 6.7 | 140 | 19.3 | 182 | 25.1 | 292 | 40.2 | 63 | 8.7 | 757 | 47 | 6.2 | 115 | 15.2 | 211 | 27.9 | 305 | 40.3 | 79 | 10.4 | 764 | 63 | 8.2 | 110 | 14.4 | 210 | 27.5 | 300 | 39.3 | 81 | 10.6 |
| Black or African American | 17,429 | 4,134 | 23.7 | 5,424 | 31.1 | 4,562 | 26.2 | 3,082 | 17.7 | 227 | * | 17,737 | 4,163 | 23.5 | 5,173 | 29.2 | 4,851 | 27.3 | 3,263 | 18.4 | 287 | * | 17,509 | 4,690 | 26.8 | 5,025 | 28.7 | 4,276 | 24.4 | 3,195 | 18.2 | 323 | * |
| Hispanic/Latino of any race | 9,036 | 2,220 | 24.6 | 3,101 | 34.3 | 2,242 | 24.8 | 1,406 | 15.6 | 67 | * | 9,871 | 2,589 | 26.2 | 3,168 | 32.1 | 2,529 | 25.6 | 1,477 | 15.0 | 108 | * | 10,788 | 3,126 | 29 | 3,410 | 31.6 | 2,486 | 23 | 1,660 | 15.4 | 106 | * |
| Native Hawaiian or Other Pacific Islander | 77 | 14 | 18.2 | 15 | 19.5 | 21 | 27.3 | 26 | 33.8 | * | * | 77 | 17 | 22.1 | 16 | 20.8 | 17 | 22.1 | 24 | 31.2 | * | * | 71 | 12 | 16.9 | 18 | 25.4 | 13 | 18.3 | 24 | 33.8 | * | 5.6 |
| White | 1,274 | 152 | 11.9 | 247 | 19.4 | 329 | 25.8 | 462 | 36.3 | 84 | 6.6 | 1,278 | 139 | 10.9 | 267 | 20.9 | 322 | 25.2 | 450 | 35.2 | 100 | 7.8 | 1,289 | 176 | 13.7 | 255 | 19.8 | 315 | 24.4 | 428 | 33.2 | 115 | 8.9 |
| Two or more races | 291 | 38 | 13.1 | 66 | 22.7 | 86 | 29.6 | 91 | 31.3 | * | * | 301 | 46 | 15.3 | 70 | 23.3 | 68 | 22.6 | 95 | 31.6 | 22 | 7.3 | 301 | 43 | 14.3 | 78 | 25.9 | 87 | 28.9 | 71 | 23.6 | 22 | 7.3 |
| Special Education | 2,907 | 1,394 | 48.0 | 1,037 | 35.7 | 352 | 12.1 | 117 | * | * | * | 3,066 | 1,639 | 53.5 | 970 | 31.6 | 340 | 11.1 | 107 | * | 10 | * | 3,231 | 1,787 | 55.3 | 1,004 | 31.1 | 319 | 9.9 | 112 | * | * | * |
| Limited English Proficient (LEP) | 4,712 | 1,689 | 35.8 | 1,757 | 37.3 | 888 | 18.8 | 370 | 7.9 | * | * | 5,193 | 2,125 | 40.9 | 1,857 | 35.8 | 882 | 17.0 | 319 | 6.1 | 10 | * | 7,034 | 2,707 | 38.5 | 2,523 | 35.9 | 1,296 | 18.4 | 490 | 7 | 18 | * |
| Free/Reduced Meals (FARMS) | 19,306 | 5,084 | 26.3 | 6,429 | 33.3 | 4,710 | 24.4 | 2,900 | 15.0 | 183 | * | 19,780 | 5,355 | 27.1 | 6,265 | 31.7 | 4,966 | 25.1 | 2,955 | 14.9 | 239 | * | 20,573 | 6,245 | 30.4 | 6,371 | 31 | 4,702 | 22.9 | 3,009 | 14.6 | 246 | * |

* indicates no students or fewer than 10 students in category, or ** indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed.
 Source: 2016 data provided by Maryland State Department of Education, Master Plan Data 2016 LEA16, Table 2.1a. SY2017 and current year (SY2018) data provided by the PGCPS Testing Office.

PARCC Mathematics – Grades 6-8 (All Students)

Table 2.7a: PARCC Assessment Performance Results - Mathematics for Grades 6-8 ALL STUDENTS

| Student Group | 2016 | | | | | | | | | | | 2017 | | | | | | | | | | | 2018 | | | | | | | | | | |
|---|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. |
| All Students | 25,242 | 6,945 | 27.5 | 8,680 | 34.4 | 6,207 | 24.6 | 3,280 | 13.0 | 130 | * | 25,483 | 7,631 | 29.9 | 8,125 | 31.9 | 6,409 | 25.2 | 3,108 | 12.2 | 210 | * | 26,409 | 7,498 | 28.4 | 9,077 | 34.4 | 6,313 | 23.9 | 3,329 | 12.6 | 192 | * |
| American Indian or Alaska Native | 60 | 14 | 23.3 | 19 | 31.7 | 15 | 25.0 | 11 | 18.3 | * | * | 69 | 15 | 21.7 | 19 | 27.5 | 20 | 29.0 | 15 | 21.7 | * | * | 74 | 12 | 16.2 | 25 | 33.8 | 23 | 31.1 | 12 | 16.2 | * | * |
| Asian | 629 | 62 | 9.9 | 146 | 23.2 | 180 | 28.6 | 224 | 35.6 | 17 | * | 583 | 69 | 11.8 | 126 | 21.6 | 165 | 28.3 | 189 | 32.4 | 34 | 5.8 | 581 | 74 | 12.7 | 135 | 23.2 | 169 | 29.1 | 175 | 30.1 | 28 | * |
| Black or African American | 15,956 | 4,478 | 28.1 | 5,612 | 35.2 | 3,933 | 24.6 | 1,879 | 11.8 | 54 | * | 15,756 | 4,769 | 30.3 | 5,176 | 32.9 | 3,932 | 25.0 | 1,778 | 11.3 | 101 | * | 15,856 | 4,429 | 27.9 | 5,564 | 35.1 | 3,819 | 24.1 | 1,963 | 12.4 | 81 | * |
| Hispanic/Latino of any race | 7,249 | 2,164 | 29.9 | 2,565 | 35.4 | 1,682 | 23.2 | 819 | 11.3 | 19 | * | 7,785 | 2,544 | 32.7 | 2,503 | 32.2 | 1,923 | 24.7 | 785 | 10.1 | 30 | * | 8,627 | 2,783 | 32.3 | 3,016 | 35 | 1,966 | 22.8 | 833 | 9.7 | 29 | * |
| Native Hawaiian or Other Pacific Islander | 37 | * | 18.9 | * | 21.6 | 14 | 37.8 | * | 21.6 | * | * | 50 | * | 18.0 | 12 | 24.0 | * | 18.0 | 20 | 40.0 | * | * | 63 | 13 | 20.6 | 14 | 22.2 | 19 | 30.2 | 16 | 25.4 | * | * |
| White | 837 | 128 | 15.3 | 194 | 23.2 | 233 | 27.8 | 251 | 30.0 | 31 | * | 847 | 146 | 17.2 | 166 | 19.6 | 241 | 28.5 | 253 | 29.9 | 41 | * | 891 | 126 | 14.1 | 227 | 25.5 | 230 | 25.8 | 267 | 30 | 41 | * |
| Two or more races | 474 | 92 | 19.4 | 136 | 28.7 | 150 | 31.6 | 88 | 18.6 | * | * | 393 | 79 | 20.1 | 123 | 31.3 | 119 | 30.3 | 68 | 17.3 | * | * | 317 | 61 | 19.2 | 96 | 30.3 | 87 | 27.4 | 63 | 19.9 | 10 | * |
| Special Education | 2,923 | 1,754 | 60.0 | 930 | 31.8 | 196 | 6.7 | 42 | * | * | * | 3,024 | 1,911 | 63.2 | 878 | 29.0 | 178 | 5.9 | 56 | * | * | * | 3,012 | 1,838 | 61 | 942 | 31.3 | 174 | 5.8 | 56 | * | * | * |
| Limited English Proficient (LEP) | 2,361 | 1,348 | 57.1 | 799 | 33.8 | 186 | 7.9 | 27 | * | * | * | 2,588 | 1,543 | 59.6 | 822 | 31.8 | 195 | 7.5 | 27 | * | * | * | 3,195 | 1,849 | 57.9 | 1,098 | 34.4 | 205 | 6.4 | 41 | * | * | * |
| Free/Reduced Meals (FARMS) | 16,285 | 4,989 | 30.6 | 5,868 | 36.0 | 3,698 | 22.7 | 1,690 | 10.4 | 40 | * | 16,302 | 5,432 | 33.3 | 5,404 | 33.1 | 3,830 | 23.5 | 1,562 | 9.6 | 74 | * | 17,292 | 5,470 | 31.6 | 6,305 | 36.5 | 3,783 | 21.9 | 1,665 | 9.6 | 69 | * |

* indicates no students or fewer than 10 students in category, or ** indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed.

Source: 2016 data provided by Maryland State Department of Education, Master Plan Data 2016 LEA16, Table 2.1a. SY2017 and current year (SY2018) data provided by the PGCPSTesting Office.

PARCC Algebra I – (All Students)

Table 2.8a: PARCC Assessment Performance Results - Algebra I ALL STUDENTS

| Student Group | 2016 | | | | | | | | | | | 2017 | | | | | | | | | | | 2018 | | | | | | | | | | |
|---|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | # Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | |
| | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. | # Prof. | % Prof. |
| All Students | 9,534 | 2,538 | 26.6 | 3,393 | 35.6 | 2,057 | 21.6 | 1,487 | 15.6 | 59 | * | 10,273 | 2,664 | 25.9 | 3,664 | 35.7 | 2,343 | 22.8 | 1,541 | 15.0 | 61 | * | 15,628 | 4,658 | 29.8 | 5,702 | 36.5 | 3,410 | 21.8 | 1,779 | 11.4 | 79 | * |
| American Indian or Alaska Native | 35 | * | 25.7 | 11 | 31.4 | * | 25.7 | * | 17.1 | * | * | 29 | * | 17.2 | * | 27.6 | 10 | 34.5 | * | 20.7 | * | * | 32 | 12 | 37.5 | * | 18.8 | * | 18.8 | * | 21.9 | * | * |
| Asian | 273 | 16 | 5.9 | 45 | 16.5 | 48 | 17.6 | 142 | 52.0 | 22 | 8.1 | 305 | 28 | 9.2 | 65 | 21.3 | 81 | 26.6 | 112 | 36.7 | 19 | 6.2 | 364 | 48 | 13.2 | 90 | 24.7 | 88 | 24.2 | 125 | 34.3 | 13 | * |
| Black or African American | 6,075 | 1,629 | 26.8 | 2,170 | 35.7 | 1,331 | 21.9 | 927 | 15.3 | 18 | * | 6,188 | 1,618 | 26.1 | 2,224 | 35.9 | 1,450 | 23.4 | 877 | 14.2 | 19 | * | 9,297 | 2,612 | 28.1 | 3,425 | 36.8 | 2,166 | 23.3 | 1,066 | 11.5 | 28 | * |
| Hispanic/Latino of any race | 2,657 | 793 | 29.8 | 1,045 | 39.3 | 556 | 20.9 | 259 | 9.7 | * | * | 3,229 | 941 | 29.1 | 1,240 | 38.4 | 674 | 20.9 | 370 | 11.5 | * | * | 5,256 | 1,843 | 35.1 | 1,999 | 38 | 974 | 18.5 | 423 | 8 | 17 | * |
| Native Hawaiian or Other Pacific Islander | 15 | * | 20.0 | * | 20.0 | * | 46.7 | * | 13.3 | * | * | 15 | * | 6.7 | * | 33.3 | 5 | 33.3 | * | 26.7 | * | * | 23 | * | 8.7 | * | 30.4 | * | 39.1 | * | 17.4 | * | * |
| White | 310 | 54 | 17.4 | 83 | 26.8 | 64 | 20.6 | 96 | 31.0 | 13 | * | 334 | 45 | 13.5 | 76 | 22.8 | 75 | 22.5 | 122 | 36.5 | 16 | * | 417 | 92 | 22.1 | 94 | 22.5 | 102 | 24.5 | 112 | 26.9 | 17 | * |
| Two or more races | 169 | 34 | 20.1 | 36 | 21.3 | 42 | 24.9 | 55 | 32.5 | * | * | 173 | 26 | 15.0 | 46 | 26.6 | 48 | 27.7 | 50 | 28.9 | * | * | 239 | 49 | 20.5 | 81 | 33.9 | 65 | 27.2 | 42 | 17.6 | * | * |
| Special Education | 1,148 | 599 | 52.2 | 464 | 40.4 | 68 | 5.9 | 15 | * | * | * | 1,024 | 494 | 48.2 | 429 | 41.9 | 82 | 8.0 | 17 | * | * | * | 1,774 | 957 | 53.9 | 681 | 38.4 | 113 | 6.4 | 22 | * | * | * |
| Limited English Proficient (LEP) | 1,381 | 584 | 42.3 | 602 | 43.6 | 166 | 12.0 | 29 | * | * | * | 1,664 | 708 | 42.5 | 729 | 43.8 | 201 | 12.1 | 26 | * | * | * | 3,066 | 1,498 | 48.9 | 1,245 | 40.6 | 276 | 9 | 46 | * | * | * |
| Free/Reduced Meals (FARMS) | 5,549 | 1,648 | 29.7 | 2,130 | 38.4 | 1,158 | 20.9 | 591 | 10.7 | 22 | * | 6,082 | 1,725 | 28.4 | 2,313 | 38.0 | 1,298 | 21.3 | 727 | 12.0 | 19 | * | 9,404 | 3,061 | 32.5 | 3,557 | 37.8 | 1,907 | 20.3 | 856 | 9.1 | 23 | * |

* indicates no students or fewer than 10 students in category, or ** indicates the percentage for the category is either ≤5 or ≥95 and the corresponding counts have been suppressed.

Source: 2016 data provided by Maryland State Department of Education, Master Plan Data 2016 LEA16, Table 2.1a. SY2017 and current year (SY2018) data provided by the PGCPSTesting Office.

HSA Government – All Students

Table 2.17: Maryland High School Assessment Performance Results - Government (All Administrations)

| Student Group | All Students | | | | | | | | | Male | | | | | | | | | Female | | | | | | | | |
|---|--------------|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|
| | 2016 | | | 2017 | | | 2018 | | | 2016 | | | 2017 | | | 2018 | | | 2016 | | | 2017 | | | 2018 | | |
| | # Tested | # Pass | % Pass | # Tested | # Pass | % Pass | # Tested | # Pass | % Pass | # Tested | # Pass | % Pass | # Tested | # Pass | % Pass | # Tested | # Pass | % Pass | # Tested | # Pass | % Pass | # Tested | # Pass | % Pass | # Tested | # Pass | % Pass |
| All Students | 11,516 | 5,643 | 49.0 | 13,023 | 5,761 | 44.2 | 14,675 | 6,851 | 46.7 | 6,015 | 2,797 | 46.5 | 6,752 | 2,743 | 40.6 | 7,494 | 3,286 | 43.8 | 5,501 | 2,846 | 51.7 | 6,271 | 3,018 | 48.1 | 7,030 | 3,530 | 50.2 |
| American Indian or Alaska Native | 31 | 17 | 54.8 | 30 | 19 | 63.3 | 37 | 21 | 56.8 | 17 | 10 | 58.8 | 18 | 10 | 55.6 | 20 | 13 | 65.0 | 14 | * | 50.0 | 12 | * | 75.0 | 16 | * | 43.8 |
| Asian | 320 | 255 | 79.7 | 309 | 230 | 74.4 | 374 | 262 | 70.1 | 170 | 136 | 80.0 | 153 | 113 | 73.9 | 183 | 131 | 71.6 | 150 | 119 | 79.3 | 156 | 117 | 75.0 | 190 | 131 | 68.9 |
| Black or African American | 8,181 | 3,810 | 46.6 | 8,712 | 3,866 | 44.4 | 9,041 | 4,338 | 48.0 | 4,269 | 1,832 | 42.9 | 4,548 | 1,793 | 39.4 | 4,598 | 1,994 | 43.4 | 3,912 | 1,978 | 50.6 | 4,164 | 2,073 | 49.8 | 4,389 | 2,334 | 53.2 |
| Hispanic/Latino of any race | 2,427 | 1,176 | 48.5 | 3,404 | 1,266 | 37.2 | 4,554 | 1,797 | 39.5 | 1,294 | 632 | 48.8 | 1,755 | 659 | 37.5 | 2,337 | 917 | 39.2 | 1,133 | 544 | 48.0 | 1,649 | 607 | 36.8 | 2,183 | 876 | 40.1 |
| Native Hawaiian or Other Pacific Islander | 11 | * | 54.5 | 19 | 11 | 57.9 | 24 | 16 | 66.7 | * | * | 66.7 | 10 | * | 70.0 | 13 | * | 69.2 | * | * | 40.0 | * | * | 44.4 | 11 | * | 63.6 |
| White | 352 | 244 | 69.3 | 368 | 254 | 69.0 | 391 | 270 | 69.1 | 162 | 114 | 70.4 | 186 | 114 | 61.3 | 237 | 159 | 67.1 | 190 | 130 | 68.4 | 182 | 140 | 76.9 | 152 | 111 | 73.0 |
| Two or more races | 194 | 135 | 69.6 | 181 | 115 | 63.5 | 198 | 129 | 65.2 | 97 | 69 | 71.1 | 82 | 47 | 57.3 | 106 | 63 | 59.4 | 97 | 66 | 68.0 | 99 | 68 | 68.7 | 89 | 64 | 71.9 |
| Special Education | 1,826 | 237 | 13.0 | 1,964 | 216 | 11.0 | 1,937 | 259 | 13.4 | 1,229 | 178 | 14.5 | 1,290 | 143 | 11.1 | 1,269 | 177 | 13.9 | 597 | 59 | 9.9 | 674 | 73 | 10.8 | 668 | 82 | 12.3 |
| Limited English Proficient (LEP) | 745 | 109 | 14.6 | 1,594 | 150 | 9.4 | 2,623 | 416 | 15.9 | 401 | 71 | 17.7 | 881 | 101 | 11.5 | 1,416 | 245 | 17.3 | 344 | 38 | 11.0 | 713 | 49 | 6.9 | 1,184 | 171 | 14.4 |
| Free/Reduced Meals (FARMS) | 6,405 | 2,834 | 44.2 | 7,239 | 2,797 | 38.6 | 8,572 | 3,519 | 41.1 | 3,267 | 1,386 | 42.4 | 3,711 | 1,338 | 36.1 | 4,358 | 1,694 | 38.9 | 3,138 | 1,448 | 46.1 | 3,528 | 1,459 | 41.4 | 4,147 | 1,815 | 43.8 |

* indicates no students or fewer than 10 students in category, or ** indicates the percentage for the category is either ≤ 5 or ≥ 95 and the corresponding counts have been suppressed.

Source: 2016 data provided by Maryland State Department of Education, Master Plan Data 2016 LEA16, Table 2.1a. SY2017 and current year (SY2018) data provided by the PGCPSTesting Office.

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION
Maryland's Reform Plan • Bridge to Excellence in Public Schools



Bridge to Excellence

MASTER PLAN

2018 ANNUAL UPDATE

2018 FEDERAL and STATE GRANT APPLICATIONS and OTHER REPORTING REQUIREMENTS

Submitted by Dr. Monica Goldson, Interim Chief Executive Officer

NOVEMBER 2018

Prince George's County Board of Education



PRINCE GEORGE'S COUNTY BOARD OF EDUCATION
Maryland's Reform Plan • Bridge to Excellence in Public Schools

2018

**FEDERAL AND
STATE GRANT
APPLICATIONS
and
OTHER
REPORTING
REQUIREMENTS**

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2018 Federal and State Grant Application and Other Reporting Requirements
(Please include this sheet as a cover to the submission indicated below)

Federal and State Grant Applications and Other Reporting Requirements

Local Education Agency Submitting This Report:

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

**Address: 14201 SCHOOL LANE
UPPER MARLBORO, MD 20772**

Local Point of Contact:

Name: 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 2018 Federal and State Grant Applications, and Other Reporting requirements are correct and complete. We further certify that these Federal and State Grant Applications, and other reporting requirements have been developed in consultation with members of the Local Education Agency's current Federal and State Grant Applications, and other reporting requirements Planning Team, and that each member has reviewed and approved the accuracy of the information.



Signature (Local Superintendent of Schools)

November 16, 2018

Date



Signature (Local Point of Contact)

November 16, 2018

Date

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION
Maryland's Reform Plan • Bridge to Excellence in Public Schools

SY 2018-2019
TITLE I, PART A
APPLICATION

Improving Basic Programs

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Maryland State Department of Education
Title I, Part A: Improving Basic Programs
2018-2019 Title I, Part A Application and Tools

Title I, Part A Application and Tools Release Date:
Final Draft as of July 2, 2018

Federal Grant Application Submission Timeline

| | | | |
|---|--|---|---|
| 1st Submission to the Title I Specialists for Review: | Submission for Conditional Approval | First Submission through County's Bridge to Excellence (BTE) POC | FINAL Submission through County's Bridge to Excellence (BTE) POC |
| August 1, 2018- August 31, 2018 | September 28, 2018 | October 15, 2018 | November 16, 2018 |

| | |
|--|--|
| Local Educational Agency: Prince George's County Public Schools | |
| Title I Coordinator: Tracey J. Adesegun | |
| Telephone: 301-618-8390 | Email Address: adesegun@pgcps.org |

ATTESTATION

The Local Education 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:

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

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

Tracey J. Adesegun

**Title I Coordinator Name
(Please Print or Type)**



Title I Coordinator Signature

Prince George's County

Local Education Agency

October 15, 2018

Date

Application Submission Date: October 15, 2018

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A. STAFF CREDENTIALS AND CERTIFICATIONS

REQUIRED ATTACHMENTS: See Appendices - A.1(a), A.1(b), A.1(c), and 2.A

1. A written process to ensure the LEA:
 - has all teachers and paraprofessional 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. A.1(a)
 - identifies (using the previous school year data) and addresses disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers. A.1(b)
 - has a timeline to notify parents. A.1(c)
2. Summary of data used to determine disparities (2017-2018 SY) A.2(a)

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

| Name | Title | Department |
|------------------------|-------------------------|---------------------------------------|
| Tracey J. Adesegun | Director | ESSA & Title I |
| Leslie Ingram-Johnson | Fiscal Supervisor | ESSA & Title I |
| Andrea Phillips Hughes | Supervisor | ESSA & Title I |
| TBD | Coordinating Supervisor | ESSA & Title I |
| Pearl Harmon | Director | Human Resources Operations & Staffing |

STAFF CREDENTIALS AND CERTIFICATIONS

| Check one | Assurances | Citation | Sample Evidence of Implementation |
|---|---|-----------------------------|--|
| <input checked="" type="checkbox"/> Yes | 1. The LEA ensures that all teachers and paraprofessionals in Title I schools meet applicable | 1111(g)(2)(J) 1112(c)(6) | <input type="checkbox"/> 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 |

| | | | |
|--|---|-------------------------------------|--|
| <input type="checkbox"/> N/A | <p>State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.</p> <p><i>(Required Attachment)</i></p> | | <p>licensure in Title I schools for the 2018-2019 school year.</p> <input type="checkbox"/> Copies of 2018-2019 Principal Attestations with dates and signatures for each Title I school. <i>(Optional)</i> |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | <p>2. The LEA ensures it has a written process to coordinate certification and licensure notification between Human Resources, the Title I Office and school administration.</p> <p><i>(Required Attachment)</i></p> | <p>1111(g)(2)(J) 1112(c)(6)</p> | <input type="checkbox"/> SAN from meetings between Human Resources, the Title I Office, and school administration. |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A If no, please explain. | <p>3. The LEA ensures that all paraprofessionals working in schoolwide schools meet applicable State certification and licensure requirements.</p> <p>Mark N/A if</p> <ul style="list-style-type: none"> ● there are no paraprofessionals in the schoolwide schools; ● the LEA has no schoolwide schools; ● paraprofessionals are not assigned | <p>1112(c)(6) 1112(g)(2)(J)</p> | <input type="checkbox"/> Verifying qualified status: AA degree or higher, and/or PRAXIS. <input type="checkbox"/> List of paraprofessionals and their qualifications. <input type="checkbox"/> Number of paraprofessionals who have met qualified status. <input type="checkbox"/> documentation demonstrating assigned duties may include: <ul style="list-style-type: none"> ○ Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of paraprofessionals in Title I schools for the 2018-2019 |

| | instructional duties | | school year. |
|--|--|-------------------------------------|--|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A | <p>4. The LEA ensures that all paraprofessionals paid with Title I, Part A funds meet applicable state certification and licensure requirements.</p> <p>Not Applicable means:</p> <ul style="list-style-type: none"> ● There are no paraprofessionals paid with Title I funds in targeted assistance schools; or ● The LEA has no targeted assistance schools. | <p>1112(c)(6) 1112(g)(2)(J)</p> | <p>□ Verifying qualified status: AA degree or higher, and/or PRAXIS.</p> <p>□ List of paraprofessionals and their qualifications.</p> <p>□ Number of paraprofessionals who have met qualified status.</p> <p>Example documentation demonstrating assigned duties may include:</p> <p>□ documentation demonstrating assigned duties may include:</p> <ul style="list-style-type: none"> ○ Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of paraprofessionals in Title I schools for the 2018-2019 school year. |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | <p>5. The LEA ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers.</p> <p><i>(Required Attachment)</i></p> | <p>1111(g)(1)(B) 1112(b)(2)</p> | <p>□ Documentation for the following from 2017-2018 SY:</p> <ul style="list-style-type: none"> ○ Enrollment Data ○ Race ○ Poverty Data ○ Teacher Evaluation Data: Ineffective-Inexperienced, ○ Out-of-field teachers (numbers by school) ○ Documentation showing disparities in each category. <p>□ Documentation supporting the implementation of the procedures for</p> |

| | | | |
|---|--|--|---|
| | | | <p>identifying and, if applicable, addressing disparities.</p> <ul style="list-style-type: none"> ❑ SAN documenting processes for identifying and addressing disparities are implemented. ❑ Documentation from human capital, certification, or other LEA offices showing disparity data, teacher placement, etc. |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | <p>6.The LEA ensures it has a written process and a timeline for parents being notified:</p> <p>a. annually that they may request information regarding professional qualifications of their child’s teacher and of paraprofessionals who provide instructional services to their children.</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 level. A timely notice has been provided to parents.</p> | <p>1112(e)(1)(A)(i)(I-III)</p> <p>1112(e)(1)(B)(ii)</p> | <ul style="list-style-type: none"> ❑ Multiple dated communications at the beginning of the school year which may include: <ul style="list-style-type: none"> ○ Letters; newsletters; school calendars ○ A copy of the dated cover letter sent to parents, which includes notice of parent’s right to request teacher qualification information. ○ Communication/notification to parents (newsletter, memo, letter, school calendars, etc.) ❑ Copies of requests for information from parents on teacher and /or paraprofessional qualifications. ❑ Evidence that parents have been provided information on the level of achievement and academic growth of their student, if applicable and available. ❑ A dated written notice to parents regarding when their child has been assigned a teacher or substitute for 4 or more |

| | | | |
|--|--|-------------------------|---|
| | <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)</i></p> | <p>1112(e)(1)(B)(i)</p> | <p>consecutive weeks who does not meet Maryland’s certification and licensure requirements at the assigned grade level.</p> <ul style="list-style-type: none"> □ Copies of the timely responses provided to parents. |
|--|--|-------------------------|---|

B. SCHOOLWIDE PROGRAMS

REQUIRED ATTACHMENT: SEE APPENDICES – B.1, B.2, & B.3

1. The LEA must include a written process for developing, implementing, and monitoring requirements in all schoolwide schools. **B.1**
2. An agreement, such as an MOU, between the LEA and Head Start programs and other early childhood programs, as feasible. (Section 1119(a) – **B.2**)
3. If applicable, the approval letter from MSDE to waive a Title I school with less than 40% poverty. - **B.3**

NOTE TO LEA:

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

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

| Name | Title | Department |
|------------------------|-----------------------------|---------------------------|
| Tracey J. Adesegun | Director | ESSA & Title I Department |
| Leslie Ingram-Johnson | Fiscal Supervisor | ESSA & Title I Department |
| Andrea Phillips Hughes | Supervisor | ESSA & Title I Department |
| Meri Robinson | Digital Learning Supervisor | ESSA & Title I Department |
| Vacant Position (TBD) | Coordinating Supervisor | ESSA & Title I Department |

1. Consolidating Funds in a schoolwide program

Is the LEA consolidating funds? ___ Yes X No

If Yes, continue below.

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

The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

- i. Describe how the system will assist schools in consolidating funds for schoolwide programs.
- ii. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

| B. SCHOOLWIDE PROGRAMS | | | |
|---|---|--|--|
| Check one | Assurances | Citation | Sample Evidence of Implementation |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | <p>2. The LEA ensures the implementation of a schoolwide program includes the following four components:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehensive Needs Assessment <input type="checkbox"/> Schoolwide Reform Strategies* <input type="checkbox"/> Parent, Family and Stakeholder Engagement <input type="checkbox"/> If applicable Coordination and Integration of Federal, State, and Local services and programs. <p><i>*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. (Tier 4)</i></p> | <p>1114(b)(6)</p> <p>1114(b)(2)(7)(i-iii)(I-V)</p> <p>1114(b)(2)</p> <p>1114(b)(5)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Sample copies of Schoolwide Plans <input type="checkbox"/> A written process for the annual review of schoolwide plans for the 4 components. <input type="checkbox"/> Documentation demonstrating how findings for the LEA annual review process are addressed at the school level. (samples) <p>Comprehensive Needs Assessment may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. <input type="checkbox"/> As needed, evidence of interviews, focus groups, or surveys. <input type="checkbox"/> Tools or processes to identify the strengths and needs of students, teachers, school and community. <input type="checkbox"/> Examples of how the data is being used by administration, teachers and parents to guide decisions and instruction. <input type="checkbox"/> Examples of how data is being reviewed in a disaggregated format to look at progress and needs of all student groups. <input type="checkbox"/> Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders. <p>Schoolwide Reform Strategies:</p> |

B. SCHOOLWIDE PROGRAMS

| | | | |
|--|--|--|---|
| | <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.</p> | | <ul style="list-style-type: none"> ❑ Examples of how schoolwide reforms increase the quality and quantity of instruction. ❑ Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. ❑ Evidence to demonstrate the effectiveness of reforms. ❑ Applicable adjustments that were made or plan to be made to address students not making progress. <p>Parent, Family and Stakeholder Engagement:</p> <ul style="list-style-type: none"> ❑ Evidence of the involvement of teachers, principals, and other school staff in the development of the Schoolwide plan may include: <ul style="list-style-type: none"> ○ SAN from School Improvement meetings ○ Written communication, including email, letters, newsletters, website ○ Surveys and survey data ❑ <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ul style="list-style-type: none"> ❑ SAN from meeting involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.) ❑ If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the Schoolwide plan |
|--|--|--|---|

| B. SCHOOLWIDE PROGRAMS | | | |
|---|---|---------------------------|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 3. The LEA ensures all schoolwide plans and its implementation is regularly monitored and revised as necessary based on student needs. | 1114(b)(3) | Evidence of implementation of the LEA Monitoring Plan may include: <input type="checkbox"/> SAN from program monitoring <input type="checkbox"/> LEA monitoring schedule <input type="checkbox"/> Program monitoring reports <input type="checkbox"/> Email communication |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 4. The LEA ensures it has a process for making the Schoolwide plan available to the LEA, parents, and the public. | 1114(b)(4) | <input type="checkbox"/> Schoolwide Plan on school website; handbooks, etc. <input type="checkbox"/> Samples of plans available for public |
| <input checked="" type="checkbox"/> Yes <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. Note: Draft Memorandum of Understanding attached. Review and signature approvals pending. | 1114 (b)(7)(A)(iii)(V) | <input type="checkbox"/> SAN from collaboration meetings <ul style="list-style-type: none"> ○ Timelines with evidence of implementation <input type="checkbox"/> Documentation of articulation meetings |

C. TARGETED ASSISTANCE SCHOOLS *

**If an LEA does not have any Title I Targeted Assistance Schools, proceed to next section.*

Note: PGCSPS will not have any TAS for SY18/19

REQUIRED ATTACHMENTS: Not applicable

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

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

STAFF RESPONSIBLE: In addition to Title I Coordinator, identify by name, title, and department of the person(s) responsible for ensuring compliance with Section 1115. **Not applicable for SY18/19**

Note: PGCPS will not have any Targeted Assistance Schools for SY18/19

| TARGETED ASSISTANCE SCHOOLS | | | |
|---|--|----------------------|--|
| Check one | Assurances | Citation | Sample Evidence of Implementation |
| <input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A | <p>If applicable,</p> <p>1a. The LEA has a school that is transitioning from a Title I targeted assistance in 2018 – 2019 to a schoolwide program in 2019-2020. <i>(Required Attachment #3)</i></p> <p>1b. The LEA submitted a waiver to operate a schoolwide program in a school with less than 40 percent poverty.</p> | 1114(a)(1)(B) | <input type="checkbox"/> SAN documents for the following evidence of planning and technical assistance: <ul style="list-style-type: none"> ○ Initial planning meeting agenda and list of participants; ○ Whole-school orientation including agenda and signed roster of participants. ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents.) ○ Meeting dates |

| TARGETED ASSISTANCE SCHOOLS | | | |
|---|---|---------------|---|
| Check one | Assurances | Citation | Sample Evidence of Implementation |
| | List Title I school(s) and School ID number below OR attach a list on REQUIRED ATTACHMENT template: | | <ul style="list-style-type: none"> ○ Plan approval process. |
| <input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A | <p>2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements in all targeted assistance schools including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State’s challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria. (Required Attachment #1)</p> | 1115(c)(1)(B) | <p>Developing/Implementing:</p> <ul style="list-style-type: none"> □ Weighted selection criteria <ul style="list-style-type: none"> ○ Data sources for multiple selection criteria (by school) □ Master ranking (all students ranked showing most needy students served by grade and subject area) □ Targeted Assistance teachers and para schedules with matching student roster <ul style="list-style-type: none"> ○ Service delivery model □ Description of how services will be delivered to targeted assistance students at each school. (push-in/pull-out) □ Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1. □ School master schedules □ Exit criteria by school <p>Monitoring:</p> <ul style="list-style-type: none"> □ Evidence of implementation of the LEA Monitoring Plan may include: <ul style="list-style-type: none"> ○ SAN from program monitoring ○ Program monitoring reports ○ Email communication □ LEA Schedules with dates for regular review for each Title I Targeted Assistance school. |

| TARGETED ASSISTANCE SCHOOLS | | | |
|---|--|------------------------|---|
| Check one | Assurances | Citation | Sample Evidence of Implementation |
| <input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A | <p>3. The LEA ensures the implementation of a Targeted Assistance program includes the following seven components:</p> <p>A. Use program’s resources to help eligible children meet the state’s challenging academic standards;</p> <p>B. Use methods and instructional strategies to strengthen the academic program of the school;</p> <p>C. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs;</p> <p>D. Provide Professional Development;</p> <p>E. Strategies to increase the involvement of parents of eligible children;</p> <p>F. If appropriate and applicable, coordinate with Federal, State, and local programs;</p> <p>G. Each Title I Targeted Assistance School will provide the LEA assurances that it will:</p> <p style="padding-left: 40px;">(i) help provide an accelerated, high quality curriculum;</p> <p style="padding-left: 40px;">(ii) minimize the removal of children from the regular classroom during regular school</p> | <p>1115(b)(2)(A-G)</p> | <p>Program’s resources to help eligible children meet the state’s challenging academic standards may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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> <ul style="list-style-type: none"> <input type="checkbox"/> expanded learning time, before- and after-school, and summer programs and opportunities <input type="checkbox"/> a schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). <p>Coordination with the regular education program may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SAN from collaboration meetings <ul style="list-style-type: none"> <input type="checkbox"/> Timelines with evidence of implementation <input type="checkbox"/> Documentation of articulation between regular education program and Title I <p>Professional Development:</p> |

| TARGETED ASSISTANCE SCHOOLS | | | |
|---|---|------------------------|--|
| Check one | Assurances | Citation | Sample Evidence of Implementation |
| | 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. | | <ul style="list-style-type: none"> <input type="checkbox"/> Data sources demonstrating the need for identified professional development <input type="checkbox"/> SANE documents from professional development <input type="checkbox"/> Professional development schedules, plans, and/or calendars <input type="checkbox"/> See Parent and Family Engagement Section <p>Strategies to increase the involvement of parents of eligible children:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>Coordinate with Federal, State, and local programs; if applicable:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of coordination with Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, etc.) |
| <input type="checkbox"/> Yes <input checked="" type="checkbox"/> N/A | 4. The LEA ensures that progress of participating children is reviewed on an ongoing basis and programs are revised if necessary to provide additional assistance to eligible children. | 1115 (b)(2)(G)(iii) | <ul style="list-style-type: none"> <input type="checkbox"/> LEA schedules with dates for regular review for each Title I Targeted Assistance school. <input type="checkbox"/> SAN documentation of data review meetings <input type="checkbox"/> Documentation of program adjustments based on data review and progress monitoring <input type="checkbox"/> Student progress monitoring (evidence of progress/lack of progress) |

D. PARENT AND FAMILY ENGAGEMENT

REQUIRED ATTACHMENTS: SEE APPENDICES – D.1, D.2, D.3, & D.4

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

1. A written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact. **D.1**
2. LEA’s 2018-2019 Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families. **D.2**
3. Tool used for annual evaluation of the content and effectiveness of the LEA’s Parent and Family Engagement Policy/Plan. **D.3**
4. A list of all Title I school’s individual parent and family engagement allocations. **D.4**

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.

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

| Name | Title | Department |
|------------------------|-----------------------------|-------------------------------|
| Tracey J. Adesegun | Director | ESSA & Title I Department |
| Leslie Ingram-Johnson | Fiscal Supervisor | ESSA & Title I Department |
| Andrea Phillips Hughes | Supervisor | ESSA & Title I Department |
| Meri Robinson | Digital Learning Supervisor | ESSA & Title I Department |
| TBD | Coordinating Supervisor | ESSA & Title I Department |
| Sheila Jackson | Director | Family & Community Engagement |

PARENT AND FAMILY ENGAGEMENT

| Check one | Assurances | Citation | Sample Evidence of Implementation |
|---|---|---|--|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 1: Parent and Family Engagement Policy/Plan (LEA and School-level) & School –Parent Compact The LEA ensures it has a process to develop jointly with, agree on with, and distribute to parents and family members of participating children, a written: | 1116(a)(2) 1116(b) 1116(c) 1116(d) | LEA and School’s Parent and Family Engagement Plans and School-Parent Compact: Evidence of input from parents/families <ul style="list-style-type: none"> ▪ SANE from parent meetings ▪ Announcements/Fliers ▪ Parents feedback ▪ Translated documents ▪ Receipts for accommodations/ |

| PARENT AND FAMILY ENGAGEMENT | | | |
|---|---|--|---|
| Check one | Assurances | Citation | Sample Evidence of Implementation |
| | <ul style="list-style-type: none"> <input type="checkbox"/> LEA Title I Parent and Family Engagement Policy/Plan <input type="checkbox"/> School-Level Title I Parent and Family Engagement policy/plan; <input type="checkbox"/> School-Parent compact that meet statutory requirements. <i>(Required Attachment)</i> | | <p style="text-align: center;">interpreters</p> <ul style="list-style-type: none"> <input type="checkbox"/> LEA and School’s Parent and Family Engagement Plan and School-Parent Compact is distributed and are available for parents and community: <ul style="list-style-type: none"> ▪ District/school website ▪ Student handbook ▪ School newsletters ▪ Plans and compact sent home via back pack/ orientation packet <input type="checkbox"/> Evidence that the LEA provides coordination, technical assistance, and other support to school. |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | <p>2: Parent & Family Engagement Annual Evaluation</p> <p>The LEA ensures that it conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the LEA’s parent and family engagement policy/plan and uses evaluation findings to design evidence-based strategies for more effective parental involvement and plan revisions.</p> | 1116(a)(2)(D-E) | <ul style="list-style-type: none"> <input type="checkbox"/> Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Plan <input type="checkbox"/> Results of data/feedback <input type="checkbox"/> Revisions to policy/plan are made, as needed, based on evaluation <input type="checkbox"/> SAN with meeting notes, if applicable <input type="checkbox"/> Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys. |
| <input checked="" type="checkbox"/> Yes | <p>3. Parent and Family Engagement Reservation (Funds):</p> | <p>1116(a)(3)(A) 1116(a)(3)(B)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Evidence of parent and family input in the decisions regarding parent and family |

| PARENT AND FAMILY ENGAGEMENT | | | |
|---|---|--|---|
| Check one | Assurances | Citation | Sample Evidence of Implementation |
| <input type="checkbox"/> N/A | <ul style="list-style-type: none"> The LEA and schools ensure that parents and family members of children participating in Title I services are involved in the decisions regarding how funds reserved are allotted for parent and family involvement activities. | | engagement reservation: <ul style="list-style-type: none"> SANE Announcements/Fliers Parents Feedback Translated documents Receipts for accommodations/ interpreters |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 4. Building Capacity for Involvement The LEA ensures that the Title I Office and all Title I schools build capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement. | 1116(e)(1-6) | LEA and School Level Documentation may include: <ul style="list-style-type: none"> SANE from LEA technical assistance to schools SANE from building capacity (See Parent and Family Engagement Checklist) |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 5. 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) | <ul style="list-style-type: none"> Translated documents/ announcements/ fliers Receipts for accommodations/ interpreters (Same documentations are applicable to meet requirements under EL Assurance #2) |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 6. The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools. <i>(Required Attachment)</i> | 1116(a)(2)(B) 1116(e)(1-14) | <ul style="list-style-type: none"> Evidence of LEA monitoring processes of Parent and Family Engagement requirements: <ul style="list-style-type: none"> SANE from technical assistance and training |

E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

REQUIRED ATTACHMENTS: See Appendices E.1.A, E.1.B., E.1.C, E.1.D, E.2, & E.3

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

1. A written process for:
 - inviting private school officials and ongoing consultation with private school officials to provide equitable participation to students in private schools; **E.1.A & E.1.B**
 - ordering and storing of materials and equipment for use in the program provided to private school children, if applicable; **E.1.C**
 - evaluating Title I Program for private schools regarding how the services will be academically assessed and how the results will be included in the overall evaluation of the effectiveness of the Title I program **E.1.D**
2. Signed agreement between LEA and private school officials that includes an option for private school officials to indicate that timely and meaningful consultation did not occur with the LEA **E.2**
3. Consultation timeline that shows that the LEA has or will have conducted all consultation that will allow services to begin at the beginning of the 2018-2019 school year. **E.3**
4. Provide information on participating private schools using the [Participating Private Schools Form](#) or you may submit information as a separate attachment. **See p.40**

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

| Name | Title | Department |
|------------------------|-----------------------------|---------------------------|
| Tracey J. Adesegun | Director | ESSA & Title I Department |
| Leslie Ingram-Johnson | Fiscal Supervisor | ESSA & Title I Department |
| Andrea Phillips Hughes | Supervisor | ESSA & Title I Department |
| Meri Robinson | Digital Learning Supervisor | ESSA & Title I Department |
| TBD | Coordinating Supervisor | ESSA & Title I Department |

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

| Check one | Assurances | Citation | Sample Evidence of Implementation |
|---|---|-----------------------------------|--|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | <p>1. Delivery of Services The LEA ensures it (select one of the following): Provides services directly to the eligible private school students?</p> <p><input checked="" type="checkbox"/> Enters into a third party contract to provide services to eligible private school students? Catapult Learning will provide the Title I services on behalf of the PGCPS.</p> <p><input checked="" type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students? Please identify LEAs involved.</p> <p>Montgomery County Public Schools Howard County Public Schools District of Columbia Public Schools Charles County Public Schools</p> <ul style="list-style-type: none"> Provide the date(s) services will begin. <p>At the request of private school officials, the services will start on September 17, 2017</p> | | <ul style="list-style-type: none"> <input type="checkbox"/> Copies of contracts or agreements with individuals under contract with the LEA (hourly employees), if applicable <input type="checkbox"/> Payroll lists for Title I staff providing Title I services to participating private school children <input type="checkbox"/> Third party vendor documentation that the LEA has transferred Title I funds to another LEA, if applicable <input type="checkbox"/> If applicable, formal agreement (MOU) with other LEA to provide services to private school students. |
| <input checked="" type="checkbox"/> Yes <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) | <ul style="list-style-type: none"> <input type="checkbox"/> Approved list of private schools and approved church exempt schools <input type="checkbox"/> Letters to private school officials |

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

| Check one | Assurances | Citation | Sample Evidence of Implementation |
|---|--|--------------------------|---|
| | <i>(Required Attachment #1a) – See appendix E.1.A</i> | | <ul style="list-style-type: none"> ○ If applicable, other forms of outreach may include: emails, phone logs, certified mail receipts, etc.) □ List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data) |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 3. Ongoing Consultation The LEA ensures it has a written process for ongoing consultation with private school officials to provide equitable participation to students in private schools, including how the LEA ensures that services to private school students start at the beginning of the school year. <i>(Required Attachment #1a) – See appendix E.1.B</i> | 1117 (b)(1-5) | <ul style="list-style-type: none"> □ Evidence Consultation Topics are addressed: <ul style="list-style-type: none"> ○ SANE documentation including topic specific agendas; emails, notes from phone calls. □ 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"/> 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) | <ul style="list-style-type: none"> □ List of participating private school children □ Multiple selection criteria used to select for services |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 5. Teachers and Families Participation The LEA ensures that families, and, if applicable, teachers of the children participate, on an equitable basis, in services and activities developed pursuant to Section 1116. | 1117 (a)(1)(B) | <ul style="list-style-type: none"> □ Evidence of professional development for teachers, if applicable: <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 |

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

| Check one | Assurances | Citation | Sample Evidence of Implementation |
|---|--|----------------------------|--|
| | <p>Note: Through consultation, PGCPS and private schools officials reached an agreement to not provide professional development services for teachers of students participating in the Title I program for SY18/19. Funding for professional development services were redirected to instructional services for students.</p> | | <ul style="list-style-type: none"> ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to professional development activities for Title I funded staff that show that these costs are charged to administration. □ 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. ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities. |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | <p>6. Dispute Resolution The LEA ensures it has a written dispute resolution process for resolving disagreements with private schools participating in the Title I, Part A program prior to escalation to the State Ombudsman.</p> | 1117(b)(2-6) 1117(c)(2) | <ul style="list-style-type: none"> □ Copy of dispute resolution process □ If applicable, copy of communication and/or SANE between LEA, MSDE, and/or private school official working toward resolution □ If applicable, evidence of resolving disagreements |
| <input checked="" type="checkbox"/> Yes <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. <i>(Required Attachment #1b, c, & d) – See appendix E.1.D</i></p> | 1117(b)(1) 1117 (d)(1) | <p>Evidence LEA Supervises: LEA Program Oversight</p> <ul style="list-style-type: none"> □ Schedules of Title I staff □ Timeline/schedules for monitoring visits □ LEA written process and procedures for monitoring private schools □ Monitoring feedback may include |

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

| Check one | Assurances | Citation | Sample Evidence of Implementation |
|-----------|------------|----------|--|
| | | | <p>letters, emails, reports or notes to Title I staff providing services or private school officials on student progress</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sample lesson plans and student work <input type="checkbox"/> Consultation between LEA and third party vendor, if applicable <p>Qualifications of staff providing services:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers providing services meet state certification and licensure requirements <input type="checkbox"/> Paraprofessionals providing instructional support are under direct supervision of teacher that meets state certification and licensure. <p><i>(May not apply to LEAs that use a third party provider, unless the LEA has required the third party provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i></p> <p>Fiscal Oversight:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I property labels, if applicable <input type="checkbox"/> Inventory list, if applicable <p>Evidence of Evaluation may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress reports/EOY reports on effectiveness of services <input type="checkbox"/> SANE documenting modification to program, if applicable. |

F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

REQUIRED ATTACHMENTS: See Appendix F.1

1. A written process that includes how the Title I office will coordinate with the Homeless Education. **F.1**
2. If applicable, job description of homeless liaison position. **Not applicable**
3. If applicable,
 - a. a description of how the LEA calculated the excess costs of providing transportation to homeless students; **Not applicable**
 - b. the calculations that the LEA used to arrive at the figure on this section. **Not applicable**

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

| Name | Title | Department |
|------------------------|---------------------------|-----------------------------|
| Tracey J. Adesegun | Director | ESSA & Title I Department |
| Leslie Ingram-Johnson | Fiscal Supervisor | ESSA & Title I Department |
| Andrea Phillips Hughes | Supervisor | ESSA & Title I Department |
| TBD | Coordinating Supervisor | ESSA & Title I Department |
| Natasha Jones | McKinney Vento Supervisor | Student Services Department |

EDUCATION FOR HOMELESS CHILDREN AND YOUTH

| Check one | Assurances | Citation | Sample Evidence of Implementation |
|---|---|---------------------|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 1. The LEA ensures that Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. <i>(Required Attachment)</i> | 1113(c)(3)(A)(i) | <input type="checkbox"/> Email or written communication regarding need of homeless students and families <input type="checkbox"/> Consultation Meetings with the LEA Homeless Education Liaison and Title I Office (SAN) |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 2. The LEA ensures that it uses a method for determining the homeless reservation set-aside, whether by a | 1113(c)(3)(A)(c)(i) | <input type="checkbox"/> Collaboration meetings to determine the reservation (SAN) |

EDUCATION FOR HOMELESS CHILDREN AND YOUTH

| Check one | Assurances | Citation | Sample Evidence of Implementation |
|------------------|--|-----------------|---|
| | needs assessment or some other method (e.g., past homeless student enrollment and support services cost data), and how the liaison was consulted or involved in that process. <i>(Required Attachment)</i> | | <input type="checkbox"/> Written/email communication with homeless education coordinator (or liaison), family involvement coordinator, finance office, etc. |

G. SUPPORT FOR FOSTER CARE STUDENTS

REQUIRED ATTACHMENTS: See Appendix G.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. 1111(g)(1)(E)

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

| Name | Title | Department |
|------------------------|------------------------------------|--|
| Tracey J. Adesegun | Director | ESSA & Title I Department |
| Leslie Ingram-Johnson | Fiscal Supervisor | ESSA & Title I Department |
| Andrea Phillips Hughes | Supervisor | ESSA & Title I Department |
| TBD | Coordinating Supervisor | ESSA & Title I Department |
| Jacqueline Naves | Pupil Personnel Workers Supervisor | Student Support Services Department |
| D. Vance Williams | County Liaison | Department of Social Services |
| David Hill | Operations Supervisor | Prince George’s County Transportation Department |
| Nicole Duff | Pupil Personnel Worker | Pupil Personnel Service Department |

SUPPORT FOR FOSTER CARE STUDENTS

| Check one | Assurances | Citation | Sample Evidence of Implementation |
|---|---|---------------|---|
| <input checked="" type="checkbox"/> Yes <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. | 1111(g)(1)(E) | <input type="checkbox"/> Collaboration with the child welfare agency, inclusive of the LEA foster care point of contact and the local education agency. (SAN) <input type="checkbox"/> MOU/MOA (transportation, best interest, school of origin) <input type="checkbox"/> Email communication |

H. ENGLISH LEARNERS

REQUIRED ATTACHMENTS: N/A

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

| Name | Title | Department |
|------------------------|-------------------------|-------------------------------------|
| Tracey J. Adesegun | Director | ESSA & Title I Department |
| Leslie Ingram-Johnson | Fiscal Supervisor | ESSA & Title I Department |
| Andrea Phillips Hughes | Supervisor | ESSA & Title I Department |
| TBD | Coordinating Supervisor | ESSA & Title I Department |
| Kia McDaniel | Coordinating Supervisor | English Speakers of Other Languages |

ENGLISH LEARNERS

| Check one | Assurances | Citations | Sample Evidence of Implementation |
|---|---|--------------|---|
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 1. The LEA ensures that Title I funds support a coordinated effort to inform parents about the ESOL Program placement through sending the Parent Notification Letter. | 1112(e)(3) | <input type="checkbox"/> Copy of completed English and translated version of parent notification letter with parent signature on either English or translated version |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 2. The LEA ensures that Title I funds support collaboration with federal, state, and local programs to develop intentional practices to implement effective outreach to parents of ELs regarding their education. | 1116(e)(4) | <input type="checkbox"/> Copy of a communication log <input type="checkbox"/> Copy of interpreter receipt <input type="checkbox"/> Translated documents or flyers <input type="checkbox"/> If applicable, translated school improvement team invitation letter/flyer sent to parents of ELs and sign-in sheet. |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N/A | 3. The LEA has a written process for sharing the number and percentage of English learners achieving English language proficiency. | (1111(h)(2)) | <input type="checkbox"/> Sample LEA's report card |

H. FISCAL REQUIREMENTS

REQUIRED ATTACHMENTS: See [Separate File & Data Base](#)

1. If applicable, Skipped School Approval Letter
2. If applicable, a bulleted, budget description for CSI/TSI schools that explains how the reserved Title I funds will be used to support each school. Please provide a separate attachment for CSI and TSI.
3. N&D: If applicable, include a description of how Title I funds support a coordinated effort in the 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. **Not Applicable**

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

| Name | Title | Department |
|------------------------|-----------------------------|---------------------------|
| Tracey J. Adesegun | Director | ESSA & Title I Department |
| Leslie Ingram-Johnson | Fiscal Supervisor | ESSA & Title I Department |
| Andrea Phillips Hughes | Supervisor | ESSA & Title I Department |
| Meri Robinson | Digital Learning Supervisor | ESSA & Title I Department |
| TBD | Coordinating Supervisor | ESSA & Title I Department |

FISCAL REQUIREMENTS

| REQUIREMENTS | Citation | Sample Evidence of Implementation |
|---|---------------|--|
| <p>Requirement 1- Equitable Services Table 7-8</p> <p>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.</p> | 1117(a)(4)(A) | <ul style="list-style-type: none"> □ Evidence of Equitable Services Expenditures to show Proportional Share <ul style="list-style-type: none"> ○ Transaction level reports ○ Salary/wages information ○ Materials, instructional supplies ○ Invoices ○ MOUs • Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies <ul style="list-style-type: none"> ● Transaction level reports |

| FISCAL REQUIREMENTS | | |
|---|---|--|
| REQUIREMENTS | Citation | Sample Evidence of Implementation |
| <p>Requirement 2- Parent and Family Engagement- Table 7-9.1 LEA must reserve at a minimum, 1% of its 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.</p> | <p>1116 (a)(3)(A) 1116(a)(3)(C)</p> | <p>Evidence of Parent and Family Engagement Expenditures</p> <ul style="list-style-type: none"> ● Procedures for allocation of 90% to schools ● School/LEA reservations are in the LEA budget and line items can be followed from the budget ● LEA Transaction Level Reports of Expenditures ● Invoices, contracts, etc. |
| <p>Requirement 3 - N&D Reservation Table 7-9.1 LEAs are required to reserve Title I funds if N& D programs exist in the LEA. Title I funds support a coordinated effort in the LEA, to address the needs of neglected, delinquent, and at-risk students, in accordance with the Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk.</p> | <p>1113(c)(3)(A)(ii) 1113(c)(3)(A)(iii)</p> | <ul style="list-style-type: none"> ● Evidence of N&D Expenditures ● LEA reservations are in the LEA budget and line items can be followed from the budget ● LEA Transaction Level Reports of Expenditures ● Invoices, contracts, etc. ● Memorandum of Understanding (MOU) |
| <p>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.</p> | <p>1113(c)(3)(A)(i)</p> | <p>Evidence of Homeless Children and Youth Expenditures</p> <p>Reservation:</p> <ul style="list-style-type: none"> ● LEA reservations are in the LEA budget and line items can be followed from the budget ● LEA Transaction Level Reports of Expenditures |

| FISCAL REQUIREMENTS | | |
|---------------------|----------|---|
| REQUIREMENTS | Citation | Sample Evidence of Implementation |
| | | <ul style="list-style-type: none"> ● Invoices, contracts, etc. <p>Instructional/Educational Support (If Applicable) – Costs associated with:</p> <ul style="list-style-type: none"> ● Tutoring Services, especially in shelters or other locations where homeless students live. ● Extended learning time (before and after school, Saturday classes, summer school) ● Counseling services to address mental health issues related to homelessness that is impeding learning. ● GED testing for school-age students ● Parental involvement specifically oriented to reaching out to parents of homeless students. ● Fees for AP and IB testing. ● Items of clothing, student fees, required records, medical and dental services, outreach services. <p>Homeless Liaison (If applicable):</p> <ul style="list-style-type: none"> ● Cost associated with Homeless Education Coordinator/ Liaison position. ● Reservation is in the budget. ● Job description ● Schedules (note who monitors/oversight) <p>Transportation (If applicable):</p> <ul style="list-style-type: none"> ● Cost associated with Homeless Education Transportation ● Reservation is in the budget |

| FISCAL REQUIREMENTS | | |
|---|--------------------|---|
| REQUIREMENTS | Citation | Sample Evidence of Implementation |
| | | <ul style="list-style-type: none"> ● LEA calculation of excess cost for providing transportation Invoices/payment schedule for transportation |
| Requirement 5- Districtwide Title I Instructional Programs Table 7-9 .2 LEAs may reserve funds for Districtwide instructional programs for Title I schools. | 34 CFR Part 200.77 | Expenditures <ul style="list-style-type: none"> ● LEA reservations are in the LEA budget and line items can be followed from the budget ● LEA Transaction Level Reports of Expenditures ● Invoices, contracts, etc. |
| Requirement 6 - 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 Education Agency program provides for all schools. | 34 CFR Part 200.77 | If applicable: Evidence of districtwide professional development Expenditures <ul style="list-style-type: none"> ● LEA reservations are in the LEA budget and line items can be followed from the budget ● LEA Transaction Level Reports of Expenditures ● Invoices, contracts, etc. |
| Requirement 7- 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. | 34 CFR Part 200.77 | If applicable: Evidence of Administration Expenditures <ul style="list-style-type: none"> ● LEA reservations are in the LEA budget and line items can be followed from the budget ● LEA Transaction Level Reports of Expenditures ● Invoices, contracts, etc. ● Indirect costs at the approved yearly rate. ● Travel, Office Supplies, and technology for Title I Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget |

| FISCAL REQUIREMENTS | | |
|--|--|--|
| REQUIREMENTS | Citation | Sample Evidence of Implementation |
| Requirement 8 - Support CSI and/or TSI Schools Table 7-9.4 | 1003 | |
| Requirement 9 - Carryover Estimate Table 7-9.4 | 1127 1117(a)(4)(B) | <ul style="list-style-type: none"> ● LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures ● Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools (if applicable) ● If applicable, Waiver intent indicated in the Title I Application |
| Requirement 10-Audits 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) | <ul style="list-style-type: none"> ● Single audits are conducted annually ● Copies of single audit reports (2 most recent) and Corrective Action (when applicable) ● LEA response to findings ● MSDE follow-up reviews of findings ● All required corrective actions from the audit findings are fully implemented within the agreed timeline. ● Independent auditor's report shows that the LEA has corrected all actions required. |
| Requirement 11- 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 | 1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR) | <ul style="list-style-type: none"> ● Local finance budget reports match amounts reported in the approved Allocation Worksheet. ● If applicable, Charter Schools are included in the ranking ● If applicable, Skipped Schools have been approved by MSDE. LEA is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that is at |

| FISCAL REQUIREMENTS | | |
|--|-------------------------------------|--|
| REQUIREMENTS | Citation | Sample Evidence of Implementation |
| attendance area. Allocation to each eligible school is based on PPA. | | <p>least equal to the PPA of the school that is below them in the rank order.</p> <ul style="list-style-type: none"> ● If applicable, Continuing Eligibility schools meet the statutory definition. |
| <p>Requirement 12 - Supplement not Supplant The LEA shall use Federal funds received under Title I only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds.</p> | 1118(b) | <ul style="list-style-type: none"> ● The LEA ensures that Title I funds are used only to supplement or increase non-federal sources used for the education of participating children and not to supplant funds from non-federal sources. (district and school level) ● Allocation Amount and Expenditures. ● Semi-annual certification (district, schoolwide, and targeted assistance). ● Time and effort for split funded staff (district, schoolwide, 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 ● LEA Internal Controls and Written Procedures ● LEA Transaction Level Reports of Expenditures ● Most current, dated copy of the district's supplement, not supplant policy and procedures document. |
| Requirement 13 - Comparability | 1118(c)(1)(A) 1118(c)(1)(C) | LEA provided required documentation with the Comparability report on or before December 1, 2018. |
| <p>Requirement 14 - Equipment and Related Property Equipment shall be used in the program or project for which it was acquired as long as</p> | EDGAR 34 CFR 80.32, UGG §200.314 | <ul style="list-style-type: none"> ● LEA Inventory ● Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment ● Annual physical inventory of Title I equipment |

| FISCAL REQUIREMENTS | | |
|--|-----------------|--|
| REQUIREMENTS | Citation | Sample Evidence of Implementation |
| <p>needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by a Federal agency.</p> <p>EDGAR 34 CFR 80.32, UGG §200.314 Education Department General Administrative Regulations (EDGAR)</p> <p>Elements: Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property.</p> | | <ul style="list-style-type: none"> ● Lease agreements ● Expenditure Reports ● LEA Transaction Level Reports of Expenditures |

| FISCAL REQUIREMENTS | | |
|--|---|---|
| REQUIREMENTS | Citation | Sample Evidence of Implementation |
| Adequate maintenance procedures must be developed to keep the property in good condition. | | |
| <p>Requirement 15- Use of Technology Devices</p> <p>Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</p> | 34 C.F.R. § 80.20 (added in SY 2015-2016) | <ul style="list-style-type: none"> ● Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. ● Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies. ● Staff Training (SANE) ● Corrective Actions, if applicable |

| <p><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.</i></p> <p><i>http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</i></p> | <p><i>Total Number of Participating Students</i></p> | <p><i>Submitted Agreement of Consultation* to Equitable Services Ombudsman (ESSA Sections 1117)</i></p> | <p><i>Federal Program Informational Meeting Date (ESSA Sections 1117 & 8501)</i></p> |
|--|--|---|--|
| Al Huda – 5301 Edgewood Road, College Park, MD 20740 | TBD | <p>5/15/18 Agreement Met</p> <p>9/4/18</p> <p>Forms submitted to MSDE Ombudsman</p> | <p>5/28/18</p> <p>11/</p> |
| Holy Family – 2200 Callaway Street, Hillcrest Heights, MD 20784 | TBD | | |
| Holy Redeemer – 4902 Berwyn Road, College Park, MD 20740 | TBD | | |
| St. Ambrose – 6301 Jason Street, Cheverly, MD 20785 | TBD | | |
| St. Columba – 7800 Livingston Road, Oxon Hill, MD 20745 | TBD | | |
| St. John – 8912 Old Branch Avenue, Clinton, MD 20735 | TBD | | |
| St. Joseph – 11011 Montgomery Road, Beltsville, MD 20705 | TBD | | |
| St. Mary’s of Landover – 7207 Annapolis Road, Landover, MD 20784 | TBD | | |
| St. Matthias – 9473 Annapolis Road, Lanham, MD 20706 | TBD | | |
| St. Philip – 5414 Henderson Way, Suitland, MD 20746 | TBD | | |

Note: The number of students to participate in receiving services is pending. Information will be available by the final submission of the application.

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

A Local Educational 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)
- D. Census Poor (Children ages 5-17 based on 2000 Census Data)
- E. Children eligible to receive medical assistance under the Medicaid program
- X F. Community Eligibility Provision(CEP)
- G. 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))

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)

- X 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
- B. LEA must extrapolate data from the survey based on a representative sample if complete actual data are 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 who reside in
- E. 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.
2. After schools have been ranked by poverty, the school system must serve schools above 75% poverty in rank order of poverty, 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.

- X **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.**
- 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, 2017 to complete this table along with the September 30, 2017 enrollment data.

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

| | | | | |
|---|---|---|---|--|
| 70,314 | / | 132,095 | = | 53.23% |
| Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2017) | | Total LEA Student Enrollment (September 30, 2017) | | District Wide Average (percentaged) 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 | District-wide grade span poverty average |
|----------------------------------|--|---|-----------------------------|--|
| Write Grade Span in Spaces Below | | | | |
| Elementary (PreK-5) | | / | | |
| Middle (6-8) | | / | | |
| High (9-12) | | / | | |

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

| | | | | |
|---|---|---|---|------------------|
| | / | | = | |
| Local Educational Agency Title I, Part A Allocation (Taken from Table 7-9) (Should match # on C-1-25) | | Total Number of Low-Income Public and Private School Students (Taken from Allocation Worksheet) | | Per Pupil Amount |

Table 7-6.1 CONTINUED ELIGIBILITY

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. 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 - New 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 7-7 TITLE I SKIPPED SCHOOLS

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.

Follow the directions in the Skipped School Addendum.

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:

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.

| | | |
|----------------------------|---|--|
| Number of Skipped Schools: | 8 | Note: The completed 2018-2019 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. |
|----------------------------|---|--|

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 | | | |
|---|---|--|--|
| 569 | / | 38,317 | = 0.01484980557 |
| 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 |
| 0.01484980557 | x | \$35,316,493 | = \$524,443 |
| Proportion of reservation | | Total Title I Allocation Use # from Table 7-8.1, 1st line) | Proportional Share for Equitable Services |
| 1.b: Determining Parental and Family Engagement Reservation | | | |
| \$524,443 | x | 1% | = \$5,244 |
| 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 | | | |
| \$524,443 | - | \$5,244 | = \$519,199 |
| 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 | | | |
| \$519,199 | - | \$0 | = \$519,199 |
| 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 | | | |
| \$519,199 | - | \$104,889 | = \$414,310 |
| Remaining for instruction and administration | | Agreed amount of Administration (determined during consultation) | Proportional share remaining for equitable services instruction |

l.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

| | | | | |
|---|---|---|---|---|
| \$414,310 | / | 569 | = | \$728.14 |
| 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 Involvement: 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. | 202 students x \$9.216 | \$1,862.00 |
| | Equitable Services for Parent Involvement: Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in District of Columbia. | 286 students x \$9.216 | \$2,636.00 |
| | Equitable Services for Parent Involvement: Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in Montgomery County. | 76 students x \$9.216 | \$700.00 |
| | Equitable Services for Parent Involvement: Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in Charles County. | 5 students x \$9.216 | \$46.00 |
| Professional Development | N/A | | \$0 |
| Administration | Administrative Costs: Equitable services program costs for district and vendor administrative staff providing services, program monitoring, mailings, printing, and other administrative functions. | \$524,443 x 20% administrative costs | \$104,889 |

| | | | |
|------------------------------|---|-------------------------|------------------|
| 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. | 202 students x \$728.14 | \$147,084.00 |
| | 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. | 286 students x \$728.14 | \$208,248.00 |
| | 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. | 76 students x \$728.14 | \$55,338.00 |
| | 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. | 5 students x \$728.14 | \$3,640.00 |
| Total Equitable Share | | | \$524,443 |

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 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 Title I 2018-2019 Allocation: | | Taken from the C-1-25 | \$ 35,316,493 | Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher. | \$ 353,165 | |
|-------------------------------------|---|-----------------------|-----------------------------|---|------------|--|
| | | | | Minimum of 90% of 1% that must go to schools | \$ 317,040 | |
| 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 | | \$399,671 | <p>Districtwide: Mobile Activity Center Van Evening Coordinator for 5 hours per day for 70 days (per certified teachers only) x \$55 per hour</p> <p>60 days x 5 hours x \$55</p> <p>\$16,500</p> <p>Districtwide: Mobile Activity Center Van morning driver for 4 hours per day for 60 days x \$14 per hour</p> <p>60 days x 4 hours x \$14</p> <p>\$3,360</p> <p>Districtwide: Fringe Benefits for workshop stipends</p> <p>\$22,610 x .0992 (FICA & Workman's Compensation)</p> <p>\$2,243</p> <p>Districtwide: Contracted through Transportation Office for evening driver of the MAC van for parent activities: one driver x 30 days x 4 hours per day x \$70 per hour</p> <p>30 days x 4 hours x \$71</p> <p>\$8,520</p> <p>Districtwide: Maintenance and repairs of Mobile Activity Center van that provides on-going training at Title I school sites and conferences. Staff members work with various stakeholders on ways to support and improve student achievement.</p> <p>\$2,000</p> <p>Districtwide: Mobile Activity Center van WiFi that provides access at Title I school sites and conferences: 12 months x \$50</p> <p>12 months x \$50</p> <p>\$600</p> <p>Districtwide: Interpretation services for parent & family workshops and school events: 76 schools x 3 sessions/events x 4 hours per session x 2 interpreters x \$25 per hour</p> <p>76 schools x 3 sessions/events x 4 hours per session x 2 interpreters x \$25 per hour</p> <p>\$45,600</p> <p>Districtwide: Light snacks/juice/water for parent and family engagement workshops sessions and Mobile Activity Center site visits, 12 months x \$250</p> <p>12 months x \$250</p> <p>\$3,000</p> <p>School-based: Stipends for conducting/facilitating Parent Workshops</p> <p>\$239,119</p> <p>School-based: Fringe Benefits for workshop stipends</p> <p>\$23,707</p> <p>School-based: Parent and Family Engagement resources, materials, and supplies: parent libraries, instructional resources, pens, paper, composition books, manipulatives, subscriptions</p> <p>\$5,022</p> | | |
| 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 | | | |

| | | | | | |
|-----------------------------------|--|------------------|---|--|-----------|
| 4 | Required: Education for Homeless Children and Youth | \$383,000 | | | |
| | Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, MI-M10. | | Homeless Program: Latin American Youth Center/Maryland Multicultural Youth Center transition program that address youths' social, academic, and career needs. | | \$383,000 |
| | Note: Required Attachment - Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act. | | | | |
| 4a | 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. | \$0 | | | |
| | 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 | | | |
| Total Mandatory Set Asides | | \$782,671 | | | |

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) | \$0 | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| 6 | District-wide Professional Development 34 CFR Sec. 200.60 Sec. 9101 (34) of ESEA | \$0 | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total Districtwide Set Asides | | \$0 | | | \$0 |

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 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.**

Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration)

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

| | | Total Reservations | DETAILED BUDGET DESCRIPTION | Calculation | Total |
|----------------|------------|--------------------|--|-------------|--------------|
| 7 | Management | \$686,868 | 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 (parent & family engagement, 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. (4.0 FTE) | | \$518,823 |
| | | | Fringe Benefits for Administration Salaries: Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits | | \$168,045 |
| | Staff | \$4,334,020 | Instructional Specialists assigned to work with schools and area offices, parents, community, system offices, non-public schools (9.0 FTEs) | | \$1,075,587 |
| | | | Technology Instructional Specialists development, implement and evaluate strategies to expand the use of technology for Title I administrative office and schools. (4.0 FTEs) | | \$439,725 |
| | | | Program Coordinator 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 provide instructional support on-site coaching for technology integration in the classroom. (3.0 FTE) | | \$293,034 |
| | | | 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. (4.0 FTE) | | \$253,066 |
| | | | Large Spanish population requires bilingual oral and written communication services; DST assigned to monitor technology and manage Title I inventory. Secretary to support the Department, data gathering/analysis and liaison with the providers, students, parents, system offices. (3.0 FTE) | | \$196,252 |
| | | | Fringe Benefits for Administration Salaries: Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits | | \$778,799 |
| Administration | | \$4,334,020 | Estimated annual cost of A-133 Audit | | \$ 9,600 |
| | | | Indirect Costs Calculation (rate at 3.26%): (0.0326 x (\$35,316,493 - \$812,865)/1.0326) | | \$ 1,089,307 |
| | | | Administrative Costs for printing: reports, letters, manuals, etc. | | \$ 750 |

| | | | | |
|--|--|--|--|--------------------|
| | | Administrative Office Supplies: paper, notebooks, pens, pencils, binders, file storage, and other productivity supplies | | \$ 4,000 |
| | | Mileage for administrative staff for site visits to Title I and non-public schools, attend meetings, and conferences. 27 staff x 12 months x \$150 per month | | \$ 48,600 |
| | | Title I Staff will attend local conferences and workshops for professional development to build capacity. Conferences may include ASCD Conference on Education Leadership, NAFEP, Common Ground, Powering Up, SOMRAC, Grant Management Concepts: 27 attendees x \$1,000 average per person | | \$ 27,000 |
| | | Title I Staff will attend conferences and workshops for professional development to build capacity. Conferences may include ASCD, NSTA, NCTM, IRA, SOMRAC, Common Ground, National Title I, ISTE: 27 attendees x \$4,000 average per person | | \$ 108,000 |
| | | Dues and subscriptions for professional development resources: ASCD, TitleAdmin.com, Education Week, Learning Forward, and more | | \$ 7,500 |
| | | Lynda.com online library for personalized virtual training in business and technology skills, 8 licenses x \$350 | | \$ 2,800 |
| Total Administrative Reservations | | | | \$5,020,858 |

Table 7-9 LEA RESERVATIONS FOR CSI AND 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) and Targeted Support and Improvement (TSI) Schools | | Total Reservations | CSI School (List each school on a separate line) | Total Amount of Allocation |
|--|--|--------------------|--|----------------------------|
| 8 | Does the LEA provide additional Title I Part A funds to support CSI Schools? | \$932,272 | TBD | \$932,272 |
| | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> | | | |
| | | | | |
| 9 | Does the LEA provide additional Title I Part A funds to support TSI Schools? | \$5,282,874 | TBD | \$5,282,874 |
| | YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> | | | |
| | | | | |
| Total LEA Reservation | | \$6,215,146 | | |

| Table 7-10 | | | |
|---|---|--------|---------------|
| BUDGET SUMMARY -- CALCULATION OF PER PUPIL ALLOCATION (PPA) | | | |
| 1 | Total Title I Allocation (Use amount shown on C-1-25) | --- | \$ 35,316,493 |
| 2 | Equitable share total reported in Table 7-8 | minus | \$ 524,443 |
| 3 | Mandated set-asides total reported in Table 7-9.1 | minus | \$ 782,671 |
| 4 | District-wide Reservations total reported in Table 7-9.2 | minus | \$ - |
| 5 | Administration total reported in Table 7-9.3 | minus | \$ 5,020,888 |
| 6 | Additional Support for CSI /TSI schools total reported in Table 7-9.4 | minus | \$ 6,215,146 |
| 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 | \$ 22,773,345 |

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, 2017-September 30, 2018)

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 LEA must consult with appropriate private school officials. (ESEA sections 1117(b) and 8501(c).)

1. Total amount of Title I 2017-2018 allocation: \$35,827,780

The estimated amount of Title I funds the school system will carryover: 2,144,140

1. The estimated percentage of carryover Title I funds as of September 30, 2018 : 5.98%

THIS IS A PROJECTION

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

Yes No

FY2019

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 125) | Budget Object Number | Line Item | Calculation | Total | Notes |
|---------------------------------------|-------------------|---|---|----------------------|--|-------------|-------|-------|
| 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. | \$ 104,889 | | |
| 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 Prince George's private schools will be provided after-school tutoring and supplemental materials. | \$ 147,084 | | |
| 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 District of Columbia private schools will be provided after-school tutoring and supplemental materials. | \$ 208,248 | | |
| 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 Montgomery County private schools will be provided after-school tutoring and supplemental materials. | \$ 55,338 | | |
| 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 Charles County private schools will be provided after-school tutoring and supplemental materials. | \$ 3,640 | | |
| 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; Title I students participating in Prince George's. | \$ 1,862 | | |

LEA: Prince George's County

FY2019

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 125) | 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; Title I students participating in District of Columbia. | \$ 2,636 | | |
| 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; Title I students participating in Montgomery County. | \$ 700 | | |
| 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; Title I students participating in Charles County. | \$ 46 | | |
| | | | | | | | \$ 524,443 | TOTAL: Equitable Services Proportional Share |
| Parent and Family Engagement | District | Instruction Categories - Regular Program | 203-205/01 | 01 | Morning Coordinator for 5 hours per day for 60 days x \$55 per hour | \$ 16,500 | | |
| Parent and Family Engagement | District | Instruction Categories - Regular Program | 203-205/01 | 01 | Morning Driver for 4 hours per day for 60 days x \$14 per hour | \$ 3,360 | | |

FY2019

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 125) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|---|-------------|-------|-------|
| Parent and Family Engagement | District | Fixed Charges - Regular Program | 212 | 04 | Fringe Benefits for workshop stipends | \$ 2,243 | | |
| Parent and Family Engagement | District | Student Transportation | 209 | 02 | Contracted through Transportation Office for evening driver of the MAC van for parent activities: one driver x 30 days x 4 hours per day x \$71 | \$ 8,520 | | |
| Parent and Family Engagement | District | Instruction Categories - Regular Program | 203-205/01 | 02 | Maintenance and repairs of Mobile Activity Center van that provides on-going training at Title I school sites and conferences. Staff members work with various stakeholders on ways to support and improve student achievement. | \$ 2,000 | | |
| Parent and Family Engagement | District | Instruction Categories - Regular Program | 203-205/01 | 02 | Mobile Activity Center van WiFi that provides access at Title I school sites and conferences. 12 months x \$50 | \$ 600 | | |
| Parent and Family Engagement | District | Instruction Categories - Regular Program | 203-205/01 | 02 | Interpretation services for parent & family workshops and school events. 76 schools x 3 sessions/events x 4 hours per session x 2 | \$ 45,600 | | |
| Parent and Family Engagement | District | Instruction Categories - Regular Program | 203-205/01 | 03 | Light snacks/juices/waters for parent and family engagement workshops sessions and Mobile Activity Center site visits, 12 months x \$250 | \$ 3,000 | | |
| Parent and Family Engagement | Schools | Instruction Categories - Regular Program | 203-205/01 | 01 | Stipends for conducting/facilitating Parent Workshops | \$ 239,869 | | |
| Parent and Family Engagement | 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 | \$ 54,198 | | |

FY2019

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 125) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|--|--------------|------------|--|
| Parent and Family Engagement | Schools | Fixed Charges - Regular Program | 212 | 04 | Fringe Benefits for workshop stipends | \$ 23,781 | | |
| | | | | | | | \$ 399,671 | TOTAL: Parent and Family Engagement |
| Administration | District | Administration - General Support | 201-21 | 02 | Estimated annual cost of A-133 Audit | \$ 9,600 | | |
| Administration | District | Administration - Business Support | 201-22 | 04 | Indirect Costs Calculation (rate at 3.26%): (0.0326 x (\$35,316,493 - \$813,355)/1.0326) | \$ 1,089,291 | | |
| 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 (parent & family engagement, 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. (4.0 FTE) | \$ 518,823 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 01 | Instructional Specialists assigned to work with schools and area offices, parents, community, system offices, non-public schools (9.0 FTEs) | \$ 1,075,587 | | |
| 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. (4.0 FTEs) | \$ 439,725 | | |

FY2019

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 125) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|--|-------------|-------|-------|
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 01 | Program Coordinator 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 provide instructional support on-site coaching for technology integration in the classroom. (3.0 FTE) | \$ 293,034 | | |
| 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. (4.0 FTE) | \$ 253,066 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 01 | Large Spanish population requires bilingual oral and written communication services; DST assigned to monitor technology and manage Title I inventory. Secretary to support the Department, data gathering/analysis and liaison with the providers, students, parents, system offices. (3.0 FTE) | \$ 196,252 | | |
| Administration | District | Fixed Charges - Administration | 212 | 04 | Fringe Benefits for Administration Salaries: Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits | \$ 946,844 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 02 | Administrative Costs for printing: reports, letters, manuals, etc. | \$ 750 | | |
| 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 | \$ 4,000 | | |

FY2019

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 125) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|---|-------------|--------------|------------------------------|
| 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. 27 staff x 12 months x \$150 per month | \$ 48,600 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 04 | Title I Staff will attend local conferences and workshops for professional development to build capacity. Conferences may include ASCD Conference on Education Leadership, NAFEP, Common Ground, Powering Up, SOMIRAC, Grant Management Concepts: 27 attendees x \$1,000 average per person | \$ 27,000 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 04 | Title I Staff will attend conferences and workshops for professional development to build capacity. Conferences may include ASCD, NSTA, NCTM, IRA, SOMIRAC, Common Ground, National Title I, ISTE: 27 attendees x \$4,000 average per person | \$ 108,000 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 04 | Dues and subscriptions for professional development resources: ASCD, TitleIAdmin.com, Education Week, Learning Forward, and more | \$ 7,500 | | |
| Administration | District | Mid-Level Administration - Inst. Admin. & Supv. | 202-16 | 04 | Lynda.com online library for personalized virtual training in business and technology skills, 8 licenses x \$350 | \$ 2,800 | | |
| | | | | | | | \$ 5,020,872 | TOTAL: Administration |

FY2019

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 125) | Budget Object Number | Line Item | Calculation | Total | Notes |
|---|------------------------|---|---|----------------------|--|--------------|---------------------|--|
| Support for Title I CSI and TSI schools | District - CSI and TSI | Instruction Categories - Special Program | 203-205/02 | 01 | Salaries placeholder for CSI & TSI schools until identification by MSDE. | \$ 4,715,110 | | MSDE will identify schools in September and October; strategies and supplemental resources/support will be identified. |
| Support for Title I CSI and TSI schools | District - CSI and TSI | Instruction Categories - Special Program | 203-205/02 | 02 | Contract services placeholder for CSI & TSI schools until identification by MSDE. | \$ 500,000 | | MSDE will identify schools in September and October; strategies and supplemental resources/support will be identified. |
| Support for Title I CSI and TSI schools | District - CSI and TSI | Instruction Categories - Special Program | 203-205/02 | 03 | Supplies & materials placeholder for CSI & TSI schools until identification by MSDE. | \$ 650,000 | | MSDE will identify schools in September and October; strategies and supplemental resources/support will be identified. |
| Support for Title I CSI and TSI schools | District - CSI and TSI | Instruction Categories - Special Program | 203-205/02 | 04 | Other charges placeholder for CSI & TSI schools until identification by MSDE. | \$ 350,000 | | MSDE will identify schools in September and October; strategies and supplemental resources/support will be identified. |
| | | | | | | | \$ 6,215,110 | TOTAL: Support for Title I Priority School |
| 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. | \$ 383,000 | | |

FY2019

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 125) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|--|--------------|------------|---|
| | | | | | | | \$ 383,000 | TOTAL: Education for Homeless Children and Youth |
| | 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, 117 Classroom Teachers @ Avg. Salary of \$62,317 | \$ 7,242,624 | | <i>School-based Allocation Programs</i> Classroom Teachers |
| | 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, 42 Paraprofessional Educators @ Avg. Salary of \$29,336 | \$ 1,262,923 | | <i>School-based Allocation Programs</i> Paraprofessional Educators |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Provide support, training, and required assistance to successfully implement program and professional development, 49 Resource Teachers @ Avg. Salary of \$74,014 | \$ 3,626,689 | | <i>School-based Allocation Programs</i> Resource Teachers |
| | 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, 3 Instructional Coaches @ Avg. Salary of \$74,338 | \$ 223,014 | | <i>School-based Allocation Programs</i> Instructional Coaches |

FY2019

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 125) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|--|--------------|-------|---|
| | 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, 2 Professional School Counselors @ Avg. Salary of \$74,338 | \$ 148,676 | | <i>School-based Allocation Programs</i> Professional School Counselors |
| | 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, 2 Peer Mediators @ Avg. Salary of \$74,338 | \$ 148,676 | | <i>School-based Allocation Programs</i> Peer Mediators |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Responsible for intervention services for the school's most at-risk populations, 1 Student Advocate @ Avg. Salary of \$30,803 | \$ 30,803 | | <i>School-based Allocation Programs</i> Student Advocate |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Serves as a liaison that educates administrators, teachers and staff on how to communicate and work effectively and share power with parents as equal partners, 1 Parent Engagement Assistant @ Avg. Salary of \$30,803 | \$ 30,803 | | <i>School-based Allocation Programs</i> Resource Teachers |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Teacher and paraprofessional part-time salaries for Extended Day/Week/Year Programs | \$ 1,292,310 | | <i>School-based Allocation Programs</i> Temporary Employees |

FY2019

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 125) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|--|---|----------------------|--|--------------|-------|--|
| | Schools | Instruction Categories - Special Program | 203-205/02 | 01 | Substitutes to release classroom teachers for collaborative planning/training | \$ 494,394 | | <i>School-based Allocation Programs</i> Part-time Substitutes |
| | 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 | \$ 5,290,290 | | |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 02 | Contracted services for instructional services and student Assemblies for cultural enrichment: Young Audience, Blue Sky Puppet, EZ Breadmaking | \$ 51,904 | | <i>School-based Allocation Programs</i> Cultural Enrichment |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 02 | Cost to purchase network version of educational software: Achieve 3000, i-Ready, Math IXL, iStation | \$ 545,419 | | <i>School-based Allocation Programs</i> Instructional Software |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 02 | Maintenance and repairs of technology devices for instructional use. | \$ 40,119 | | <i>School-based Allocation Programs</i> Maintenance & Repairs |
| | Schools | Instruction Categories - Inst. Staff Development | 203-205/09 | 02 | Professional Development Workshop Facilitators: Contracted consultants to provide professional development for staff capacity building. | \$ 47,856 | | <i>School-based Allocation Programs</i> Educational Consultants |
| | Schools | Instruction Categories - Regular Program | 203-205/01 | 03 | Parent Involvement resources, materials, and supplies: pens, paper, composition books, communication folders, manipulatives, books, subscriptions | \$ 66,758 | | <i>School-based Allocation Programs</i> Additional Resources for Parent & Family, schools allocated |

FY2019

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 125) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|---|---|----------------------|--|-------------|-------|--|
| | | | | | | | | more than the required set-aside |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 03 | Instructional materials consumed in the classroom: leveled readers, calculators, maps, dictionaries, workbooks | \$ 356,470 | | <i>School-based Allocation Programs</i> Classroom Teacher Supplies |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 03 | Cost to purchase student journals, agenda books, and student supplies | \$ 244,839 | | <i>School-based Allocation Programs</i> Student Supplies |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 04 | National, Regional, Local Magazines for students: National Geographic, Time for Kids, Scholastic News | \$ 22,537 | | <i>School-based Allocation Programs</i> Student Dues/Subscriptions |
| | 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 | \$ 26,464 | | <i>School-based Allocation Programs</i> Field Trip Fees |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 05 | Classroom equipment, such as: video visualizers, LCD projectors, digital cameras | \$ 85,189 | | <i>School-based Allocation Programs</i> Education Communication Equipment |
| | Schools | Instruction Categories - Special Program | 203-205/02 | 05 | Computers, laptops, and tablets for classroom instruction | \$ 728,166 | | <i>School-based Allocation Programs</i> |

FY2019

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 125) | Budget Object Number | Line Item | Calculation | Total | Notes |
|----------------------------------|-------------------|--|---|----------------------|--|-------------|---------------|--|
| | | | | | | | | Computers, Instruction |
| | Schools | Instruction Categories - Inst. Staff Development | 203-205/09 | 01 | Stipends for professional development | \$ 356,888 | | <i>School-based Programs</i> Temporary Employees |
| | Schools | Fixed Charges - Instructional Staff Development | 212 | 04 | Fringe Benefits for workshop stipends | \$ 34,311 | | |
| | Schools | Instruction Categories - Inst. Staff Development | 203-205/09 | 04 | National, Regional, Local Magazines for Teachers: EdWeek, NSTA, NCTM, ASCD | \$ 3,550 | | <i>School-based Allocation Programs</i> Dues & Subscriptions |
| | 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, ESSA | \$ 104,897 | | <i>School-based Allocation Programs</i> Conference Registration Fees & Travel |
| | 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 | \$ 33,581 | | <i>School-based Allocation Programs</i> Staff Development Supplies |
| | Schools | Student Transportation | 209 | 02 | Student Transportation for field trips and extended learning programs | \$ 233,247 | | <i>School-based Allocation Programs</i> School and Chartered Bus Transportation Services |
| | | | | | | | \$ 22,773,397 | TOTAL: <i>School-based Allocation Programs</i> |

TOTAL: \$ 35,316,493

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 12/4/2015 16:01:40 Notice of Grant Award 4 Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
 11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.
- I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.



Superintendent of Schools

Prince George's County Public Schools
Local Educational Agency

November 16, 2018
Date

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

| | | | |
|-----------------------|-----------------|-----------------------|---------------------------------------|
| Original Grant Budget | \$35,316,493 | Amended budget # | Request Date |
| Grant Name | Title I, Part A | Grant Recipient Name | Prince George's County Public Schools |
| MSDE Grant # | | Recipient Grant # | 1819 |
| Revenue Source | Federal | Recipient Agency Name | Title I |
| Fund Source Code | | Grand Period | 7/1/2018 - 9/30/2020 |

| 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 | | 9,600.00 | | | | | 9,600.00 |
| Prog. 22 Business Support | | | | | | 1,089,291.00 | 1,089,291.00 |
| Prog. 23 Centralized Support | | | | | | | 0.00 |
| 202 Mid-Level Administration | | | | | | | |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin. & Supv. | 2,776,487.00 | 750.00 | 4,000.00 | 193,900.00 | | | 2,975,137.00 |
| 203-205 Instruction Categories | | | | | | | |
| Prog. 01 Regular Prog. | 259,729.00 | 48,200.00 | 123,956.00 | | | | 431,885.00 |
| Prog. 02 Special Prog. | 19,216,022.00 | 1,520,442.00 | 1,251,309.00 | 399,001.00 | 813,355.00 | | 23,200,129.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | 0.00 |
| Prog. 04 Gifted & Talented Prog. | | | | | | | 0.00 |
| Prog. 07 Non Public Transfers | | | | | | 524,443.00 | 524,443.00 |
| Prog. 08 School Library Media | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 10 Guidance Services | | | | | | | 0.00 |
| Prog. 11 Psychological Services | | | | | | | 0.00 |
| Prog. 12 Adult Education | | | | | | | 0.00 |
| 206 Special Education | | | | | | | |
| Prog. 04 Public Sch Instr. Prog. | | | | | | | 0.00 |
| Prog. 09 Instruction Staff Dev. | | | | | | | 0.00 |
| Prog. 15 Office of the Principal | | | | | | | 0.00 |
| Prog. 16 Inst. Admin & Superv. | 356,888.00 | 47,856.00 | 33,581.00 | 108,447.00 | | | 546,772.00 |
| 207 Student Personnel Serv. | | | | | | | 0.00 |
| 208 Student Health Services | | | | | | | 0.00 |
| 208 Student Transportation | | 241,767.00 | | | | | 241,767.00 |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | 0.00 |
| Prog. 31 Operating Services | | | | | | | 0.00 |
| 211 Plant Maintenance | | | | | | | 0.00 |
| 212 Fixed Charges | | | | 6,297,469.00 | | | 6,297,469.00 |
| 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 | 22,809,126.00 | 1,868,615.00 | 1,412,846.00 | 6,998,817.00 | 813,355.00 | 1,613,734.00 | 35,316,493.00 |

MS
11/9/18
DM
11/9/18

| | | | | |
|-----------------------------|---|--|----------|--------------|
| Finance Official Approval | Michael Herbstman, Chief Financial Officer |  | 11/12/18 | 301-952-6099 |
| | Name | Signature | Date | Telephone # |
| Supl./Agency Head Approval | Monica E. Goldson, Ed.D., Interim Chief Executive Officer |  | 11/14/18 | 301-952-6008 |
| | Name | Signature | Date | Telephone # |
| MSDE Grant Manager Approval | Dr. Marcia Sprankle, Director, Title I and School Improvement | | | 410-787-0321 |
| | Name | Signature | Date | Telephone # |



PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Maryland's Reform Plan • Bridge to Excellence in Public Schools

TITLE I, PART A REQUIRED DOCUMENTATION AND APPENDICES

Prince George's County Board of Education

List the 2018-2019 CSI school(s) and the total amount each school received from the 7% set aside.

| | 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 ____ NO ____ | | |
| | | TBD when MSDE releases | TBD when MSDE releases |
| | | the identification for CSI schools | the identification of CSI schools |
| | | | |
| | | | |
| | | | |
| | | | |
| | | Total | \$0.00 |

List the 2018-2019 CSI school(s) and the total amount each school received from the 7% set aside.

| | 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 ____ NO ____ | | |
| | | TBD when MSDE releases | TBD when MSDE releases |
| | | the identification for CSI schools | the identification of CSI schools |
| | | | |
| | | | |
| | | | |
| | | | |
| | | Total | \$0.00 |

List the 2018-2019 TSI school(s) and the total amount each school received from the LEA District Level set aside

| | LIST of Targeted Support and Improvement (TSI) Schools | TSI School (List each school on a separate line) | Total LEA district level set aside |
|--|--|---|------------------------------------|
| | The LEA has TSI Schools: YES ___ NO ___ | | |
| | | TBD when MSDE releases | TBD when MSDE releases |
| | | the identification for CSI schools | the identification of CSI schools |
| | | | |
| | | | |
| | | Total | \$0.00 |

**Title I FY 19 Allocation Worksheet
School Year 2018 - 2019**

Local School System: Prince George's County Public Schools

Submission Date

Note: 1/2 day Pre-K equals 5 PTE

| Notations | D | E | F | G | H | I | J | K | 0.5 | | M | N | 0.5 | | Q |
|-------------|-----------|---------------|--|--------------------------------------|----------------------|--|--|--|--|---|---|--|--|-----------------------|---------------------------------|
| | | | | | | | | | L | O | | | P | Q | |
| Number or C | EW or TAE | MIDE Sds ID # | Public School Name (Must rank order by Percent of Poverty highest to lowest, include Dropped Schools) | Specific Student Grade Span (public) | CEP* School (Y or N) | Public School Enrollment (as of 8/31/17) | Number of Low Income Public School Children (as of 10/31/17) | Number of Direct Certification Children for ILLP as CEP Schools (10/31/17) | CEP Direct Certification count multiplied by the 1.4 multiplier ¹ | PTE Low Income Public School Children used to Allocate Title I Funds ² | Percent of Poverty for Title I Allocation (5/1-5/6) | 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 | FTE Allocation (PTEs) | Public School Allocation (PTEs) |
| 1 | SW | 0647 | CONCORD ELEMENTARY | PreK-6 | Y | 356 | 342 | 214.0 | 342.4 | 342.0 | 96.07% | 5 | 5.0 | \$642.00 | \$219,564.00 |
| 2 | S | 0216 | ANNAPOLIS ROAD ACADEMY | 9-10 | N | 81 | 73 | 0.0 | 0.0 | 73.0 | 92.59% | 0 | 0.0 | \$0.00 | \$0.00 |
| 3 | SW | 1811 | CARMODY HILLS ELEMENTARY | PreK-6 | Y | 472 | 435 | 272.0 | 435.2 | 435.0 | 92.16% | 7 | 7.0 | \$642.00 | \$279,270.00 |
| 4 | SW | 1710 | BRIDGECREST ELEMENTARY | PreK-6 | N | 692 | 635 | 0.0 | 0.0 | 598.0 | 91.76% | 2 | 2.0 | \$642.00 | \$383,916.00 |
| 5 | SW | 1725 | COOL SPRING ELEMENTARY | PreK-6 | N | 856 | 780 | 0.0 | 0.0 | 735.5 | 91.12% | 0 | 0.0 | \$642.00 | \$472,191.00 |
| 6 | SW | 1719 | LANGLEY PK- MCCORMICK ELEMENTARY | PreK-6 | N | 857 | 759 | 0.0 | 0.0 | 721.5 | 85.56% | 9 | 9.0 | \$642.00 | \$463,203.00 |
| 7 | S | 1732 | INTERNATIONAL HIGH SCHOOL @ LANGLEY PARK | 9-12 | N | 236 | 204 | 0.0 | 0.0 | 204.0 | 86.44% | 0 | 0.0 | \$0.00 | \$0.00 |
| 8 | SW | 0210 | ROGERS HEIGHTS ELEMENTARY | PreK-6 | N | 805 | 686 | 0.0 | 0.0 | 666.0 | 85.22% | 11 | 10.0 | \$642.00 | \$427,572.00 |
| 9 | S | 1313 | KENMOOR E C C | PreK | N | 231 | 193 | 0.0 | 0.0 | 79.5 | 84.42% | 0 | 0.0 | \$0.00 | \$0.00 |
| 10 | SW | 0613 | DISTRICT HEIGHTS ELEMENTARY | PreK-6 | Y | 511 | 430 | 269.0 | 430.4 | 430.0 | 84.15% | 2 | 2.0 | \$642.00 | \$276,060.00 |
| 11 | SW | 1816 | JOHN H BAYNE ELEMENTARY | PreK-5 | Y | 453 | 380 | 236.0 | 380.8 | 380.0 | 83.89% | 4 | 4.0 | \$642.00 | \$243,960.00 |
| 12 | SW | 0661 | SUTTLAND ELEMENTARY | PreK-6 | Y | 532 | 444 | 278.0 | 444.8 | 444.0 | 83.46% | 8 | 7.5 | \$642.00 | \$285,048.00 |
| 13 | SW | 1730 | MARY HARRIS "MOTHER" JONES ELEMENTARY | PreK-5 | N | 971 | 802 | 0.0 | 0.0 | 768.0 | 82.60% | 5 | 5.0 | \$642.00 | \$493,056.00 |
| 14 | SW | 1214 | GLASSMANOR ELEMENTARY | PreK-6 | N | 298 | 245 | 0.0 | 0.0 | 245.0 | 82.21% | 2 | 1.5 | \$642.00 | \$157,290.00 |
| 15 | SW | 2007 | WOODRIDGE ELEMENTARY | PreK-6 | N | 358 | 294 | 0.0 | 0.0 | 276.5 | 82.12% | 4 | 4.0 | \$642.00 | \$177,513.00 |
| 16 | SW | 1216 | SAMUEL CHASE ELEMENTARY | PreK-5 | Y | 345 | 283 | 177.0 | 283.2 | 283.0 | 82.03% | 0 | 0.0 | \$642.00 | \$181,686.00 |
| 17 | SW | 1309 | WILLIAM PACA ELEMENTARY | PreK-5 | Y | 565 | 462 | 289.0 | 462.4 | 462.0 | 81.77% | 4 | 4.0 | \$642.00 | \$296,604.00 |
| 18 | SW | 1830 | WILLIAM W HALL ACADEMY | PreK-8 | Y | 523 | 424 | 265.0 | 424.0 | 424.0 | 81.07% | 2 | 2.0 | \$642.00 | \$272,208.00 |
| 19 | SW | 1802 | SEAT PLEASANT ELEMENTARY | PreK-6 | Y | 362 | 292 | 183.0 | 292.8 | 292.0 | 80.66% | 2 | 2.0 | \$642.00 | \$187,464.00 |
| 20 | SW | 1731 | ROSA L PARKS ELEMENTARY | PreK-6 | N | 684 | 549 | 0.0 | 0.0 | 530.5 | 80.26% | 4 | 4.0 | \$642.00 | \$340,581.00 |
| 21 | SW | 1310 | DODGE PARK ELEMENTARY | PreK-6 | N | 618 | 496 | 0.0 | 0.0 | 475.5 | 80.26% | 1 | 0.5 | \$642.00 | \$305,271.00 |
| 22 | SW | 1706 | THOMAS S STONE ELEMENTARY | PreK-5 | N | 654 | 523 | 0.0 | 0.0 | 495.5 | 79.97% | 4 | 4.0 | \$642.00 | \$318,111.00 |
| 23 | SW | 1604 | EDWARD M FELEGY ELEMENTARY | PreK-5 | N | 820 | 654 | 0.0 | 0.0 | 624.0 | 79.76% | 8 | 7.0 | \$642.00 | \$400,608.00 |
| 24 | SW | 1901 | RIVERDALE ELEMENTARY | PreK-5 | N | 730 | 598 | 0.0 | 0.0 | 573.0 | 79.73% | 4 | 3.5 | \$642.00 | \$369,150.00 |
| 25 | S | 1352 | INTERNATIONAL HIGH SCHOOL @ LARGO | 9-12 | N | 260 | 207 | 0.0 | 0.0 | 207.0 | 79.62% | 0 | 0.0 | \$0.00 | \$0.00 |
| 26 | SW | 0607 | HILLCREST HEIGHTS ELEMENTARY | PreK-5 | Y | 473 | 376 | 235.0 | 376.0 | 376.0 | 79.49% | 4 | 3.5 | \$642.00 | \$241,392.00 |
| 27 | SW | 0214 | TEMPLETON ELEMENTARY | PreK-5 | N | 889 | 703 | 0.0 | 0.0 | 663.0 | 79.08% | 6 | 6.0 | \$642.00 | \$425,646.00 |
| 28 | SW | 1908 | WILLIAM WIRT MIDDLE | 6-8 | N | 1,137 | 898 | 0.0 | 0.0 | 898.0 | 78.98% | 15 | 15.0 | \$642.00 | \$576,516.00 |
| 29 | SW | 2113 | SPRINGHILL LAKE ELEMENTARY | K-5 | N | 843 | 664 | 0.0 | 0.0 | 664.0 | 78.77% | 2 | 2.0 | \$642.00 | \$426,288.00 |
| 30 | SW | 1907 | BEACON HEIGHTS ELEMENTARY | PreK-6 | N | 493 | 388 | 0.0 | 0.0 | 369.5 | 78.70% | 4 | 4.0 | \$642.00 | \$237,219.00 |
| 31 | SW | 1714 | ADELPHI ELEMENTARY | PreK-6 | N | 764 | 601 | 0.0 | 0.0 | 581.5 | 78.66% | 12 | 11.5 | \$642.00 | \$373,323.00 |
| 32 | SW | 1712 | LEWISDALE ELEMENTARY | PreK-5 | N | 688 | 541 | 0.0 | 0.0 | 516.5 | 78.63% | 10 | 10.0 | \$642.00 | \$331,593.00 |
| 33 | SW | 0217 | PORT TOWNS ELEMENTARY | PreK-6 | N | 1,150 | 881 | 0.0 | 0.0 | 844.0 | 76.61% | 8 | 8.0 | \$642.00 | \$541,848.00 |
| 34 | SW | 1204 | FOREST HEIGHTS ELEMENTARY | PreK-6 | N | 284 | 217 | 0.0 | 0.0 | 197.5 | 76.41% | 3 | 3.0 | \$642.00 | \$126,795.00 |
| 35 | SW | 1718 | NICHOLAS ORFEM MIDDLE | 6-8 | N | 986 | 750 | 0.0 | 0.0 | 750.0 | 76.06% | 16 | 16.0 | \$642.00 | \$481,500.00 |
| 36 | SW | 1333 | JUDGE SYLVANIA W WOODS, SR. ELEMENTARY | PreK-6 | N | 759 | 577 | 0.0 | 0.0 | 556.0 | 76.02% | 8 | 8.0 | \$642.00 | \$356,952.00 |
| 37 | SW | 0205 | BLADENSBURG ELEMENTARY | PreK-6 | N | 799 | 606 | 0.0 | 0.0 | 575.0 | 75.84% | 9 | 8.5 | \$642.00 | \$369,150.00 |
| 38 | SW | 1709 | CHILLUM ELEMENTARY | PreK-5 | N | 322 | 244 | 0.0 | 0.0 | 225.5 | 75.78% | 5 | 4.5 | \$642.00 | \$144,771.00 |
| 39 | SW | 2108 | BUCK LODGE MIDDLE | 6-8 | N | 1,167 | 884 | 0.0 | 0.0 | 884.0 | 75.75% | 5 | 5.0 | \$642.00 | \$567,528.00 |
| 40 | SW | 0645 | ANDREW JACKSON ACADEMY | PreK-8 | Y | 657 | 492 | 308.0 | 492.8 | 492.0 | 74.89% | 9 | 9.0 | \$642.00 | \$315,864.00 |
| 41 | SW | 1208 | FLINTSTONE ELEMENTARY | PreK-6 | N | 423 | 316 | 0.0 | 0.0 | 306.0 | 74.70% | 3 | 3.0 | \$642.00 | \$196,452.00 |
| 42 | SW | 1711 | CAROLE HIGHLANDS ELEMENTARY | PreK-6 | N | 508 | 377 | 0.0 | 0.0 | 353.5 | 74.21% | 2 | 2.0 | \$642.00 | \$226,947.00 |
| 43 | SW | 2014 | LAMONT ELEMENTARY | PreK-5 | N | 562 | 417 | 0.0 | 0.0 | 393.0 | 74.20% | 5 | 4.5 | \$642.00 | \$252,306.00 |

**Title I FY 19 Allocation Worksheet
School Year 2018 - 2019**

Local School System: Prince George's County Public Schools

Submission Date

Note: 1/2 day Pre-K equals .5 FTE

| Notations: | D | E | F | G | H | I | J | K | 0.5 | | M | N | 0.5 | | Q |
|---------------------|-----------|---------------|--|--------------------------------------|----------------------|--|--|--|--|---|--|---|---|----------------------------|----------------------------------|
| | | | | | | | | | L | O | | | P | Q | |
| Number or Site Code | SW or TAG | MIDE Sch ID # | Public School Name (Must rank order by Percent of Poverty highest to lowest, include Dropped Schools) | Specific Numeric Grade Span (public) | CEP* School (Y or N) | Public School Enrollment (as of 9/30/17) | Number of Low Income Public School Children (as of 10/31/17) | Number of Direct Certifications for HSLP in CEP Schools (as of 10/31/17) | CEP Direct Certification count multiplied by the 1.6 multiplier ¹ | FTE Low Income Public School Children used to Allocate Title I Funds ² | Percent of Poverty for Title I Allocations (0%-85) | Number of Low Income Private School Children Enrolling in this School's Attendance Area | FTE Low Income Private School Children Enrolling in this School's Attendance Area | Per Pupil Allocation (PPA) | Public School Allocation (PP=50) |
| 44 | | SW 0213 | COOPER LANE ELEMENTARY | PreK-6 | N | 540 | 400 | 0.0 | 0.0 | 378.5 | 74.07% | 8 | 7.5 | \$642.00 | \$242,997.00 |
| 45 | S | 0107 | FRANCES R FUCHS E C C | PreK | N | 298 | 220 | 0.0 | 0.0 | 71.0 | 73.83% | 0 | 0.0 | \$0.00 | \$0.00 |
| 46 | | SW 1414 | CATHERINE T REED ELEMENTARY | PreK-5 | N | 485 | 353 | 0.0 | 0.0 | 343.0 | 72.78% | 10 | 9.5 | \$642.00 | \$220,206.00 |
| 47 | | SW 0636 | WILLIAM BEANES ELEMENTARY | PreK-6 | N | 470 | 342 | 0.0 | 0.0 | 317.0 | 72.77% | 5 | 4.5 | \$642.00 | \$203,514.00 |
| 48 | | SW 1703 | MT RAINIER ELEMENTARY | PreK-6 | N | 336 | 243 | 0.0 | 0.0 | 227.0 | 72.32% | 5 | 4.5 | \$642.00 | \$145,734.00 |
| 49 | | SW 0211 | GLADYS NOON SPELLMAN ELEMENTARY | PreK-6 | N | 606 | 437 | 0.0 | 0.0 | 426.5 | 72.11% | 8 | 6.5 | \$642.00 | \$273,813.00 |
| 50 | | SW 1009 | OAKLANDS ELEMENTARY | PreK-5 | N | 412 | 297 | 0.0 | 0.0 | 278.0 | 72.09% | 6 | 6.0 | \$642.00 | \$178,476.00 |
| 51 | | SW 1411 | GAYWOOD ELEMENTARY | PreK-5 | N | 531 | 382 | 0.0 | 0.0 | 363.0 | 71.94% | 6 | 5.5 | \$642.00 | \$233,046.00 |
| 52 | | SW 0105 | CALVERTON ELEMENTARY | PreK-5 | N | 860 | 618 | 0.0 | 0.0 | 598.0 | 71.86% | 5 | 5.0 | \$642.00 | \$383,916.00 |
| 53 | | SW 2013 | JAMES MC HENRY ELEMENTARY | PreK-5 | N | 723 | 515 | 0.0 | 0.0 | 485.0 | 71.23% | 10 | 9.5 | \$642.00 | \$311,370.00 |
| 54 | | SW 2006 | GLENRIDGE ELEMENTARY | PreK-6 | N | 794 | 561 | 0.0 | 0.0 | 544.0 | 70.65% | 12 | 12.0 | \$642.00 | \$349,248.00 |
| 55 | | SW 2016 | ROBERT FROST ELEMENTARY | K-5 | N | 282 | 199 | 0.0 | 0.0 | 199.0 | 70.57% | 5 | 5.0 | \$642.00 | \$127,758.00 |
| 56 | | SW 1001 | LAUREL ELEMENTARY | PreK-5 | N | 594 | 418 | 0.0 | 0.0 | 399.0 | 70.37% | 3 | 2.0 | \$642.00 | \$256,158.00 |
| 57 | S | 1822 | H WINSHIP WHEATLEY E C C | PreK | N | 259 | 182 | 0.0 | 0.0 | 52.5 | 70.27% | 0 | 0.0 | \$0.00 | \$0.00 |
| 58 | | SW 2121 | CHEROKEE LANE ELEMENTARY | K-6 | N | 554 | 382 | 0.0 | 0.0 | 382.0 | 68.95% | 16 | 16.0 | \$642.00 | \$245,244.00 |
| 59 | | SW 0619 | PRINCETON ELEMENTARY | PreK-6 | N | 368 | 253 | 0.0 | 0.0 | 237.0 | 68.75% | 7 | 6.0 | \$642.00 | \$152,134.00 |
| 60 | | SW 2005 | CARROLLTON ELEMENTARY | PreK-5 | N | 663 | 454 | 0.0 | 0.0 | 415.5 | 68.48% | 3 | 3.0 | \$642.00 | \$266,751.00 |
| 61 | | SW 1231 | J FRANK DENT ELEMENTARY | PreK-6 | N | 326 | 222 | 0.0 | 0.0 | 212.5 | 68.10% | 9 | 9.0 | \$642.00 | \$136,425.00 |
| 62 | | SW 2003 | SEABROOK ELEMENTARY | PreK-5 | N | 334 | 227 | 0.0 | 0.0 | 208.5 | 67.96% | 4 | 3.5 | \$642.00 | \$133,857.00 |
| 63 | | SW 0102 | HIGH POINT HIGH | 9-12 | N | 2,634 | 1,786 | 0.0 | 0.0 | 1,786.0 | 67.81% | 94 | 94.0 | \$642.00 | \$1,146,612.00 |
| 64 | | SW 1234 | OXON HILL MIDDLE | 7-8 | N | 759 | 510 | 0.0 | 0.0 | 510.0 | 67.19% | 6 | 6.0 | \$642.00 | \$327,420.00 |
| 65 | | SW 2011 | CHARLES CARROLL MIDDLE | 6-8 | N | 1,220 | 819 | 0.0 | 0.0 | 819.0 | 67.13% | 29 | 29.0 | \$642.00 | \$325,798.00 |
| 66 | | SW 0617 | FRANCIS SCOTT KEY ELEMENTARY | PreK-6 | N | 490 | 327 | 0.0 | 0.0 | 308.0 | 66.73% | 2 | 2.0 | \$642.00 | \$197,736.00 |
| 67 | S | 0608 | GREEN VALLEY ACADEMY | 7-10 | N | 66 | 44 | 0.0 | 0.0 | 44.0 | 66.67% | 0 | 0.0 | \$0.00 | \$0.00 |
| 68 | | SW 1302 | COLUMBIA PARK ELEMENTARY | PreK-6 | N | 531 | 353 | 0.0 | 0.0 | 333.5 | 66.48% | 0 | 0.0 | \$642.00 | \$214,107.00 |
| 69 | S | 2012 | MARGARET BRENT | K-12 | N | 78 | 51 | 0.0 | 0.0 | 51.0 | 65.38% | 0 | 0.0 | \$0.00 | \$0.00 |
| 70 | | SW 0606 | BRADBURY HEIGHTS ELEMENTARY | PreK-6 | N | 502 | 328 | 0.0 | 0.0 | 308.5 | 65.34% | 5 | 4.5 | \$642.00 | \$198,057.00 |
| 71 | | SW 0660 | DREW-FREEMAN MIDDLE | 7-8 | N | 777 | 506 | 0.0 | 0.0 | 506.0 | 65.12% | 14 | 14.0 | \$642.00 | \$324,852.00 |
| 72 | | SW 1828 | ROBERT R GRAY ELEMENTARY | PreK-6 | N | 441 | 287 | 0.0 | 0.0 | 267.0 | 65.08% | 3 | 3.0 | \$642.00 | \$171,414.00 |
| 73 | | SW 1602 | HYATTSVILLE MIDDLE | 6-8 | N | 861 | 560 | 0.0 | 0.0 | 560.0 | 65.04% | 9 | 9.0 | \$642.00 | \$359,520.00 |
| 74 | | SW 1219 | BARNABY MANOR ELEMENTARY | PreK-5 | N | 493 | 320 | 0.0 | 0.0 | 293.5 | 64.91% | 7 | 7.0 | \$642.00 | \$189,711.00 |
| 75 | N | SW 0640 | ARROWHEAD ELEMENTARY | PreK-6 | N | 408 | 264 | 0.0 | 0.0 | 254.5 | 64.71% | 11 | 9.5 | \$642.00 | \$163,389.00 |
| 76 | | SW 0648 | SAMUEL P MASSIE ACADEMY | PreK-8 | N | 622 | 402 | 0.0 | 0.0 | 382.0 | 64.63% | 7 | 6.5 | \$642.00 | \$245,244.00 |
| 77 | | SW 1808 | DOSWELL E BROOKS ELEMENTARY | PreK-6 | N | 209 | 133 | 0.0 | 0.0 | 124.0 | 63.64% | 5 | 5.0 | \$642.00 | \$79,608.00 |
| 78 | | SW 0618 | LONGFIELDS ELEMENTARY | PreK-6 | N | 283 | 179 | 0.0 | 0.0 | 167.5 | 63.25% | 1 | 1.0 | \$642.00 | \$107,535.00 |
| 79 | N | SW 2107 | HOLLYWOOD ELEMENTARY | PreK-5 | N | 414 | 261 | 0.0 | 0.0 | 241.0 | 63.04% | 3 | 2.5 | \$642.00 | \$154,722.00 |
| 80 | N | SW 1218 | VALLEY VIEW ELEMENTARY | PreK-6 | N | 447 | 281 | 0.0 | 0.0 | 271.5 | 62.86% | 1 | 1.0 | \$642.00 | \$174,303.00 |
| 81 | N | SW 0208 | BLADENSBURG HIGH | 9-12 | N | 1,915 | 1,186 | 0.0 | 0.0 | 1,186.0 | 61.93% | 0 | 0.0 | \$642.00 | \$761,412.00 |
| 82 | | SW 0613 | BENJAMIN STODDERT MIDDLE | 6-8 | N | 614 | 380 | 0.0 | 0.0 | 380.0 | 61.89% | 19 | 19.0 | \$642.00 | \$243,960.00 |
| 83 | | SW 1320 | O JAMES GHOLSON MIDDLE | 7-8 | N | 860 | 527 | 0.0 | 0.0 | 527.0 | 61.28% | 9 | 9.0 | \$642.00 | \$338,334.00 |
| 84 | | SW 1347 | CORA L RICE ELEMENTARY | PreK-6 | N | 679 | 413 | 0.0 | 0.0 | 384.0 | 60.82% | 8 | 7.5 | \$642.00 | \$246,528.00 |
| 85 | | 2109 | BERWYN HEIGHTS ELEMENTARY | PreK-6 | N | 484 | 294 | 0.0 | 0.0 | 294.0 | 60.74% | | | \$0.00 | \$0.00 |
| 86 | | 0610 | NORTH FORESTVILLE ELEMENTARY | PreK-6 | N | 358 | 217 | 0.0 | 0.0 | 207.0 | 60.61% | | | \$0.00 | \$0.00 |

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School Year 2018 - 2019**

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Submission Date

Note: 1/2 day Pre-K equals .5 FTE

| Notations: | | D | E | F | G | H | I | J | K | L | M | N | O | P | Q |
|-------------|-----------|------------------|---|--------------------------------------|----------------------|---|--|--|--|---|--|--|--|----------------------------|--------------------------------|
| N or S or C | SW or TAS | MSDE School ID # | Public School Name (Must rank order by Percent. of Poverty highest to lowest, include Skipped Schools) | Specific Instructional Span (public) | CEP* School (Y or N) | Public School Enrollment (as of 10/31/17) | Number of Low-Income Public School Children (as of 10/31/17) | Number of Direct Certifications for NCLB in CEP Schools (10/31/17) | CEP Direct Certification count multiplied by the 1.6 multiplier ¹ | FTE Low Income Public School Children used to Allocate Title I Funds ² | Percent of Poverty for Title I Allocations (I/Total) | 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 (P=0) |
| | | | | | | | | | | 0.5 | | | 0.5 | | |
| | | 143 | DEERFIELD RUN ELEMENTARY | PreK-5 | N | 604 | 365 | 0.0 | 0.0 | 346.0 | 60.43% | | | \$0.00 | \$0.00 |
| | | 0656 | PANORAMA ELEMENTARY | PreK-5 | N | 598 | 361 | 0.0 | 0.0 | 341.5 | 60.37% | | | \$0.00 | \$0.00 |
| | | 2123 | PAINT BRANCH ELEMENTARY | PreK-6 | N | 370 | 223 | 0.0 | 0.0 | 200.0 | 60.27% | | | \$0.00 | \$0.00 |
| | | 0705 | TALL OAKS HIGH | 9-12 | N | 83 | 50 | 0.0 | 0.0 | 50.0 | 60.24% | | | \$0.00 | \$0.00 |
| | | 1601 | HYATTSVILLE ELEMENTARY | PreK-5 | N | 546 | 328 | 0.0 | 0.0 | 310.0 | 60.07% | | | \$0.00 | \$0.00 |
| | | 0303 | CROOM HIGH | 9-12 | N | 72 | 43 | 0.0 | 0.0 | 43.0 | 59.72% | | | \$0.00 | \$0.00 |
| | | 0632 | ALLENWOOD ELEMENTARY | PreK-6 | N | 403 | 238 | 0.0 | 0.0 | 228.0 | 59.06% | | | \$0.00 | \$0.00 |
| | | 1201 | OXON HILL ELEMENTARY | K-6 | N | 278 | 161 | 0.0 | 0.0 | 161.0 | 57.91% | | | \$0.00 | \$0.00 |
| | | 1307 | HIGHLAND PARK ELEMENTARY | PreK-6 | N | 354 | 205 | 0.0 | 0.0 | 196.0 | 57.91% | | | \$0.00 | \$0.00 |
| | | 2009 | THOMAS JOHNSON MIDDLE | 6-8 | N | 1,170 | 677 | 0.0 | 0.0 | 677.0 | 57.86% | | | \$0.00 | \$0.00 |
| | | 0109 | JAMES H HARRISON ELEMENTARY | PreK-6 | N | 328 | 189 | 0.0 | 0.0 | 179.0 | 57.62% | | | \$0.00 | \$0.00 |
| | | 1010 | DWIGHT D EISENHOWER MIDDLE | 6-8 | N | 931 | 530 | 0.0 | 0.0 | 530.0 | 56.93% | | | \$0.00 | \$0.00 |
| | | 1229 | APPLE GROVE ELEMENTARY | PreK-6 | N | 441 | 251 | 0.0 | 0.0 | 240.0 | 56.92% | | | \$0.00 | \$0.00 |
| | | 1213 | FORT FOOTE ELEMENTARY | PreK-6 | N | 327 | 186 | 0.0 | 0.0 | 178.5 | 56.88% | | | \$0.00 | \$0.00 |
| | | 2122 | MAGNOLIA ELEMENTARY | PreK-6 | N | 498 | 282 | 0.0 | 0.0 | 273.5 | 56.63% | | | \$0.00 | \$0.00 |
| | | 1708 | NORTHWESTERN HIGH | 9-12 | N | 2,454 | 1,387 | 0.0 | 0.0 | 1,387.0 | 56.52% | | | \$0.00 | \$0.00 |
| | | 2141 | GREENBELT MIDDLE | 6-8 | N | 1,315 | 739 | 0.0 | 0.0 | 739.0 | 56.20% | | | \$0.00 | \$0.00 |
| | | 0108 | JAMES E DUCKWORTH | K-12 | N | 82 | 46 | 0.0 | 0.0 | 46.0 | 56.10% | | | \$0.00 | \$0.00 |
| | | 1909 | PARKDALE HIGH | 9-12 | N | 2,402 | 1,339 | 0.0 | 0.0 | 1,339.0 | 55.75% | | | \$0.00 | \$0.00 |
| | | 0622 | THURGOOD MARSHALL MIDDLE | 6-8 | N | 598 | 332 | 0.0 | 0.0 | 332.0 | 55.52% | | | \$0.00 | \$0.00 |
| | | 1806 | FAIRMONT HEIGHTS HIGH | 9-12 | N | 709 | 390 | 0.0 | 0.0 | 390.0 | 55.01% | | | \$0.00 | \$0.00 |
| | | 0507 | ROSE VALLEY ELEMENTARY | PreK-6 | N | 336 | 184 | 0.0 | 0.0 | 165.0 | 54.76% | | | \$0.00 | \$0.00 |
| | | 0906 | CLINTON GROVE ELEMENTARY | K-6 | N | 256 | 140 | 0.0 | 0.0 | 140.0 | 54.69% | | | \$0.00 | \$0.00 |
| | | 1812 | CAPTOL HEIGHTS ELEMENTARY | K-12 | N | 229 | 124 | 0.0 | 0.0 | 116.0 | 54.15% | | | \$0.00 | \$0.00 |
| | | 0104 | BELTSVILLE ACADEMY | PreK-8 | N | 1,104 | 596 | 0.0 | 0.0 | 577.5 | 53.99% | | | \$0.00 | \$0.00 |
| | | 1433 | CHAPEL FORGE E C C | PreK | N | 210 | 113 | 0.0 | 0.0 | 8.0 | 53.81% | | | \$0.00 | \$0.00 |
| | | 1713 | CESAR CHAVEZ SPANISH IMMERSION | PreK-6 | N | 311 | 167 | 0.0 | 0.0 | 167.0 | 53.70% | | | \$0.00 | \$0.00 |
| | | 1220 | POTOMAC HIGH | 9-12 | N | 1,287 | 683 | 0.0 | 0.0 | 683.0 | 53.07% | | | \$0.00 | \$0.00 |
| | C | 2022 | TURNING POINT ACADEMY PUBLIC CHARTER* | K-8 | N | 618 | 322 | 0.0 | 0.0 | 322.0 | 52.10% | | | \$0.00 | \$0.00 |
| | | 1330 | KENMOOR MIDDLE | 6-8 | N | 885 | 459 | 0.0 | 0.0 | 459.0 | 51.86% | | | \$0.00 | \$0.00 |
| | | 1014 | SCOTCHTOWN HILLS ELEMENTARY | PreK-6 | N | 743 | 381 | 0.0 | 0.0 | 362.0 | 51.28% | | | \$0.00 | \$0.00 |
| | | 0909 | JAMES RYDER RANDALL ELEMENTARY | PreK-6 | N | 494 | 252 | 0.0 | 0.0 | 165.0 | 51.01% | | | \$0.00 | \$0.00 |
| | | 1409 | DUVAL HIGH | 9-12 | N | 2,085 | 1,057 | 0.0 | 0.0 | 1,057.0 | 50.70% | | | \$0.00 | \$0.00 |
| | | 2008 | ARDMORE ELEMENTARY | PreK-5 | N | 413 | 209 | 0.0 | 0.0 | 190.5 | 50.61% | | | \$0.00 | \$0.00 |
| | | 1221 | AVALON ELEMENTARY | PreK-6 | N | 382 | 193 | 0.0 | 0.0 | 181.0 | 50.52% | | | \$0.00 | \$0.00 |
| | | 1324 | KETTERING ELEMENTARY | PreK-6 | N | 434 | 219 | 0.0 | 0.0 | 204.5 | 50.46% | | | \$0.00 | \$0.00 |
| | | 1424 | MONTPELIER ELEMENTARY | PreK-5 | N | 571 | 286 | 0.0 | 0.0 | 269.0 | 50.09% | | | \$0.00 | \$0.00 |
| | C | 1442 | EXCEL ACADEMY PUBLIC CHARTER* | K-8 | N | 426 | 212 | 0.0 | 0.0 | 212.0 | 49.77% | | | \$0.00 | \$0.00 |
| | | 1810 | CENTRAL HIGH | K-5 | N | 927 | 461 | 0.0 | 0.0 | 461.0 | 49.73% | | | \$0.00 | \$0.00 |
| | | 1233 | INDIAN QUEEN ELEMENTARY | PreK-6 | N | 283 | 140 | 0.0 | 0.0 | 130.0 | 49.47% | | | \$0.00 | \$0.00 |
| | | 1819 | WALKER MILL MIDDLE | 6-8 | N | 734 | 362 | 0.0 | 0.0 | 362.0 | 49.32% | | | \$0.00 | \$0.00 |
| | | 0905 | TAYAC ELEMENTARY | PreK-5 | N | 370 | 177 | 0.0 | 0.0 | 167.0 | 47.84% | | | \$0.00 | \$0.00 |
| | | 0603 | SUTLAND HIGH | 9-12 | N | 2,023 | 928 | 0.0 | 0.0 | 928.0 | 45.87% | | | \$0.00 | \$0.00 |

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|-------------|-----------|--------------------|---|------------------------------|----------------------|--|---|--|---|---|---|--|--|----------------------------|---------------------------------|
| N or S or C | EW or TAB | MIDDLE School ID # | Public School Name <i>(Must rank order by Percent of Poverty highest to lowest, include Skipped Schools)</i> | Specific Grade Span (public) | CEP* School (Y or N) | Public School Enrollment (as of 9/30/17) | Public School Children (as of 10/31/17) | Number of Direct Certifications for NCLP in CEP Schools (10/31/17) | CEP Devoted Certification count multiplied by the 1.6 multiplier ¹ | FTE Low Income Public School Children used to Allocate Title I Funds ² | Percent of Poverty for Title I Allocation (GHI-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 (SP=O) |
| | | | | | | | | | | | | | | | |
| | | 0504 | FORT WASHINGTON FOREST ELEMENTARY | PreK-5 | N | 304 | 138 | 0.0 | 0.0 | 119.0 | 45.39% | | | \$0.00 | \$0.00 |
| | | 1346 | LAKE ARBOR ELEMENTARY | PreK-5 | N | 574 | 259 | 0.0 | 0.0 | 248.0 | 45.12% | | | \$0.00 | \$0.00 |
| | | 1008 | LAUREL HIGH | 9-12 | N | 1,940 | 862 | 0.0 | 0.0 | 862.0 | 44.43% | | | \$0.00 | \$0.00 |
| | | 0912 | ISAAC J GOURDINE MIDDLE | 6-8 | N | 574 | 255 | 0.0 | 0.0 | 255.0 | 44.43% | | | \$0.00 | \$0.00 |
| | | 1217 | CROSSLAND HIGH | 9-12 | N | 1,137 | 500 | 0.0 | 0.0 | 500.0 | 43.98% | | | \$0.00 | \$0.00 |
| | | 0305 | PATUXENT ELEMENTARY | PreK-5 | N | 265 | 116 | 0.0 | 0.0 | 106.0 | 43.77% | | | \$0.00 | \$0.00 |
| | | 1326 | KETTERING MIDDLE | 6-8 | N | 733 | 320 | 0.0 | 0.0 | 320.0 | 43.66% | | | \$0.00 | \$0.00 |
| | | 0915 | STEPHEN DECATUR MIDDLE | 6-8 | N | 695 | 299 | 0.0 | 0.0 | 299.0 | 43.02% | | | \$0.00 | \$0.00 |
| | | 1504 | MELWOOD ELEMENTARY | K-5 | N | 470 | 200 | 0.0 | 0.0 | 200.0 | 42.55% | | | \$0.00 | \$0.00 |
| C | | 0662 | IMAGINE LINCOLN PCS* | K-8 | N | 482 | 204 | 0.0 | 0.0 | 204.0 | 42.32% | | | \$0.00 | \$0.00 |
| | | 0802 | BADEN ELEMENTARY | PreK-6 | N | 259 | 107 | 0.0 | 0.0 | 88.0 | 41.31% | | | \$0.00 | \$0.00 |
| | | 0110 | MARTIN LUTHER KING, JR. MIDDLE | 6-8 | N | 762 | 313 | 0.0 | 0.0 | 313.0 | 41.08% | | | \$0.00 | \$0.00 |
| | | 0723 | C ELIZABETH REG | K-12 | N | 117 | 48 | 0.0 | 0.0 | 48.0 | 41.03% | | | \$0.00 | \$0.00 |
| | | 1348 | ERNEST EVERETT JUST MIDDLE | 6-8 | N | 733 | 300 | 0.0 | 0.0 | 300.0 | 40.93% | | | \$0.00 | \$0.00 |
| | | 1105 | ROSARYVILLE ELEMENTARY | PreK-5 | N | 406 | 163 | 0.0 | 0.0 | 146.0 | 40.15% | | | \$0.00 | \$0.00 |
| | | 1314 | LARGO HIGH | 9-12 | N | 784 | 314 | 0.0 | 0.0 | 314.0 | 40.05% | | | \$0.00 | \$0.00 |
| | | 1412 | HIGH BRIDGE ELEMENTARY | K-5 | N | 388 | 155 | 0.0 | 0.0 | 155.0 | 39.95% | | | \$0.00 | \$0.00 |
| | | 0914 | WALDON WOODS ELEMENTARY | PreK-5 | N | 689 | 273 | 0.0 | 0.0 | 254.5 | 39.62% | | | \$0.00 | \$0.00 |
| | | 1408 | GLENN DALE ELEMENTARY | K-5 | N | 509 | 221 | 0.0 | 0.0 | 221.0 | 38.84% | | | \$0.00 | \$0.00 |
| | | 0729 | KINGSFORD ELEMENTARY | PreK-6 | N | 532 | 205 | 0.0 | 0.0 | 168.0 | 38.53% | | | \$0.00 | \$0.00 |
| | | 1902 | UNIVERSITY PARK ELEMENTARY | PreK-6 | N | 574 | 217 | 0.0 | 0.0 | 197.0 | 37.80% | | | \$0.00 | \$0.00 |
| | | 0511 | FRIENDLY HIGH | 9-12 | N | 839 | 317 | 0.0 | 0.0 | 317.0 | 37.78% | | | \$0.00 | \$0.00 |
| | | 0111 | VANSVILLE ELEMENTARY | PreK-5 | N | 775 | 292 | 0.0 | 0.0 | 271.5 | 37.60% | | | \$0.00 | \$0.00 |
| | | 0916 | FRANCIS T EVANS ELEMENTARY | PreK-5 | N | 375 | 137 | 0.0 | 0.0 | 120.0 | 36.53% | | | \$0.00 | \$0.00 |
| | | 2106 | GREENBELT ELEMENTARY | PreK-5 | N | 625 | 228 | 0.0 | 0.0 | 214.0 | 36.48% | | | \$0.00 | \$0.00 |
| | | 0908 | SURRATTSVILLE HIGH | 9-12 | N | 721 | 259 | 0.0 | 0.0 | 259.0 | 35.92% | | | \$0.00 | \$0.00 |
| | | 0304 | PERRYWOOD ELEMENTARY | K-5 | N | 647 | 232 | 0.0 | 0.0 | 232.0 | 35.86% | | | \$0.00 | \$0.00 |
| | | 1209 | OXON HILL HIGH | 9-12 | N | 1,466 | 516 | 0.0 | 0.0 | 516.0 | 35.20% | | | \$0.00 | \$0.00 |
| | | 1510 | JAMES MADISON MIDDLE | 6-8 | N | 792 | 278 | 0.0 | 0.0 | 278.0 | 35.10% | | | \$0.00 | \$0.00 |
| | | 1814 | THOMAS G PULLEN | K-8 | N | 744 | 261 | 0.0 | 0.0 | 261.0 | 35.08% | | | \$0.00 | \$0.00 |
| | | 1101 | BRANDYWINE ELEMENTARY | PreK-5 | N | 414 | 143 | 0.0 | 0.0 | 143.0 | 34.54% | | | \$0.00 | \$0.00 |
| | | 0718 | POINTER RIDGE ELEMENTARY | K-5 | N | 351 | 120 | 0.0 | 0.0 | 120.0 | 34.19% | | | \$0.00 | \$0.00 |
| | | 1327 | CHARLES HERBERT FLOWERS HIGH | 9-12 | N | 2,062 | 704 | 0.0 | 0.0 | 704.0 | 34.14% | | | \$0.00 | \$0.00 |
| | | 1518 | BARACK OBAMA ELEMENTARY | PreK-5 | N | 747 | 253 | 0.0 | 0.0 | 233.5 | 33.87% | | | \$0.00 | \$0.00 |
| | | 2010 | GLENARDEN WOODS ELEMENTARY | 1-5 | N | 469 | 157 | 0.0 | 0.0 | 157.0 | 33.48% | | | \$0.00 | \$0.00 |
| | | 0716 | NORTHVIEW ELEMENTARY | PreK-5 | N | 715 | 238 | 0.0 | 0.0 | 217.5 | 33.29% | | | \$0.00 | \$0.00 |
| | | 0510 | POTOMAC LANDING ELEMENTARY | PreK-5 | N | 389 | 129 | 0.0 | 0.0 | 119.0 | 33.16% | | | \$0.00 | \$0.00 |
| | | 2114 | ELEANOR ROOSEVELT HIGH | 9-12 | N | 2,602 | 835 | 0.0 | 0.0 | 835.0 | 32.09% | | | \$0.00 | \$0.00 |
| | | 1519 | DR HENRY A WISE, JR. HIGH | 9-12 | N | 2,321 | 722 | 0.0 | 0.0 | 722.0 | 31.11% | | | \$0.00 | \$0.00 |
| | | 1350 | ACADEMY OF HEALTH SCIENCES AT POCC | 9-12 | N | 464 | 141 | 0.0 | 0.0 | 141.0 | 30.39% | | | \$0.00 | \$0.00 |
| | | 0706 | WOODMORE ELEMENTARY | K-5 | N | 447 | 134 | 0.0 | 0.0 | 127.5 | 29.98% | | | \$0.00 | \$0.00 |
| | | 1511 | MARLTON ELEMENTARY | PreK-5 | N | 304 | 90 | 0.0 | 0.0 | 78.0 | 29.61% | | | \$0.00 | \$0.00 |
| | | 1432 | ROCKLEDGE ELEMENTARY | K-8 | N | 337 | 99 | 0.0 | 0.0 | 83.5 | 29.38% | | | \$0.00 | \$0.00 |

**Title I FY 19 Allocation Worksheet
School Year 2018 - 2019**

Local School System: Prince George's County Public Schools

Submission Date

Note: 1/2 day Pre-K equals .5 FTE

| Notations: | | D | E | F | G | H | I | J | K | L | M | N | O | P | Q |
|-------------|-----------|------------------|--|--------------------------------------|----------------------|--|--|--|--|---|--|--|---|----------------------------|-----------------------------------|
| N or S or C | SW or TAS | MSDE School ID # | Public School Name (Must rank order by Percent of Poverty highest to lowest, include Skipped Schools) | Specific Numeric Grade Span (public) | CEP* School (Y or N) | Public School Enrollment (as of 9/30/17) | Number of Low Income Public School Children (as of 10/31/17) | Number of Direct Certifications for NIEP in CEP Schools (10/31/17) | CEP Direct Certification count multiplied by the 1.6 multiplier ¹ | FTE Low Income Public School Children used to Allocate Title I Funds ² | Percent of Poverty for Title I Allocation (IEP-bd) | Number of Low Income Private School Children Residing in this School's Attendance Area | FTE Low Income Private School Children Reading in this School's Attendance Area | Per Pupil Allocation (PPA) | Public School Allocation (SP = Q) |
| | | 1417 | ROBERT GODDARD MONTESSORI | PreK-8 | N | 490 | 137 | 0.0 | 0.0 | 77.0 | 27.96% | | | \$0.00 | \$0.00 |
| | | 0509 | ACCOKEEK ACADEMY | K-8 | N | 1,514 | 420 | 0.0 | 0.0 | 420.0 | 27.74% | | | \$0.00 | \$0.00 |
| | | 1104 | GWYNN PARK MIDDLE | 6-8 | N | 616 | 170 | 0.0 | 0.0 | 170.0 | 27.60% | | | \$0.00 | \$0.00 |
| | | 0714 | BENJAMIN TASKER MIDDLE | 6-8 | N | 841 | 229 | 0.0 | 0.0 | 229.0 | 27.23% | | | \$0.00 | \$0.00 |
| | | 1011 | BOND MILL ELEMENTARY | K-5 | N | 554 | 150 | 0.0 | 0.0 | 150.0 | 27.08% | | | \$0.00 | \$0.00 |
| | C | 2142 | COLLEGE PARK ACADEMY* | 6-10 | N | 612 | 162 | 0.0 | 0.0 | 162.0 | 26.47% | | | \$0.00 | \$0.00 |
| | C | 1016 | CHESAPEAKE MATH & IT PUBLIC CHARTER - ELEMENTARY* | K-5 | N | 551 | 140 | 0.0 | 0.0 | 140.0 | 25.41% | | | \$0.00 | \$0.00 |
| | | 0633 | OVERLOOK SPANISH IMMERSION | PreK-5 | N | 249 | 63 | 0.0 | 0.0 | 63.0 | 25.30% | | | \$0.00 | \$0.00 |
| | | 1206 | JOHN HANSON MONTESSORI | PreK-8 | N | 489 | 119 | 0.0 | 0.0 | 57.5 | 24.34% | | | \$0.00 | \$0.00 |
| | | 0907 | TANGLEWOOD | K-5 | N | 33 | 8 | 0.0 | 0.0 | 8.0 | 24.24% | | | \$0.00 | \$0.00 |
| | | 1502 | FREDERICK DOUGLASS HIGH | 9-12 | N | 916 | 219 | 0.0 | 0.0 | 219.0 | 23.91% | | | \$0.00 | \$0.00 |
| | | 0638 | BENJAMIN D FOULOIS ACADEMY | K-8 | N | 536 | 127 | 0.0 | 0.0 | 127.0 | 23.69% | | | \$0.00 | \$0.00 |
| | | 0639 | MAYA ANGELOU FRENCH IMMERSION | K-8 | N | 499 | 116 | 0.0 | 0.0 | 116.0 | 23.25% | | | \$0.00 | \$0.00 |
| | | 0708 | KENILWORTH ELEMENTARY | K-5 | N | 333 | 77 | 0.0 | 0.0 | 77.0 | 23.12% | | | \$0.00 | \$0.00 |
| | | 1103 | GWYNN PARK HIGH | 9-12 | N | 983 | 224 | 0.0 | 0.0 | 224.0 | 22.79% | | | \$0.00 | \$0.00 |
| | | 1102 | MATTAPONI ELEMENTARY | K-5 | N | 367 | 83 | 0.0 | 0.0 | 83.0 | 22.62% | | | \$0.00 | \$0.00 |
| | | 1322 | PHYLLIS E WILLIAMS SPANISH IMMERSION | K-6 | N | 356 | 80 | 0.0 | 0.0 | 80.0 | 22.47% | | | \$0.00 | \$0.00 |
| | C | 1522 | IMAGINE FOUNDATIONS AT MORNINGSIDE PCS* | K-7 | N | 521 | 117 | 0.0 | 0.0 | 117.0 | 22.46% | | | \$0.00 | \$0.00 |
| | | 1416 | DORA KENNEDY FRENCH IMMERSION | K-8 | N | 671 | 150 | 0.0 | 0.0 | 150.0 | 22.35% | | | \$0.00 | \$0.00 |
| | C | 1521 | IMAGINE FOUNDATIONS AT LEELAND PCS* | K-8 | N | 474 | 105 | 0.0 | 0.0 | 105.0 | 22.15% | | | \$0.00 | \$0.00 |
| | | 0711 | TULIP GROVE ELEMENTARY | K-5 | N | 323 | 70 | 0.0 | 0.0 | 70.0 | 21.67% | | | \$0.00 | \$0.00 |
| | | 1428 | SAMUEL OGLE MIDDLE | 6-8 | N | 892 | 193 | 0.0 | 0.0 | 193.0 | 21.64% | | | \$0.00 | \$0.00 |
| | | 1423 | BOWIE HIGH | 9-12 | N | 2,424 | 499 | 0.0 | 0.0 | 499.0 | 20.59% | | | \$0.00 | \$0.00 |
| | | 0203 | JUDITH P HOYER MONTESSORI | PreK-8 | N | 364 | 74 | 0.0 | 0.0 | 31.5 | 20.33% | | | \$0.00 | \$0.00 |
| | C | 1015 | CHESAPEAKE MATH & IT PUBLIC CHARTER - NORTH* | 6-12 | N | 948 | 187 | 0.0 | 0.0 | 187.0 | 19.73% | | | \$0.00 | \$0.00 |
| | | 1438 | WHITEHALL ELEMENTARY | K-5 | N | 597 | 111 | 0.0 | 0.0 | 111.0 | 18.59% | | | \$0.00 | \$0.00 |
| | | 0712 | HEATHER HILLS ELEMENTARY | 2-5 | N | 363 | 61 | 0.0 | 0.0 | 61.0 | 16.80% | | | \$0.00 | \$0.00 |
| | C | 1351 | CHESAPEAKE MATH & IT PUBLIC CHARTER - SOUTH* | 6-9 | N | 661 | 109 | 0.0 | 0.0 | 109.0 | 16.49% | | | \$0.00 | \$0.00 |
| | | 1427 | YORKTOWN ELEMENTARY | K-5 | N | 381 | 60 | 0.0 | 0.0 | 60.0 | 15.75% | | | \$0.00 | \$0.00 |
| | C | 0917 | IMAGINE ANDREWS PUBLIC CHARTER* | K-8 | N | 486 | 54 | 0.0 | 0.0 | 54.0 | 11.11% | | | \$0.00 | \$0.00 |
| | | | | Total | | | 70314.0 | 2728.0 | 4364.8 | 67887.5 | | 569.0 | 552.0 | | \$22,773,345.00 |

*Community Eligibility Provision

¹ The 1.6 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.

Title I Schools in SY 2017-2018 removed from Title I in SY 2018-2019

| MSDE School ID # | Official Public School Name | Status Last Year SW or TAS | Reason for Removal from the Title I List |
|------------------|--------------------------------|----------------------------|--|
| | | | |
| 0610 | NORTH FORESTVILLE ELEMENTARY | SW | Below LEA's percentage of poverty cut-off for Title I services |
| 0656 | PANORAMA ELEMENTARY | SW | Below LEA's percentage of poverty cut-off for Title I services |
| 2123 | PAINT BRANCH ELEMENTARY | SW | Below LEA's percentage of poverty cut-off for Title I services |
| 1713 | CESAR CHAVEZ SPANISH IMMERSION | SW | Below LEA's percentage of poverty cut-off for Title I services |
| | | | |
| | | | |
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| | | | |
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| | | | |
| | | | |

Title I Skipped Schools' Addendum SY 2018-2019



School System: Prince George's County Public Schools

Signature/ Date: Tracey Adesegun 10/12/18

Title I Coordinator: Tracey J. Adesegun

Fiscal Representative: Leslie Ingram-Johnson

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 high percentage of low-income students if the school meets all three of the following conditions:

1. The school meets the comparability requirements of **1118(c)**.
2. The school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Title I Skipped Schools' Addendum for SY 2018-2019
 Maryland State Department of Education

This addendum should be submitted according to the established MSDE timelines for the Title I Application and the Master Plan update. 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

Program Improvement and Family Support Branch
 Division of Student, Family, and School Support, April2, 2018

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).

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 FY19 approved budget for the schools divided by 9/30/17 student enrollment, the per pupil allocation for these schools was derived which exceeds Title I per pupil allocation.



Karen B. Salmon, Ph.D.
State Superintendent of Schools

October 9, 2018

Dr. Tracey Adesegun
Director, ESSA and Title I Department
Prince George's County Schools
14201 School Lane
Upper Marlboro, Maryland 20772

Dear Dr. Adesegun:

Thank you for your letter requesting approval from the Maryland State Department of Education (MSDE) to designate eight Prince George's County (PGCPS) schools as "skipped schools" for Title I purposes during the 2018-2019 school year. The schools are Annapolis Road Academy, International School at Langley Park, Kenmoor ECC, International High School at Largo, Frances R. Fuchs ECC, H. Winship Wheatley ECC, Green Valley Academy, and Margaret Brent Regional Center. Each is coded as a school that is eligible for Title I services.

The Every Student Succeeds Act of 2015 (ESSA) includes a "skipping provision" that permits the school system not to use Title I funds to serve an eligible Title I school that has a higher percentage of low-income students than other schools if the school meets the following conditions:

1. The school meets the comparability requirements of ESSA;
2. The school is receiving supplemental funds from other state and local sources that are spent according to the basic requirements of Title I schools; and;
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.

Your letter indicated that each of the schools listed above would receive Title I funding due to their rank order. The table in the letter shows that students in each school in your request will generate State and local funding that far exceeds the per pupil allocation that would be generated if the schools were designated as a Title I school.

Based on the information provided in this letter, MSDE approves that these eight schools operate as skipped schools for school year 2018-2019. The MSDE Title I Point-of-Contact for PGCPS, Mary Cross, may be contacted at Mary.cross@maryland.gov or by telephone at (410) 767-0281, if you have questions regarding this request.

Sincerely,

Marcia A. Sprankle, Ed.D.
Assistant State Superintendent, Division of Curriculum, Instructional Improvement,
and Professional Learning

MAS/MMC/crt

c: Gail Clark Dickson, Ed.D.
Mary M. Cross, Ph.D.

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD
MarylandPublicSchools.org

Skipped School FY19 Allocation Worksheet (Compensatory Funds only--No Federal Funds)

Local School System: Prince George's County Public Schools

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 9/30/17) | Number of Low Income- Public School Children (as of 10/31/17) | FTE Low Income Public School Children (10/31/17) | Per Pupil Allocation (PPA) | Local/State Allocation to Skipped Public Schools $J \times K = L$ |
| 1 | 4 | 0216 ANNAPOLIS ROAD ACADEMY | 9-10 | 92.59% | 81 | 75 | 75.0 | \$29,382.00 | \$2,203,650.00 |
| 2 | 1 | 1732 INTERNATIONAL HIGH SCHOOL @ LANGLEY PARK | 9-12 | 86.44% | 236 | 204 | 204.0 | \$16,748.00 | \$3,416,592.00 |
| 3 | 3 | 1313 KENMOOR E C C | PreK | 84.42% | 231 | 195 | 79.5 | \$21,410.00 | \$1,702,095.00 |
| 4 | 1 | 1352 INTERNATIONAL HIGH SCHOOL @ LARGO | 9-12 | 79.62% | 260 | 207 | 207.0 | \$14,630.00 | \$3,028,410.00 |
| 5 | 3 | 0107 FRANCES R FUCHS E C C | PreK | 73.83% | 298 | 220 | 71.0 | \$24,300.00 | \$1,725,300.00 |
| 6 | 3 | 1822 H WINSHIP WHEATLEY E C C | PreK | 70.27% | 259 | 182 | 52.5 | \$22,308.00 | \$1,171,170.00 |
| 7 | 4 | 0608 GREEN VALLEY ACADEMY | 7-10 | 66.67% | 66 | 44 | 44.0 | \$49,058.00 | \$2,158,552.00 |
| 8 | 3 | 2012 MARGARET BRENT | K-12 | 65.38% | 78 | 51 | 51.0 | \$43,188.00 | \$2,202,588.00 |
| | | Total | | | | 1178 | 784.0 | | \$17,698,357.00 |

Table 7-7 Skipped

TITLE I
Staffing Guidelines
2018 - 2019
SCHOOL YEAR

*Human Resources Staffing Office
Prince George's County Public Schools
14201 School Lane – Rooms 109 and 111
Upper Marlboro, MD 20772
Phone: 301-952-6131*

INTRODUCTION

Objective:

The purpose of the Title I Staffing Guidelines is to provide stakeholders and school principals with procedures related to staffing and maintaining our Title I schools with a workforce that meets state certification and licensure requirements for the 2018-2019 school year.

1. To provide each school with an internal/external pool of fully certified and qualified and effective teachers and paraprofessionals for known vacancies;
2. To expedite the hiring process once a candidate (internal or external) is identified for an authorized vacant position and recommended for an authorized vacant position;
3. To ensure that all teacher placed in Title I schools meet state requirements and if they are transferred into other positions, that they are only placed in subjects in which they maintain their certification and qualification designation;
4. Identify positions that are vacant for more than 4 weeks and inform the Title I Office of certified substitute teachers or retired PGCPS substitute teachers that are temporarily placed in the positions until the full-time teacher returns or is secured.

External/Internal Teacher Candidate Placement

The Prince George's County Public School system is committed that teachers in schools designated as Title I will have fully certified and qualified teachers by July 30, 2019. In order to ensure that we meet this goal, schools designated as Title I will receive priority staffing for authorized vacancies for the 2018-2019 school year. Below is an outline of the process that should be followed to staff our priority schools:

1. Principals of Title I schools, in collaboration with their Human Resources Partner, should identify staff reassignments based on enrollment and by reviewing the certification and qualified designation of teachers in the core academic subject areas. Teachers who are mis-assigned (certified but teaching out of content area) must be placed within a subject area that allows him/her to meet the Maryland State certification requirements.
2. Core academic subject teachers in schools designated as Title I who do not obtain full certification in the area in which they teach by June 1, 2019, may be treated as a staff re-assignment based on availability of certified teachers to backfill the position.
3. Teachers with a Conditional Certificate that expires June 30, 2019, who do not meet certification renewal requirements by July 1, 2019 will be separated from their teaching position.
4. To fill identified vacant positions, the principals will work with their Human Resources Partner to identify and process the replacements.
5. The Human Resources Partner will validate the vacant positions.
6. Principals will then receive a **final** confirmation of the vacant positions from their Human Resources Partner.
7. Once schools have received a final confirmation of their authorized vacancies, the Principal and Human Resources Partner may recommend candidates to fill vacancies.
8. Placement of candidates will be based on system wide priority staffing.
 - i. Principals must ensure that teachers are assigned within a subject area that allows him/her to obtain and maintain their certification designation;
 - ii. Human Resources Partner must complete and forward a Teacher Placement Agreement once a candidate (internal/external) is recommended for placement;
 - iii. Principals must receive, sign, and return the New Teacher Placement Agreement to the Human Resources Partner prior to placement confirmation.
 - iv. Retired/Rehired Teachers are recruited and offered an opportunity to teach in Title I schools and/or a hard to staff area
9. Highlight and market Title I schools to attract internal tenured teachers to voluntarily transfer to these school locations.

Teacher School Leader (TSL) Grant

Through the Teacher School Leader Grant, funded by the United States Department of Education (USDE), PGCPs was afforded the opportunity to provide recruitment and hiring incentives for certified teachers. Teacher candidates that satisfy one or more of the following areas are eligible for a one-time financial incentives:

- Early Hire (hired by June 30th deadline) - \$3,000
- Bilingual (language supporting needs of a position or school) - \$3,000
- Deployment (internal employees deployed to TSL schools)-\$3,000

Human Resources has adapted the following recruitment and staffing strategies to attract top talent and certified teacher candidates to Title I Schools:

1. Highlight Title I schools at job fairs
2. Provide new candidates and current teachers the names of Title I schools and vacancies
3. Partner with educator preparation programs, specifically Professional Development Schools (PDS), to build our candidate pipeline and to better prepare candidates for PGCPs
4. Solicit feedback from PDS Mentor Teachers regarding Student Teachers and Interns assigned to schools within our district
5. Use multiple media platforms and job wrapping services (Twitter, Handshake, LinkedIn, Teachers-Teachers, Motor Vehicle Association and Radio) to post vacancy announcements
6. Foster relationships with colleges and universities to build our candidate pipeline and to better prepare candidates for PGCPs
7. Participate in targeted job fairs at colleges and universities with high needs content areas such as special education or dual certified education majors (i.e. University of Pennsylvania)
8. Use "Best Fit" criteria to better align candidates needs with school climate and culture needs

External/Internal Paraprofessional Candidate Placement

In order to ensure that we meet the goal of having all qualified Paraprofessionals by June 30, 2019, schools designated as Title I will receive priority staffing for authorized vacancies for the 2018-2019 school year. Paraprofessionals in Title I Federal programs must meet certain standards prior to being hired. These standards include one of the following:

- Completion of two years of study at an institution of higher learning obtaining (48 credits or
- An Associate's (or higher) degree) or
- Meeting a rigorous standard of quality that demonstrates, through a formal assessment, knowledge of and the ability to assist in reading, writing, and mathematics instruction or reading, writing, and mathematics readiness.

The requirements apply to all paraprofessionals who assist with education or instructional support duties in a Title I program, regardless of funding source. Every Student Succeeds Act (ESSA) requires that all paraprofessionals working in schools that receive Title I funds have the status of Qualified.

Below is an outline of the process that should be followed to staff our priority schools:

1. Principals of Title I schools, in collaboration with their Human Resource Partner, should identify staff by reviewing the qualified designation of paraprofessionals. Paraprofessionals who are identified as Not Qualified will be reassigned to a non-Title I school.
2. Paraprofessionals in schools designated as Title I, who do not obtain the qualification designation by June 1, 2019, will be treated as a staff reassignment;
3. To fill identified vacant positions, the principals will need to work with their Human Resource Partner to identify and process the replacements;
4. The Human Resource Partner will validate the vacant positions;
5. Principals will then receive a **final** confirmation of the vacant positions from their Human Resource Partner;
6. Once schools have received a final confirmation of their authorized vacancies, the Principals and Human Resource Partner may recommend candidates to fill vacancies.
7. Placement of candidates will be based on system wide priority staffing.
8. All paraprofessionals will work under the direct supervision of and in close and frequent proximity with a fully certified and qualified teacher.
9. **Paraprofessionals are not to serve as a substitute teacher in Title I schools.**

Certified Substitute Teacher Candidate Placement

The process involves securing certified substitute teachers as much as possible for positions where teachers have been approved by Absence Management to be on an extended leave of absence for a period greater than four weeks.

As confirmation is received from Absence Management Department and the principals, the Human Resource Partner will confirm the leave and the Principal may select a certified substitute teacher from the approved list of Retired/Rehired or certified substitute teachers.

1. Principal completes interviews with the substitutes for positions;
2. Once the principal has identified a fully certified and qualified retired/retired substitute teacher for an approved leave, the principal secures the candidate through the electronic substitute management system.
3. The principal will receive an electronic confirmation of the retired/rehired teacher's acceptance of the position.
4. The Absence Management Department will then provide an updated list of teachers on an approved leave to the Title I Office on the 15th of each month.

Appendix A.1.b. Written Process for Coordinating Certification & Licensure
 Ensuring All Teachers Meet Certification Requirements
Prince George’s County Public Schools
ESSA & Title I Department
High Quality Teaching
STATE CERTIFICATION AND LICENSURE OPERATING PROCEDURES

Purpose: ESSA section 1112(c) requires teachers in Title I schools(of core academic subjects) to meet State certification and licensure requirements. This operating procedure and timeline supports the Title I Office and school teams in developing and implementing processes to adhere to guidelines.

| MONTH | DATE | TASK |
|-----------|---|---|
| July | July 1 (start of fiscal year) | <ul style="list-style-type: none"> ● Update “Right-to-Know” letter (Sec. 1112(e)(1)) ● Review and update four(4) week notification letter and share information with Human Resource Partners ● Draft/update memo to principals for the upcoming school year and share information with Human Resource Partners: <ul style="list-style-type: none"> ○ Right-to-Know letter ○ 4-week letter |
| August | August 1 | <ul style="list-style-type: none"> ● Update and/or revise certification and licensure confirmation document as needed ● Conduct Title I and Human Resources quarterly collaborative meeting |
| | August 15 | <ul style="list-style-type: none"> ● Update Right to Know distribution form ● Update Certification Google log ● Share database with Human Resource Partners |
| | August (2 weeks prior to school start) | Forward “Right-to-Know”letter to principals for distribution during 1st week of the school year. |
| September | September (2 weeks after school start) | Forward Certification & Licensure confirmation document to school principal Share document with Human Resource Partners via Google Folder |
| | September (last Friday of the month) | Certification & Licensure document due to ESSA & Title I Department <ul style="list-style-type: none"> ● Dated on or before the last Friday of September (SY19 - September 29) ● Signed by school principal |
| | September 12 (middle of Sept.) | PARCC home reports (Evidence of Achievement and Academic Growth) <ul style="list-style-type: none"> ● Sent by Testing Office to each school ● Designated window to distribute <ul style="list-style-type: none"> ○ cover letter ○ individual content report |

| | | |
|----------------|--|---|
| | Send to parents on 21st instructional day without certified teacher. | Continue Four Week Letter notification as needed: <ul style="list-style-type: none"> ● Send to parents by school ● Scan to Title I Office along with class roster |
| | October - June | Schools complete CERTIFICATION google document <ul style="list-style-type: none"> ● Completed monthly and submit by last day of month ● Indicate N/A if all staff are certified ● All documentation shared with Human Resource Partners via Google Folder ● Conduct Title I and Human Resources quarterly collaborative meeting |
| | Nov. - Dec | Review CERTIFICATION google document for alignment with 4-week letter <ul style="list-style-type: none"> ● All documentation shared with Human Resource Partners via Google Folder |
| December | December | Conduct Title I and Human Resource Collaborative meeting to discuss: <ul style="list-style-type: none"> ● Vacancies ● Re-assignments ● Disparity and next steps |
| January - June | January - March | Prepare documents for MSDE Annual Review <ul style="list-style-type: none"> ● Conduct Title I and Human Resources quarterly collaborative meeting |
| | January - June | Review CERTIFICATION google document for alignment with 4-week letter Disparity <ul style="list-style-type: none"> ● discussion with Human Resources ● Summary Report (June) |

Appendix A.1.c. Process for Right-to-Know Notification

Prince George’s County Public Schools
 ESSA & Title I Department
 High Quality Teaching
 Right-to-Know Parent Notification

Purpose: ESSA section 1112(e)(1)(A)) requires parents to be notified that they may request information regarding professional qualifications of their child’s teachers. This operating procedure and timeline supports the Title I Office and school teams in developing and implementing processes for annual notification.

| MONTH | DATE | TASK |
|-----------|---|---|
| July | July 1 (start of fiscal year) | <ul style="list-style-type: none"> ● Update “Right-to-Know” letter (Sec. 1112(e)(1)) <ul style="list-style-type: none"> ○ Forward to CEO for signature ● Draft/update memo to principals for the upcoming school year and share information with Human Resource Partners: |
| August | August 15 | <ul style="list-style-type: none"> ● Update Right to Know distribution form ● Share database with Human Resource Partners |
| | August (2 weeks prior to school start) | <ul style="list-style-type: none"> ● Forward “Right-to-Know” letter to principals for distribution during 1st week of the school year. |
| September | September (2 weeks after school start) | <ul style="list-style-type: none"> ● Review Right-to-Know google distribution form ● Share document with Human Resource Partners via Google Folder |
| October | | <ul style="list-style-type: none"> ● Forward sample response letter to principals for parent staff qualification request, if needed. ● Share document with Human Resource Partners via Google Folder |



Monica Goldson, Ed.D.
Interim Chief Executive Officer

September 4, 2018

Dear Parent(s)/Guardian(s):

Under the latest reauthorization of the *Elementary and Secondary Education Act*, the *Every Student Succeeds Act* (ESSA), requires that all schools receiving Title I funds must inform parents of their right to ask schools about the qualifications of their child's teachers and qualifications of any paraprofessional serving their child.

Your child attends a school which receives Federal Title I funds. You have the right to request the following information which will be provided to you in a timely manner, if you request it:

- Whether the teacher has met Maryland's qualification and licensing criteria for the grade level(s) and subject matter he or she teaches;
- Whether Maryland has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances;
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees;
- Whether any paraprofessional educators provide services to your child and, if they do, their qualifications.

If you would like to receive any of the above-mentioned information, please make the request in writing to your schools principal.

Our teachers are committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. I encourage you to support your child's education and communicate with his or her teacher on a regular basis. By partnering, families and educators can provide your child with the best education possible.

Sincerely,

Monica E. Goldson, Ed.D.
Interim, Chief Executive Officer

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

14201 SCHOOL LANE, UPPER MARLBORO, MD 20772 Phone: 301-952-6008 Website: www.PGCPS.org Follow Us: @PGCPS, Facebook, Youtube
The "GREAT BY CHOICE" trademark is owned by The Goal to Great Project LLC and Morten E. Hansen. Used under license.

SY18 Teacher Evaluation Ratings, Prince George’s County Public Schools (PGCPS) - Summary by Title 1 Schools

| School Type | SY18 Final Evaluation Rating - Percentage | | | Number of Teachers* |
|--------------------|---|-------------|------------------|---------------------|
| | Ineffective | Effective | Highly Effective | |
| Title 1 | 8.6 | 90.8 | 0.5 | 3274 |
| Non-Title 1 | 9.4 | 89.0 | 1.6 | 5507 |
| PGCPS Total | 9.1 | 89.6 | 1.2 | 8781 |

Legend: * Instructional classroom teachers only

Prince George's County Public Schools

SY18 Teacher Evaluation Ratings

Summary by Title I and Non-Title I Schools

| School Type | SY18 Final Evaluation Rating- Percentage | | | Number of Teachers* |
|--------------------|---|------------------|-----------------------------|----------------------------|
| | Ineffective | Effective | Highly Effective | |
| Title I | 8.6 | 90.8 | .5 | 3,274 |
| Non-Title I | 9.4 | 89.0 | 1.6 | 5,507 |
| PGCPS Total | 9.1 | 89.6 | 1.2 | 8,781 |

***Instructional classroom teachers only**

Written Process for Addressing Disparities

ESSA Requirement: *The LEA ensures it has a written process to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers.*

The Prince George's County Public School system is committed to ensuring teachers in schools designated as Title I are fully certified and qualified teachers by the end of June prior to the upcoming school year.

In order to ensure that we meet this goal, schools designated as Title I will receive priority staffing for authorized vacancies for the 2018-2019 school year. Below are steps outlining the process to be followed in order to staff priority schools.

1. Principals of Title I schools, in collaboration with their Human Resource Partners, identify staff reassignments based on student enrollment, teacher certification and teacher effectiveness in all academic subject areas. Teachers who are mis-assigned (certified but teaching out of content area) must be placed within a subject area that allows him/her to meet the Maryland State certification requirements.
2. Core academic subject teachers in schools designated as Title I who do not obtain full certification in the area in which they teach by June 1, 2019, will be treated as staff reassignments.
3. Teachers with Conditional Certificates expiring June 30, 2019, who do not meet certification renewal requirements by July 1, 2019 will be separated from their teaching positions.
4. To fill identified vacant positions, the principals will work with Human Resource Partners to identify and process the replacements.
5. The Human Resource Partners will validate the vacant positions.
6. Principals will then receive a final confirmation of the vacant positions from their Human Resource Partners.
7. Once schools have received a final confirmation of their authorized vacancies, the Principals and Human Resource Partners may recommend candidates to fill vacancies.
8. Placement of candidates will be based on system-wide priority staffing.
 - Principals must ensure that teachers are assigned to a subject area that allows to them to obtain and maintain their certification designation.
 - Human Resource Partners must complete and forward a Teacher Placement Agreement once a candidate (internal/external) is recommended for placement.

- Principals must receive, sign, and return the Teacher Placement Agreement to the Human Resource Partner prior to placement confirmation.

Teacher certification and evaluation ratings are tracked throughout the year in collaboration with Human Resource Partners, Title I Principals, and ESSA & Title I staff.

Timeline for Monitoring and Tracking Certification and Teacher Effectiveness

| Month | Task |
|--------------------------|--|
| July 2018 - June 2019 | <ul style="list-style-type: none"> • Job Fairs held to provide each Title I school with an internal/external pool of certified and effective teachers and paraprofessionals for known vacancies. |
| August 2018 | <ul style="list-style-type: none"> • Title I and Human Resources establish dates for quarterly collaborative meetings • Principal updates and/or revises certification and licensure confirmation document as needed |
| September 2018 | <ul style="list-style-type: none"> • Certification & Licensure document is signed by principals and submitted to ESSA & Title I Department and is shared with the HR Partners on or before the last Friday of September 29, 2018 • Vacancies and non-certified staffing are reported to Title I and HR for priority placement |
| October 2018 - June 2019 | <ul style="list-style-type: none"> • The tracking and monitoring process is ongoing through the use of a Google document accessible to the HR and ESSA & Title I Department • Quarterly meetings are held to address concerns regarding vacancies and non-certified staff • School principals are required to complete the monthly Certification Google document to assist with the monitoring and tracking of staff certifications and vacancies |
| December 2018 | <ul style="list-style-type: none"> • Title I and HR conduct a collaborative meeting to discuss vacancies, reassignments, disparities, and next steps |
| June 2019 | <ul style="list-style-type: none"> • A final evaluation rating is summarized and a comparison between Title I and Non-Title schools is done in order to analyze levels of effectiveness and to determine if a disparity exists (see attached Table for SY18) • If disparities exist, a plan of action is developed to address the disparities during the hiring and evaluation process of staff for the upcoming school year |

B.1 Written Process (Developing, Implementing, & Monitoring)

PGCPS Title I Office

Schoolwide Programs Written Process

2018-2019

The Title I Office will assist schools with developing, implementing, and monitoring the Title I Plan for SY19 by completing the following:

Development of the Title I Program will include the following:

- The Title I Office will provide technical assistance to schools in analyzing data in order to:
 - Complete a Comprehensive Needs Assessment (CNA), to identify priority needs, schoolwide reform strategies, and family engagement activities for the upcoming school year;
 - Participate in a Budget Clinic to review allocations, guidelines, and make decisions on spending based on student needs.
- The Title I Office will provide an orientation for school teams and principals on the Schoolwide Components and Title I requirements. The orientation will entail the following:
 - How to analyze data in order to complete a Comprehensive Needs Assessment and Scientific Reform Strategies.
 - Guidelines and timelines for the Title I program in order for schools to identify systems and structures for implementation.
 - Procedures for planning professional development activities and Extended Learning Opportunities under Title I
 - Parent engagement strategies that will promote opportunities to gather input and feedback from parents/community stakeholders in their children's education, school governance, and school decision making
 - Systems and structures for creating and maintaining the Title I Accountability Binder

Implementation of the Title I Program will include the following:

- Instructional specialists will conduct on-site visits to assist school teams with the implementation of the Title I program by attending collaborative planning, learning walks and other school-based meetings, as well as delivering professional development trainings to assist with the implementation of the Title I program
- Conduct/facilitate a Title I orientation for parents and community stakeholders
- Sponsor the Title I iCommunity to promote parent engagement and coordination of programs

Monitoring of the Title I Program will include the following:

- Review of the Title I accountability binders to ensure compliance (i.e. financial records, documentation of analysis of student data)

- Conduct quarterly site visits to monitor the implementation and effectiveness of the Title I program
- Participation in Learning walks in order to observe how Title I resources are being used
- Review monthly spend down report in order to ensure requisitions are aligned to the CNA in the Title I Plan
- Conduct site visits of ELO and summer programs to ensure compliance and accountability



KeShawn Golson

Department of State & Federal Programs

August 1, 2018

Dr. Marcia Sprankle
Director, Title I and School Improvement
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201

Dear Dr. Sprankle,

The purpose of this letter is to inform the Maryland Department of Education (MSDE) of Prince George's County Public Schools' (PGCPS) intent to request a waiver from MSDE to allow its four newly identified Title I schools for the 2018 - 2019 school year, to operate a schoolwide program. This waiver request is for the following PGCPS schools: Arrowhead Elementary, Bladensburg High, Hollywood Elementary, and Valley View Elementary. Each of these schools have a Free and Reduced-Priced Meals System (FARMS) rate of 73.5 percent or higher.

Under Sec. 1114(a)(1), local educational agencies (LEAs) are eligible to use and consolidate funds with other Federal, State and local funds for a schoolwide program 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. Additionally, according to schoolwide program section 1114(a)(1)(B), a school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school under this part in improving academic achievement and other factors. Furthermore, the LEA may request a waiver with the state to operate a schoolwide program in targeted assistance schools (TAS) with less than 40 percent poverty if the LEA and school deem a schoolwide program will best serve the needs of the students.

Based on Sec. 1114(a)(1)(B), PGCPS believes that a schoolwide program will best serve and improve the academic needs of each of the four newly identified schools as a whole. Utilizing a schoolwide program will best improve the academic needs of the students by granting them the use of Title I and other Federal, State and local funds, thus allowing the schools to have the ability to upgrade their entire educational program. A schoolwide program would be a best fit for Arrowhead Elementary and Valley View Elementary due to the yearlong schoolwide planning conducted by both schools during the 2016-2017

Prince George's County Public Schools
1400 NALLEY TERRACE, LANDOVER MD 20785
Phone: 301-618-8390 Website: www.PGCPS.org Follow us: @PGCPS, Facebook, Twitter

school year. These two schools were identified TAS for SY17. The entire school community had the opportunity to implement a Title I program and plan ahead for a schoolwide identification.

PGCPS would like to request a schoolwide waiver, under Sec. 1114(a)(1), for Hollywood Elementary School and Bladensburg High School, which are newly identified PGCPS Title I schools for the SY19. Upon learning about their Title I status, school and community members have expressed a preference to operate a schoolwide program model, as a large percentage of their community is impacted by poverty. The implementation of the schoolwide program model will allow the school to have an effective impact on the needs of the entire school community. The Title I schoolwide program will allow staff members at the schools to continue updating and implementing their existing comprehensive plan focused on improving academic achievement for all student groups and closing performance gaps.

Prince George's County Public Schools believes that utilizing a schoolwide program will best improve the academic needs of the students, and the school as a whole, by granting them the use of Title I and other Federal, State and Local funds, thus allowing the schools to have the ability to upgrade their entire educational program. The previously identified TAS schools, Valley View ES and Arrowhead ES, and the newly identified Title I for SY19 schools, Hollywood ES and Bladensburg HS, meet the schoolwide eligibility requirements and their 2017-2018 FARMS rates are as follows:

- **Arrowhead Elementary School** has a Free and Reduced-price Meals System (FARMS) rate of 76 percent and was an identified TAS during the 2016-2017 school year.
- **Valley View Elementary School** has a Free and Reduced-price Meals System (FARMS) rate of 76.2 percent and was an identified TAS during the 2016-2017 school year.
- **Bladensburg High School** has a Free and Reduced-price Meals System (FARMS) rate of 73.5 percent. It is a newly identified Title I school for SY19.
- **Hollywood Elementary School** has a Free and Reduced-price Meals System (FARMS) rate of 76 percent. It is a newly identified Title I school for SY19.

PGCPS Title I Instructional Specialists have been assigned to each school to assist with the Title I program transition, clarify and discuss Title I requirements with various stakeholders, and provide technical assistance to the school as they communicate its new identification with staff and parents. The Instructional Specialists have met with school teams to review the development of a schoolwide Data Wise improvement process. PGCPS sets the expectation that all schools engage representatives from various stakeholder groups, including parents, in the school improvement process. Prince George's County Public Schools have outlined the following critical actions for developing the 2018-2019 schoolwide plan:

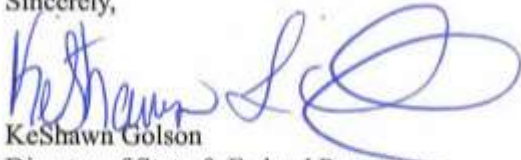
1. Build assessment literacy to make certain that all staff members can explain the skills and knowledge tested on all of the assessments given to students, study how results are reported for students, and discuss the principles for responsible data use.
2. Create a data overview to identify a focus area for schoolwide improvement.
3. Instructional Leadership Teams will turn piles of data into concise graphs that the team will use to tell a story that is visually effective.
4. Instructional Leadership Team will then engage the staff members in using data analysis protocols that maintain a relentless focus on evidence to identify a priority question. This will lead to a

deeper dive into student work through this lens via an examination of student work samples around this area of high priority.

5. Agree on a shared understanding by examining a wide range of student data which will lead to a learner-centered problem. The learner-centered problem is identified through an examination of instructional practice via (instructional rounds, a review of lesson plans, qualitative interviews, and learning tasks). This leads to the identification of a problem of practice.
6. Identify the problem of practice which is the foundation for development of the action plan. The action plan will utilize evidence-based instructional strategies that the school will begin professional learning around to increase teacher practice and student learning.
7. Short, medium, and long-term data sources will be used to evaluate the impact of the action plan on student learning.
8. Assess the implementation of the action plan, assess student learning, adjust the action plan, and celebrate success along the improvement journey.

Thank you in advance for your consideration of Prince George's County Public School's request for a schoolwide waiver for four of our schools. If any additional information is needed in order to grant this waiver, please do not hesitate to contact my office.

Sincerely,



KeShawn Golson
Director of State & Federal Programs
Prince George's County Public Schools

cc: Dr Gail Clark Dickson
Dr. Mary Cross



Karen B. Salmon, Ph.D.
State Superintendent of Schools

September 10, 2018

Dr. Tracey Adesegun, Director
ESSA and Title I Department
Prince George's County Public Schools
1400 Nalley Terrace
Landover, Maryland 20785

Dear Dr. Adesegun:

Thank you for the Prince George's County Public Schools (PGCPS) letter dated August 8, 2018, requesting a waiver to allow four Title I schools--Arrowhead High School, Bladensburg High School, Hollywood Elementary School, and Valley View Elementary School--to enter as Title I Schoolwide programs for the 2018-2019 school year. We appreciate your comprehensive responses to the Maryland State Department of Education (MSDE) requests for documentation showing the planning that these schools have undertaken to become Schoolwide Programs.

The MSDE staff, Dr. Mary Cross, has examined evidence that demonstrates that the planning has occurred, meets statutory requirements of the Every Student Succeeds Act of 2015 (ESSA), and the schools listed above may begin the 2018-2019 school year as Schoolwide Programs. Please be aware that these newly designated Schoolwide Program schools are required to address ESSA's Schoolwide Program components. These components include annual evaluations of the schools' programs for their effectiveness in improving the academic performance of all students.

If you have any questions or concerns, please contact Dr. Cross, the MSDE Title I Point-of-Contact for Prince George's County. She may be reached at 410-767-0281 or via email at mary.cross@maryland.gov. She will be pleased to assist you.

Sincerely,

Marcia A. Sprankle, Ed.D.
Assistant State Superintendent for Curriculum, Instructional Improvement
and Professional Learning

MAS/MMC/crt

c: Gail Clark Dickson, Ed.D.
Mary M. Cross, Ph.D.

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD
MarylandPublicSchools.org

**Prince George's County Public Schools
Memorandum of Understanding**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between Prince George's County Public Schools (PGCPS) and the following Early Childhood Center/Head Start Programs:

- Judith Hoyer Family Learning Center at Adelphi
- Early Learning Centers (Samuel Chase Elementary and Carmody Hills Elementary)
- Easterseals Early Head Start Center
- Lourie Center Early Head Start

The purpose of the partnership is to establish a collaboration in order to support the readiness for school entry and promote a collaboration regarding the use of shared resources as an effort of maximizing opportunities for the long-term success of each child participating in the respective early childhood program.

Prince George's County Public Schools agree to:

- Invite staff from each of the aforementioned sites to participate in professional development sessions appropriate for enhancing educational services, child growth and development;
- Allow students and families to participate in age appropriate literacy activities/events provided under the Title I, Part A grant;
- Schedule and facilitate a family event for parents/guardians of children transitioning into kindergarten within the boundaries of local educational agency and;
- As requested PGCPS employees will provide information for registering students for school within the local education agency.

B. 5. MOU Early Childhood and Head Start Centers

Early Childhood Center/Head Start Programs agree to:

- Identify and provide coverage for teachers to participate in professional development sessions sponsored by the local education agency;
- Collaborate with PGCPS employees for identifying dates and sites for hosting family literacy activities/events;
- Collaborate with PGCPS employees for scheduling transitioning activities for parents/guardians of children entering kindergarten within the local educational agency boundaries and;
- As needed, collaborate with PGCPS employees to identify time and location to share information with parents and families for Kindergarten enrollment within local education agency boundaries.

Duration of the MOU

This MOU is at-will and may be modified by mutual consent of authorized officials from Prince George's County Public Schools, Judith Hoyer Family Learning Center, Early Learning Centers, Easterseals, and the Lourie Center. The MOU shall become effective upon signature by the authorized officials from Prince George's County Public Schools, Judith Hoyer Family Learning Center, Early Learning Centers, Easterseals, and the Lourie Center and shall remain in effect until modified or terminated by any one of the partners by mutual consent.

B. 5. MOU Early Childhood and Head Start Centers

Contact Information and Partners' Signatures

Monica Goldson, Ed. D., *Interim Chief Executive Officer*
Prince George's County Public Schools
14201 School Lane, Upper Marlboro, Maryland 20772
Phone: 301-952-6008
E-mail: ceo@pgcps.org

(Partner's signature)

Date: _____

Carol D. Watson, *Senior Vice President*
Easterseals Programs
Phone: 301.920.9710
E-mail: cwatson@eseal.org

(Partner's signature)

Date: _____

Angela Card, *Head Start Director*
Lourie Center
Phone: (301) 891-1914
E-mail: acard@louriecenter.org

(Partner's signature)

Date: _____

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
TITLE I OFFICE
PARENT AND FAMILY ENGAGEMENT**

IMPLEMENTATION AND MONITORING PROCESS

Prince George's County Public Schools, Title I Office utilizes the Parent and Family Engagement Implementation and Monitoring Process to assist Title I schools in developing, implementing, monitoring and evaluating the requirements specified in ESSA section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact. This process supports schools in engaging parents and families in their child's education. Title I staff provides technical assistance identifying and monitoring the documentation of these activities and monitor parent and family engagement utilizing MSDE checklists and Title I program monitoring form via regular observations and site visits.

| Date | Activity |
|----------------------------|---|
| <i>April - August 2018</i> | <ul style="list-style-type: none"> • Title I staff assists Title I schools in developing the <i>Title I Schoolwide Plan, School-Based Parent Plan and School-Parent compact</i> with parent and family input and feedback, in preparation for the upcoming school year. • Title I staff supports Title I schools through a <i>peer review</i> process providing feedback and recommendations on parent and family and stakeholder engagement and programmatic structures to build parent and family capacity and increase parent engagement.. • Title I staff verifies that schools document through S.A.N.E. (i.e.parent meetings, budget meetings, and Title I parent and family orientation as a part of the development of Title I Schoolwide plan,School-Based Plan and School-Parent Compact) and record any changes and modifications, as applicable. • Title I staff ensures that Title I Schools inform parents of the Title I Funds allocated for parent engagement activities and assists schools in seeking feedback/input on how to allocate these funds for the upcoming school year. • Title I staff assists schools in the allocation of the 1% parent and family engagement funds with alignment to the Title I Plan. • Title I staff assists Title I school staff in conducting parent orientations for summer school programs, if applicable, and providing parent literature in English and other languages as necessary. |
| | <ul style="list-style-type: none"> • Title I schools submit their Parent and Family Engagement plan and School-Parent Compact to the Title I office by September 18, 2018 for final review. The MSDE checklist* will be utilized for the review and feedback will be provided to school personnel by September 25, |

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
TITLE I OFFICE
PARENT AND FAMILY ENGAGEMENT**

IMPLEMENTATION AND MONITORING PROCESS

Prince George's County Public Schools, Title I Office utilizes the Parent and Family Engagement Implementation and Monitoring Process to assist Title I schools in developing, implementing, monitoring and evaluating the requirements specified in ESSA section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact. This process supports schools in engaging parents and families in their child's education. Title I staff provides technical assistance identifying and monitoring the documentation of these activities and monitor parent and family engagement utilizing MSDE checklists and Title I program monitoring form via regular observations and site visits.

| | |
|---------------------------|---|
| <i>September 2018</i> | <p>2018.</p> <ul style="list-style-type: none"> ● Title I staff supports Title I schools during "<i>Back to School Night</i>" and assists Title I schools in distributing to parents and families the School-Based Parent Plan, and the School-Parent Compact in English and other languages, as needed. ● Title staff schedules observations and school visits to monitor parent and family engagement activities and records feedback and recommendations on the Title I program monitoring form (quarterly). ● Title I staff provides assistance to schools in conducting Title I Orientation for parents/families and keep S.A.N.E. on file. ● Title I staff trains school personnel on parent and family engagement requirements under section 1116 of ESSA. ● Title I schools distribute the Title I parent and family engagement plan, the district parent engagement plan, and the central office Title I plan to all schools in bilingual format. ● The Title I Office, in collaboration with other PGPCS departments/offices and federal programs, conducts parent events. ● Title I staff provides technical assistance to schools in planning for parent engagement activities and parent workshops. |
| <i>October 2018</i> | <ul style="list-style-type: none"> ● Title I Staff trains school personnel on the parent and family engagement requirements under section 1116 of ESSA. ● Title I staff monitors spend down of parent and family engagement funds by the designated deadline and ensures that funds are spent on supplemental materials that are allocable, reasonable, and necessary. ● Instructional Specialists review parent and family engagement binders to ensure all |

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
TITLE I OFFICE
PARENT AND FAMILY ENGAGEMENT**

IMPLEMENTATION AND MONITORING PROCESS

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| | |
|--|--|
| | <p>Title I parent and family engagement requirements under section (1116) of ESSA are met.</p> <ul style="list-style-type: none"> Title I staff supports school-based staff in conducting parent engagement activities and workshops. |
| <i>November 2018</i> | <ul style="list-style-type: none"> Title I staff supports Title I Schools during parent-teacher conferences as needed to ensure parents and families are afforded an opportunity to review the School-Parent Compact and that parents and families are aware of their rights and responsibilities as partners in their children's education. The Title I Office holds regular regional parent meetings to . Title I Staff collaborates with the Office of Family and Community Engagement to train teachers and other school personnel regarding parent involvement requirements. Title I School-Based staff conducts parent engagement activities and workshops. Title I instructional Specialist reviews Title I parent and family engagement binder* using the accountability binder table of contents* to ensure parent engagement activities are documented and aligned to district policies and that the Title I parent and family requirements under Section 1116 of ESSA are met (ongoing). |
| <i>December 2018/ January 2019</i> | <ul style="list-style-type: none"> Title I staff attends school-based parent engagement activities and workshops and provides assistance in documenting and filing the S.A.N.E. Title I instructional specialists review Title I parent and family engagement binder by January 25th. |
| <i>February/</i> | <ul style="list-style-type: none"> Title I School-Based staff conducts parent engagement activities and workshops |

**PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS
TITLE I OFFICE
PARENT AND FAMILY ENGAGEMENT**

IMPLEMENTATION AND MONITORING PROCESS

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| | |
|-----------------------|--|
| <i>March 2019</i> | <p>(ongoing).</p> <ul style="list-style-type: none"> ● Title I Staff assists school-based staff in educating parents and families in understanding State academic standards, State assessments and strategies to increase academic achievement of students with particular attention to those at-risk of not meeting State standards. |
|-----------------------|--|

* See link for monitoring tools

[MSDE parent plan checklist](#)

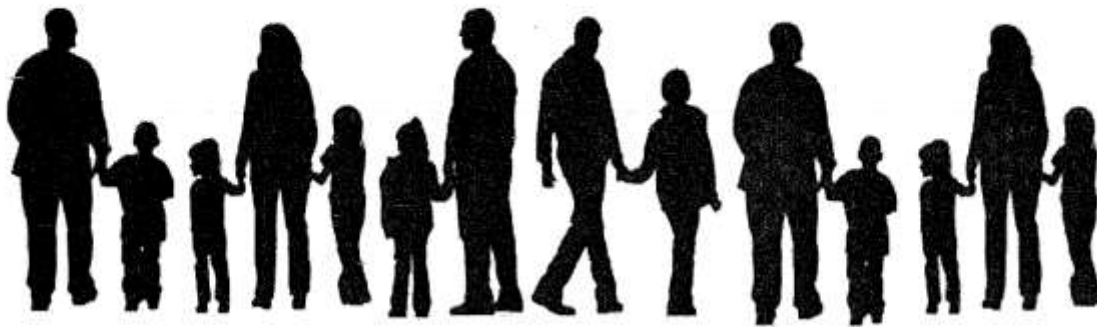
[MSDE School-Parent Compact checklist](#)

[Title I Program Monitoring Form](#)

[Peer Review Form SY 19](#)

[Schoolwide Table of Contents \(Accountability Binder\)](#)

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS



Title I
Parent and Family
Engagement Plan
At-a-Glance



The Title I Office values the parents and families of Prince George's County Public Schools.

*If you have questions or comments,
please contact the Title I Office at
(301) 618-8390.*

What is Title I?

Title I is a federally funded program under the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA).

The purpose of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

The restricted grant funds provide supplementary funding to improve the teaching and learning of children. Funds are to be used only for programs that supplement, and do not supplant, the services that would be provided in the absence of these funds.

All Title I schools benefit from centralized program services that include instructional support, professional development, technology support, and parent and family engagement initiatives.

General Expectations

Prince George's County Public Schools (PGCPS) recognize the necessity and value of parent and family engagement to support student success, optimal development, and academic achievement. In order to ensure collaborative partnerships among schools, parents and community, all Title I schools will implement the following standards:

A. Demonstrate a commitment to parent, family and community involvement in the education process;

B. Encourage parents and families to be involved in their child's education and assume a vital role in ensuring success in school for their child(ren);

C. Address concerns of parents, family and community members through formal and informal procedures;

D. Provide opportunities for parents, family and community members to participate in decision making related to district-wide and school-based issues;

E. Offer training and provide materials to help parents and families monitor and support the academic achievement of their children (i.e. literacy and technology). Materials and information sent home to parents shall be provided in clear and understandable format and language;

F. Assist Title I schools in educating school staff with parental assistance and feedback regarding how to reach out and communicate with parents as equal partners.

G. Establish effective two-way communication with families, respecting the diversity and differing needs of families;

H. Comply with the requirements of ESEA related to parent, family and community engagement, including

1. Planning and operating programs, activities, and procedures for the engagement of parents consistent with Section 1116 of ESEA and;
2. Conducting an annual review of the Title I Parent and Family Engagement Policy.

Prince George's County Public Schools Strategic Plan for Family and Community Engagement in Schools

Prince George's County Title I Office will:

1. Coordinate Title I workshops for parents, families, educators, and community members, to build capacity to encourage engagement and support successful home-school interaction.
2. Assist schools in ensuring family activities are aligned with instructional goals.
3. Assist schools in assessing the effectiveness of the parent, family engagement plan and its activities throughout the year by collecting evaluations and surveys completed by families and educators.
4. Provide technical assistance and guidance to school staff, parents, families and community members in:
 - a. Participating on school improvement teams/committees and;
 - b. Jointly developing district-level and school based policy plans.
5. Coordinate and collaborate with other federal programs (Early Childhood, English Learners (EL) and Special Education representatives (SpEd) to:
 - a. Meet regularly to dialogue on issues and topics regarding parent and family engagement
 - b. Coordinate and integrate strategies for strong engagement;
 - c. Participate in the planning for the Title I Parent Conference as participants or presenters and;
 - d. Offer reasonable support for parent and family engagement (i.e. childcare).
6. Utilize the Title I Mobile Van to reach ALL families (homeless, foster care) at home, in the community and at school:
 - a. Provide trainings, activities and strategies to support and improve student academic achievement;
 - b. Disseminate materials and other resources and;
 - c. Share information about the importance of the involvement of parents and how it directly affects the success of their child(ren)'s educational efforts
7. Eliminate barriers and increase accessibility by providing documents to families in both English and Spanish and other languages as requested.
8. Provide information online at <http://www1.pgcps.org/title1>, Title I site and at schools regarding:
 - a. Academic content and standards and how to monitor students' progress.
 - b. Resources to support students at school and at home.
 - c. Parent events and workshops



Title I Parent & Family Engagement
 Parent Evaluation

Date: _____

Workshop Title: _____

Please help us evaluate this workshop. Indicate your response to questions 1-5 with an "X".

| Question | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| This session helped to better assist my child at home. | | | | |
| I learned how to better support my child. | | | | |
| This session helped me feel more comfortable in assisting my child. | | | | |
| Today's information was presented clearly, was relevant, helpful, informative and timely. | | | | |
| Today's information will assist me and increase my ability/capacity to help my child with academics. | | | | |
| <p>How would you like to see district level Title I funds spent for Parent Engagement?</p> <p><input type="checkbox"/> Workshops <input type="checkbox"/> Materials <input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Conferences <input type="checkbox"/> Magazine Subscriptions</p> <p>_____</p> <p>_____</p> <p>_____</p> | | | | |
| <p>General thoughts/comments:</p> | | | | |

Thank you for your cooperation in completing this evaluation.



Title I Parent & Family Engagement
Parent Evaluation

Fecha: _____

Título de la sección: _____

Por favor ayúdenos a evaluar este taller. Indique su respuesta para las preguntas 1-5 with an "X".

| Pregunta | Totalmente de acuerdo | De acuerdo | No estoy de acuerdo | Estoy en completo desacuerdo |
|--|-----------------------|------------|---------------------|------------------------------|
| Esta sesión ayudó a ayudar mejor a mi hijo (a) en casa. | | | | |
| Aprendí a apoyar mejor a mi hijo(a). | | | | |
| Esta sesión me ayudó a sentirme más cómoda al ayudar a mi hijo. | | | | |
| La información de hoy fue presentada de manera clara, era pertinente, útil, e informativa. | | | | |
| La información de hoy ayudará para aumentar mi habilidad/capacidad para ayudar a mi hijo(a) académicamente. | | | | |
| <p>¿Cómo le gustaría que se distribuyan los fondos de Título I a nivel del distrito para la participación de los padres?</p> <p> <input type="checkbox"/> Seminarios <input type="checkbox"/> Materiales <input type="checkbox"/> Otra Alternativas: _____ <input type="checkbox"/> Conferencias <input type="checkbox"/> Suscripciones de Revistas _____ _____ _____ _____ </p> | | | | |
| <p>Comentarios acerca de la conferencia:</p> | | | | |

Gracias por su cooperación en completar esta evaluación.

| CC | School Name | Parent & Family |
|-------|--|-----------------|
| 01714 | ADELPHI ELEMENTARY | \$4,250.00 |
| 00645 | ANDREW JACKSON ACADEMY | \$4,250.00 |
| 00640 | ARROWHEAD ELEMENTARY | \$4,250.00 |
| 01219 | BARNABY MANOR ELEMENTARY | \$3,950.00 |
| 01907 | BEACON HEIGHTS ELEMENTARY | \$3,950.00 |
| 00615 | BENJAMIN STODDERT MIDDLE | \$3,950.00 |
| 00205 | BLADENSBURG ELEMENTARY | \$4,250.00 |
| 00208 | BLADENSBURG HIGH | \$4,550.00 |
| 00606 | BRADBURY HEIGHTS ELEMENTARY | \$3,950.00 |
| 02108 | BUCK LODGE MIDDLE | \$4,550.00 |
| 00105 | CALVERTON ELEMENTARY | \$4,250.00 |
| 01811 | CARMODY HILLS ELEMENTARY | \$3,950.00 |
| 01711 | CAROLE HIGHLANDS ELEMENTARY | \$3,950.00 |
| 02005 | CARROLLTON ELEMENTARY | \$3,950.00 |
| 01414 | CATHERINE T REED ELEMENTARY | \$3,950.00 |
| 02011 | CHARLES CARROLL MIDDLE | \$4,550.00 |
| 02121 | CHEROKEE LANE ELEMENTARY | \$3,950.00 |
| 01709 | CHILLUM ELEMENTARY | \$4,250.00 |
| 01302 | COLUMBIA PARK ELEMENTARY | \$3,950.00 |
| 00647 | CONCORD ELEMENTARY | \$3,950.00 |
| 01725 | COOL SPRING ELEMENTARY | \$4,550.00 |
| 00213 | COOPER LANE ELEMENTARY | \$3,950.00 |
| 01347 | CORA L RICE ELEMENTARY | \$3,950.00 |
| 00613 | DISTRICT HEIGHTS ELEMENTARY | \$3,950.00 |
| 01310 | DODGE PARK ELEMENTARY | \$4,250.00 |
| 01808 | DOSWELL E BROOKS ELEMENTARY | \$4,250.00 |
| 00660 | DREW-FREEMAN MIDDLE | \$4,250.00 |
| 01604 | EDWARD M FELEGY ELEMENTARY | \$4,250.00 |
| 01208 | FLINTSTONE ELEMENTARY | \$3,950.00 |
| 01204 | FOREST HEIGHTS ELEMENTARY | \$4,250.00 |
| 00617 | FRANCIS SCOTT KEY ELEMENTARY | \$3,950.00 |
| 01320 | G JAMES GHOLSON MIDDLE | \$4,250.00 |
| 01411 | GAYWOOD ELEMENTARY | \$3,950.00 |
| 00211 | GLADYS NOON SPELLMAN ELEMENTARY | \$3,950.00 |
| 01214 | GLASSMANOR ELEMENTARY | \$4,250.00 |
| 02006 | GLENRIDGE ELEMENTARY | \$4,250.00 |
| 00102 | HIGH POINT HIGH | \$4,550.00 |
| 00607 | HILLCREST HEIGHTS ELEMENTARY | \$3,950.00 |
| 02107 | HOLLYWOOD ELEMENTARY | \$4,250.00 |
| 01602 | HYATTSVILLE MIDDLE | \$4,250.00 |
| 01231 | J FRANK DENT ELEMENTARY | \$4,250.00 |
| 02013 | JAMES MC HENRY ELEMENTARY | \$4,250.00 |
| 01816 | JOHN H BAYNE ELEMENTARY | \$3,950.00 |
| 01333 | JUDGE SYLVANIA W WOODS, SR. ELEMENTARY | \$4,250.00 |
| 02014 | LAMONT ELEMENTARY | \$3,950.00 |
| 01719 | LANGLEY PK- MCCORMICK ELEMENTARY | \$4,550.00 |
| 01001 | LAUREL ELEMENTARY | \$3,950.00 |
| 01712 | LEWISDALE ELEMENTARY | \$4,250.00 |
| 00618 | LONGFIELDS ELEMENTARY | \$4,250.00 |
| 01730 | MARY HARRIS *MOTHER* JONES ELEMENTARY | \$4,550.00 |

Title I FY 19 Allocation Worksheet School Year 2018-2019

| CC | School Name | Parent & Family |
|-----------|----------------------------|----------------------------|
| 01703 | MT RAINIER ELEMENTARY | \$4,250.00 |
| 01718 | NICHOLAS OREM MIDDLE | \$4,550.00 |
| 01009 | OAKLANDS ELEMENTARY | \$3,950.00 |
| 01234 | OXON HILL MIDDLE | \$4,250.00 |
| 00217 | PORT TOWNS ELEMENTARY | \$4,550.00 |
| 00619 | PRINCETON ELEMENTARY | \$4,250.00 |
| 01710 | RIDGECREST ELEMENTARY | \$4,250.00 |
| 01901 | RIVERDALE ELEMENTARY | \$4,250.00 |
| 02016 | ROBERT FROST ELEMENTARY | \$4,250.00 |
| 01828 | ROBERT R GRAY ELEMENTARY | \$4,250.00 |
| 00210 | ROGERS HEIGHTS ELEMENTARY | \$4,550.00 |
| 01731 | ROSA L PARKS ELEMENTARY | \$4,250.00 |
| 01216 | SAMUEL CHASE ELEMENTARY | \$3,950.00 |
| 00648 | SAMUEL P MASSIE ACADEMY | \$3,950.00 |
| 02003 | SEABROOK ELEMENTARY | \$4,250.00 |
| 01802 | SEAT PLEASANT ELEMENTARY | \$3,950.00 |
| 02113 | SPRINGHILL LAKE ELEMENTARY | \$4,550.00 |
| 00661 | SUITLAND ELEMENTARY | \$3,950.00 |
| 00214 | TEMPLETON ELEMENTARY | \$4,550.00 |
| 01706 | THOMAS S STONE ELEMENTARY | \$4,250.00 |
| 01218 | VALLEY VIEW ELEMENTARY | \$4,250.00 |
| 00636 | WILLIAM BEANES ELEMENTARY | \$3,950.00 |
| 01830 | WILLIAM PACA ELEMENTARY | \$3,950.00 |
| 01309 | WILLIAM W HALL ACADEMY | \$3,950.00 |
| 01908 | WILLIAM WIRT MIDDLE | \$4,550.00 |
| 02007 | WOODRIDGE ELEMENTARY | \$4,250.00 |
| | | \$317,900.00 |

E.1. A. Process for Inviting Private School Officials

Prince George's County Public Schools has multiple ways for inviting private schools to participate in the Title I, Part A program.

On November 7, 2017 private schools in Prince George's County identified on the MSDE website were contacted via US mail. This contact provided private school officials with the opportunity to participate in equitable services. Officials were asked to submit their level of interest as well as their school poverty survey data to the Title I Office by January 8, 2018.

In addition, on March 6, 2018 private school officials were asked to indicate their intention to participate in one or more federal programs for SY18, via a response form by April 6, 2018. Interested private school officials were invited to attend the annual Prince George's County Public Schools (PGCPS) Titles Consultation Meeting. The meeting was held on May 29, 2018 at the John Carroll Building located at 1400 Nalley Terrace, Landover, Maryland, 20785. The purpose of the meeting was to provide an opportunity for Nonpublic officials to consult with the LEA's federal grant personnel and to receive an explanation and clarification regarding 2018-2019 Title I Part A services and other federally funded programs in Prince George's County. The PGCPS personnel representing each federally funded program provided an overview of the regulatory and program requirements for each Titles program within the district.

If schools were not interested in participating they were asked to indicate that they did not have eligible students that would generate funds and/or they were not interested in Title I services for 2018-2019 school year. On April 26, 2018, an approximate number of students, per school, that generated funds and preliminary allocations were provided to the participating nonpublic schools' representatives. All consultation topics were discussed prior to the beginning of SY19 in order to assist with program planning. Discussions regarding pooling funds and scope of services began in March 15, 2018 and were confirmed by private school officials at the June 21, 2018 consultation meeting.

To document agreement, during the June 21, 2018 consultation meeting, nonpublic representatives signed documentation that verified all nonpublic affirmations were discussed in preparation for SY19 in a timely manner. This document included an option for private school officials to indicate whether they did not agree that consultation topics had been addressed prior to the start of SY19.

The LEA has proposed that services for private school children begin on September 17, 2018 provided that the nonpublic schools have completed and submitted all student eligibility criteria needed to identify participating students. In addition, parents must have granted signed permission for their child to participate in the Title I program for SY19.

E.1.B. Process for Consulting with Private School Officials

To ensure that consultation is ongoing throughout the school year, during the June 21, 2018 consultation meeting all parties provided input, feedback and agreed on consultation meeting dates to meet throughout the 2019 school year.

Consultation meetings (with a conference call option) allow inclusion of representatives from all participating private schools and Title I staff members to be a part of the process. During each meeting updates from the third party vendor will be provided regarding implementation of services, student progress, and attendance of parent involvement (PI) activities when applicable. As a note, in consultation it was agreed that professional development services would not be included for SY19. Professional development services will be covered from participation in the Title II program. Consultation meetings will be held monthly throughout the academic school year.

E. 1.c. Ordering and storing of materials and equipment for use in the program provided to private school children, if applicable;

If applicable the following process will be used in the event PGCPs has to order and/or store materials and equipment for the program.

Ordering Merchandise:

- First, items/materials must be agreed upon during consultation
- The vendor will be notified to request a quote for the agreed upon materials/equipment
- Title I Fiscal team member will request the quote from the vendor for processing
- Once the quote is received the Title I Fiscal team member will create a requisition using the ordering system, Oracle.
- Title I Fiscal team member will forward the requisition for the Title I Instructional specialist (POC) for Equitable Services to review
- Instructional Specialist (POC) team member will forward the requisition to the Director for final review and approval
- Director will then approve the requisition and forward the requisition to the Purchasing Department
- The Purchasing Department will be create a Purchase Order (PO) to be sent to the vendor

Receiving Materials:

- Title I Fiscal team member will receive items in Oracle
- Title I Fiscal team member will contact the vendor and request the invoice (if one does not accompany the order)
- The Title I Fiscal team member will write the P.O. number on the invoice, scan the invoice and email it to Accounts Payable for payment (Email should contain the P.O. number)

Storing Materials:

- Once items are received all equipment will be inventoried and “checked in”
- Materials/ Equipment will be labeled: “Property of Title I”
- Title I’s inventory database will be updated
- Title I instructional specialist (POC) will ensure that the nonpublic location has adequate storage space for securing/locking Title I materials and supplies
- Any unused materials will be returned to the Title I office

E. 1.D. 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.

During consultation with private school officials, program effectiveness of Title I services to private school students will be determined. This is measured through a triangulation of student data, student attendance and documentation from classroom observations of instructional practices and participants' feedback from the parent involvement sessions. A summative evaluation report on the effectiveness of the Title I Equitable Services will be completed and shared with internal and external stakeholders.



E.2. Signed agreement between LEA and private school officials that includes an option for private school officials to indicate that timely and meaningful consultation did not occur with the LEA

TITLE I OFFICE
John Carroll Office Building
1400 Nalley Terrace, Room 10
Landover, MD 20785

LEA Affirmation of Consultation with Private Schools
School Year 2018-2019

Name of LEA

PGCPS

Name of Private School

Archdiocese of Washington Catholic Schools

The following are the required Consultation topics for School 2018-2019 were discussed and agreed upon prior to implementing equitable services:

- How the children's needs will be identified (April & May 2018);
- What services will be offered (April & May 2018);
- How, where, and by whom the services will be provided; (April, May, June 2018)
- How the services will be academically assessed and how the results of that assessment will be used to improve those services (May & June 2018);
- 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 is allocated for such services, and how that proportion/ amount of funds is determined (April & May 2018);
- The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools; (October & November, 2017);
- How and when 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; (May & June 2018)
- 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; (January & July, 2018)
- Whether the agency shall provide services directly or through separate government agency, consortium, entity, or third-party contractor; (April & May, 2018)

- Whether to provide equitable services to eligible private school children by: (April, May, & June, 2018)
 - (i) Creating a pool or pools of funds with all of the funds allocated under subsection (a) (4) (A) based on the children from low income families in a participating school attendance area who attend private schools;
 - (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
- When, including the approximate time of day, services will be provided; and (May, & June, 2018)
- 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. (May & April 2018)

Non-Pooling Option - The school has opted to provide equitable services to eligible children, with the funds allocated for the children who reside in participating public school attendance areas, and attend that private school.

Pooling Option - The school agrees to combine funds allocated for private school children in all participating areas to create a pool of funds, which the Title I Office provides equitable services to eligible private school children, who are in the greatest need of Title I services.

- Holy Family
- Holy Redeemer
- St. Ambrose
- St. Columba
- St. Jerome
- St. John the Evangelist
- St. Joseph Regional
- St. Mary Assumption
- St. Mary Landover Hills
- St. Mary of the Mills
- St. Mary of Piscataway
- St. Matthias
- St. Philip the Apostle
- St. Pius

I affirm that that timely and meaningful consultation **has** occurred and that the program design is equitable with respect to eligible private school children.

I affirm that that timely and meaningful consultation **has not** occurred or that the program design is not equitable with respect to eligible private school children.

B. R. 11
Signature of private school official

Brian Radzwill
Name of private school official

5/15/18
Date

Signature of public school official

Name of public school official

Date



TITLE I OFFICE
John Carroll Office Building
1400 Nalley Terrace, Room 10
Landover, MD 20785

LEA Affirmation of Consultation with Private Schools
School Year 2018-2019

Name of LEA PG County

Name of Private School Al-Huda School

The following are the required Consultation topics for School 2018-2019 were discussed and agreed upon prior to implementing equitable services:

- How the children's needs will be identified (April & May 2018);
- What services will be offered (April & May 2018);
- How, where, and by whom the services will be provided; (April, May, June 2018)
- How the services will be academically assessed and how the results of that assessment will be used to improve those services (May & June 2018);
- 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 is allocated for such services, and how that proportion/ amount of funds is determined (April & May 2018);
- The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools; (October & November, 2017);
- How and when 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; (May & June 2018)
- 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; (January & July, 2018)
- Whether the agency shall provide services directly or through separate government agency, consortium, entity, or third-party contractor; (April & May, 2018)


- Whether to provide equitable services to eligible private school children by: (April, May, & June, 2018)
 - (i) Creating a pool or pools of funds with all of the funds allocated under subsection (a) (4) (A) based on the children from low income families in a participating school attendance area who attend private schools;
 - (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
- When, including the approximate time of day, services will be provided; and (May, & June, 2018)
- 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. (May & April 2018)

X **Non-Pooling Option** - The school has opted to provide equitable services to eligible children, with the funds allocated for the children who reside in participating public school attendance areas, and attend that private school.

___ **Pooling Option** - The school agrees to combine funds allocated for private school children in all participating areas to create a pool of funds, which the Title I Office provides equitable services to eligible private school children, who are in the greatest need of Title I services.

Al Huda

- I affirm that that timely and meaningful consultation **has** occurred and that the program design is equitable with respect to eligible private school children.
- I affirm that that timely and meaningful consultation **has not** occurred or that the program design is not equitable with respect to eligible private school children.

| | | |
|---|---------------------------------|-----------------|
|  | <u>Haroon Bagai</u> | <u>05-16-18</u> |
| Signature of private school official | Name of private school official | Date |

| | | |
|-------------------------------------|--------------------------------|-------|
| _____ | _____ | _____ |
| Signature of public school official | Name of public school official | Date |

E.3. Consultation timeline that shows that the LEA has or will have conducted all consultation that will allow services to begin at the beginning of the 2018-2019 school year.

- How the children's needs will be identified (April & May 2018);
- What services will be offered (April & May 2018);
- How, where, and by whom the services will be provided; (April, May, June 2018)
- How the services will be academically assessed and how the results of that assessment will be used to improve those services (May & June 2018);
- 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 is allocated for such services, and how that proportion/ amount of funds is determined (April & May 2018);
- The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend private schools; (October & November, 2017);
- How and when 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; (May & June 2018)
- 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; (January & July, 2018)
- Whether the agency shall provide services directly or through separate government agency, consortium, entity, or third-party contractor; (April & May, 2018)

- Whether to provide equitable services to eligible private school children by: (April, May, & June, 2018)
 - > (i) Creating a pool or pools of funds with all of the funds allocated under subsection (a) (4) (A) based on the children from low income families in a participating school attendance area who attend private schools;
 - > (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
- When, including the approximate time of day, services will be provided; and (May, & June, 2018)
- 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. (May & April 2018)

Prince George's County Public Schools
 Title I Office
 McKinney-Vento Program
 Services for Homeless Students

Standard Operating Process

Description of Program: McKinney-Vento Homeless Education Act funds provide an opportunity to implement the Prince George's County Public Schools' (PGCPS) Homeless Education Program (HEP) to meet the needs of students who experience homelessness by providing a suite of services designed to minimize the impact that homelessness may have on their educational and social progress..

| Dates | Tasks | Person(s) Responsible |
|-----------------|--|---|
| July -August | <ul style="list-style-type: none"> ● The Supervisor of the McKinney Vento Program (HEP) provides to the Title I McKinney-Vento team and the Title I Financial Supervisor a description of the service plan and a Title I funding request. ● McKinney Vento team will work on Title I Application for the upcoming school year. | Natasha Jones Supervisor of the McKinney Vento Program (HEP for PGCPS) McKinney-Vento team POC |
| September -June | <ul style="list-style-type: none"> ● Meet monthly with district level McKinney Vento steering committee. ● Share a brief summary of meeting results with team and Director of State and Federal Programs. ● Title I McKinney Vento team will assist district level McKinney Vento staff with designated tasks to monitor the interventions and spending of funds. | McKinney-Vento team POC Other team members of the McKinney-Vento team Title I Fiscal team |
| June | <ul style="list-style-type: none"> ● POC and other members of the McKinney-Vento team will attend the McKinney Vento Program MSDE Review. ● Hold end of year meeting to discuss outcomes and needs of McKinney-Vento program. | McKinney-Vento team POC Selected member(s) of the McKinney-Vento team |

FOSTER CARE

DEFINITIONS, PROCESS, & PROCEDURES

I. PURPOSE

The purpose of this Agreement is to establish joint procedures by which the Parties will support the educational stability, school enrollment, transportation, and opportunity for school success of students in foster care, consistent with the requirements set forth in federal and State laws and regulations.

II. STATUTORY AUTHORITY

- A. Every Student Succeeds Act, 20 U.S.C §6301 (ESSA)
- B. Fostering Connections to Success and Increasing Adoptions Act, 20 U.S.C. §6312(c)(5) (Fostering Connections)
- C. Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (FERPA)
- D. Education Article §7-101(b)(2)(ii)
- E. Human Services Article §1-201(c)

III. BACKGROUND

Whereas, ESSA, Fostering Connections, FERPA, and related State laws and regulations require public school systems and local departments of social services to work together to support the educational stability and success of children in foster care; and

Whereas, these laws provide that when a student is initially placed in foster care or changes out-of-home placements, the student may remain in the school of origin and receive transportation to that school, unless changing schools is in the student's best interests; and

Whereas, if there is a determination that it is in the student's best interests to change schools, the student is entitled to enroll immediately in the school serving the out-of-home placement's geographic attendance area; and

Whereas, these laws also direct public school systems and local departments of social services to monitor and support the educational stability and success of students in foster care in other ways,

including ensuring the prompt transfer of school records and the maintenance and sharing of school records in accordance with FERPA.

IV. DEFINITIONS

- A. **Academic school year** – The period beginning on the first day of school for students in August or September and ending with the last day of school for students in June.
- B. **Additional transportation costs** – The difference between what an LEA otherwise would spend to transport the student to the school serving the geographic attendance area of the out-of-home placement and what an LEA must spend to transport the student from the out-of-home placement to the school of origin.
- C. **Best interests determination** – The CWA’s decision regarding whether or not it is in the best interests of the student to remain in the school of origin or to transfer to a new school, taking into consideration the multiple factors specified in COMAR 07.02.11.12.
- D. **Child welfare agency (CWA)** – Includes a local department of social services created or continued in a county or in Baltimore City under §3-201 of the Human Services Article, the Montgomery County government under §3-402 of the Human Services Article, and a local department of juvenile services.
- E. **Enroll/Enrollment** – Attending classes and participating fully in school activities.
- F. **Foster care** –
 - a. 24 hour substitute care for children placed away from their parents or guardians and for whom the CWA has placement and care responsibility.
 - b. Foster care includes, but is not limited to, placements in foster family homes, homes of relatives through kinship care, group facilities, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.
 - c. Foster care does not include placement of a child in any of the following placements: a detention facility; a forestry camp; a training school; a State-owned and State-operated facility that accommodates more than 25 children; or any other facility operated primarily for the detention of children who are determined to be delinquent.
- G. **Immediate** – As promptly as possible, without delay.
- H. **LEA Foster Care Liaison and CWA Point of Contact (POC)** – The LEA and CWA staff people designated to work with the CWA and LEA, respectively, in connection with the identification, enrollment, and provision of support to students who are in foster care.

- I. **Local education agency (LEA)** – Any of the 24 local public school systems in the State.
- J. **Local zoned school** – School serving the catchment area of the student’s out-of-home placement.
- K. **Out-of-home placement** – Location where CWA places the child when in foster care.
- L. **School of origin** – The school the student attended prior to placement or change of placement in out-of-home care or the school in which the child was last enrolled. School of origin also includes feeder schools the student has not yet attended, but was zoned to attend, public prekindergarten, and public charter schools.

V. **DETERMINATION AND NOTIFICATION OF BEST INTERESTS DECISION**

A. **Basic Procedure**

1. The CWA point of contact or caseworker will immediately notify the LEA Foster Care Liaison for the school of origin and also the LEA Foster Care Liaison of the local zoned school when a student is placed in foster care or a student’s out-of-home placement changes.
2. This notification prompts the need for a best interests determination by the CWA in accordance with the provisions set forth below regarding whether the student will remain at the school of origin or whether the student will change schools.
3. For every student in an out-of-home placement, the presumption is that the student will remain in the school of origin so that the student may benefit from school stability and educational continuity.
4. The best interests determination must occur within five (5) business days of the student’s placement in foster care or the change of the out-of-home placement.
5. The CWA shall seek the LEA’s input in the best interests decision through the LEA Foster Care Liaison or other school of origin representative, such as a school counselor, classroom teacher, school social worker, school psychologist, pupil personnel worker, special education coordinator, coach, or other representative from an extracurricular activity in which the student is involved.
6. The CWA shall consider the student’s preference in making the best interests decision, if appropriate.

7. The CWA shall make all reasonable efforts to include additional persons who are able to contribute relevant information to the best interests determination made under this section, unless doing so would create undue delay in placement. Individuals who have knowledge of the student may include, but not be limited to: the parent; current and prior custodians; the student's attorney; parent surrogate for educational decisions, if applicable; and any other significant person who has knowledge of the student.
8. Participation in the best interests determination process may occur through in-person meetings, phone calls, teleconferences, emails, or other electronic means.
9. The student shall remain enrolled in the school of origin until a best interests determination is made. The transportation of the student to the school of origin during that time period is the responsibility of the CWA.

B. Factors to Assess to Determine the Student's Best Interests for School Placement

In determining the student's best interests for school placement, the CWA shall, in consultation with the LEA, consider the factors set forth in COMAR 07.02.11.12, and as set forth in the **Best Interests Determination Form, School Enrollment of Student in Out of Home Placement (Best Interests Form)**, which is attached hereto.

C. Documentation and Notification

1. The caseworker shall document the best interests determination on the Best Interests Form and include a copy in the student's case file in the statewide automatic child welfare information system. Additional documentation in the case file should include the best interests factors considered, participants involved in the collaborative process, and the school placement decision.
2. Documentation of the best interests determination shall be maintained in both the CWA case file and the LEA student record.
3. Once the CWA makes the best interests determination, the CWA POC must notify the LEA Foster Care Liaison in the LEA serving the school of origin and the LEA serving the local zoned school (if different) of the decision.

D. Best Interests Determinations Made by the LEA Prior to December 10, 2017

1. If the LEA determined prior to December 10, 2017, that it was in the student's best interests to continue to attend the school of origin, the decision will remain in effect until the CWA determines that it is no longer in the student's best interests to attend the school of origin.
2. The LEA and CWA will follow the transportation procedures set forth in Section VII of this Agreement.

VI. SCHOOL ENROLLMENT IF IN THE STUDENT'S BEST INTERESTS TO ENROLL IN THE SCHOOL SERVING THE OUT-OF-HOME PLACEMENT'S GEOGRAPHIC ATTENDANCE AREA

- A. After receiving notification from the CWA that it is not in the best interests of the student to remain at the school of origin, the LEA Foster Care Liaison of the local zoned school will alert the new school of the pending enrollment of the student.
- B. The CWA caseworker, or another person who is authorized to enroll the student, must enroll immediately the student in the local zoned school serving the out-of-home placement.
- C. The LEA serving that area must enroll the student immediately, even if the student does not have the entire school record at the time of enrollment. Only the following documentation is required at the time of enrollment:
 1. Documentation that the child is in foster care, including:
 - (a) The parts of the most recent court order establishing legal custody or a letter on the letterhead of the placement agency that has custody of the child explaining that the child is in foster care; and
 - (b) A written statement of the address of the out-of-home placement. The written statement need not be in the form of a lease, utility bills, etc.
 2. Identification of the person who is authorized to enroll the student, including:
 - (a) Documentation that identifies the person as a CWA caseworker, or someone else authorized to enroll a child; and
 - (b) Photo identification.
- D. The local zoned school is responsible for promptly obtaining the student's education record from the school of origin. The CWA shall promptly present any additional required documentation after enrolling the student.

VII. TRANSPORTATION TO THE SCHOOL OF ORIGIN IF THE STUDENT REMAINS ENROLLED IN THE SCHOOL OF ORIGIN

- A. The LEA will provide transportation to the student's school of origin during the academic year for the duration of the student's time in an out-of-home placement, as long as the CWA finds that it continues to be in the student's best interests to attend the school of origin. The LEA shall establish the most appropriate and cost-effective transportation for the student to remain enrolled there.
- B. For students whose out-of-home placement is in a group facility, the CWA will advise the LEA if transportation to school is provided and funded by the facility.
- C. Within ~~threetwe~~ (32) school days of learning that, pursuant to the best interests decision, a student in foster care will remain enrolled in the school of origin, the LEA will advise the CWA of the transportation plan for the student.
- D. The LEA will arrange and implement the student's transportation to the school of origin within five (5) school days of learning of the best interests decision.
- E. The LEA will examine existing transportation options available for the student, including incorporating the student into an existing bus route, modifying an existing bus route, ~~and use of public buses;~~ use of transportation routes provided through other school systems, ~~and private transportation services.~~
- F. The LEA will assess whether the student is entitled to transportation services under another entitlement, including as a related service under Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, or some other locally funded program. If the student is entitled to receive transportation services through another entitlement, the LEA will provide and fund such transportation services.
- G. When the LEA has exhausted all appropriate no-cost options and transportation of a student to the school of origin will require "additional costs," the CWA will assess and notify the LEA if resources are available for foster parents or other custodians to provide transportation with mileage reimbursement or other adult ride share to the LEA or to a stop on an LEA existing route.
- H. The LEA will verify to the CWA that the transportation plan for a particular student is the most appropriate and cost-effective by completing the **Transportation Plan**

Form, Attending School of Origin form Out of Home Placement (Transportation Plan Form), which is attached hereto.

- I. If the CWA determines that it is more cost effective for the CWA to arrange and implement transportation, and it chooses to assume such responsibility, the CWA will notify the LEA in writing of its decision. The LEA will document the arrangement on the Transportation Plan Form, which is attached hereto, and include the written notification from the CWA. The CWA will request reimbursement from the LEA for monies that the LEA would have otherwise spent on transportation.
- J. In the five (5) school days during which the LEA is developing and implementing a transportation plan for the student to attend his or her school of origin, interim transportation will be provided by the CWA. Interim transportation should be addressed during the best interests determination.
- K. The CWA will reimburse the LEA for any additional costs incurred for the transportation of each student to that student's school of origin provided that the LEA produces an invoice detailing receipt proving such additional costs associated with each student, indicating clearly the period of time each student was transported to that student's school of origin.
- L. The CWA will reimburse the LEA within thirty (30) calendar days of receipt of a proper invoice and supporting documentation.
- M. The CWA will provide a contact for billing purposes, including a name, address, telephone number, and email address to ensure that invoices are directed to the proper individual and are paid promptly.
- N. The LEA's superintendent or designee may allow a student who exits foster care (through adoption, guardianship, or reunification with a parent) before the end of an academic year and relocates to a home outside of the school of origin's catchment area to remain in the school of origin until the end of the academic year if requested by the student's parent or guardian, and so long as transportation is provided by the parent or guardian, or the LEA or CWA agrees, in writing, to provide and pay for the student's transportation.

II. INFORMATION SHARING AND CONFIDENTIALITY

nsistent with the requirements of FERPA, the LEA will provide information to the CWA
ating to the school enrollment and school performance of students in foster care, including

information relating to attendance, grades, and school disciplinary action. Such information sharing ensures that each student's educational needs are met and also improves the academic outcomes for these students. Pursuant to FERPA, the CWA has the authority to access the student's information without obtaining consent from the student in question or the student's parent. The CWA will re-disclose information only to the extent necessary to address the student's educational needs as provided in FERPA. Pursuant to §1-201(c) of the Human Services Article, all information shared between the Parties is strictly confidential and shall not be re-disclosed, divulged, nor made known to any other party, without appropriate authorization. Violation of this provision is subject to prosecution.

IX. TERM OF AGREEMENT

This Agreement shall be effective on the date it is fully executed and shall be effective for five (5) years from that date. The Parties may agree to modify the Agreement at anytime by written consent.

X. AMENDMENTS OR MODIFICATIONS

Each Party expressly reserves the right to alter, vary, modify, or waive any provision of the Agreement provided that such alteration, variation, modification, or waiver shall be valid when reduced to a writing which has been duly signed by each and every signatory to the original of this Agreement or the successor in office.

XI. TERMINATION

Either Party may terminate this Agreement on sixty (60) calendar days advance written notice to the other.

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Maryland's Reform Plan • Bridge to Excellence in Public Schools

SY 2018-2019
TITLE II, PART A
APPLICATION

*Systems of Support for Excellent
Teaching & Learning*

Prince George's County Board of Education

ATTACHMENT 8 REVISED JUNE 2018



TITLE II, PART A SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND
LEADING**

| |
|--|
| <p>Local School System: Prince George’s County Fiscal Year 2019</p> <p>Title II-A Coordinator: <u>Gladys Whitehead</u></p> <p>Telephone: <u>(301) 808-8240</u> E-mail: <u>gladysw@pgcps.org</u></p> |
|--|

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 (Optional for FY18)
 - Identified Priorities (Optional for FY18)
- 1.0: Targeted Supports and Consultation (Required)
 - 2.0: Administrative Costs (Allowable)
 - 3.0: Ensuring Equitable Access (Required)
 - 4.0: Systems of Professional Growth (Allowable)
 - 5.0: Alignment to Challenging State Academic Standards (Required)
 - 6.0: Private School Services (Required)

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

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

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

Consultation: In developing the application a local education agency will:

- (A) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in program and activities designed to meet the purpose of Title IIA.
- (B) Seek advice from the individuals and organizations described in subsection (A) regarding how to best to improve LEA activities to meet the purpose of the title
- (C) Coordinate activities with related strategies, programs, and activities being conducted in the community.
- (D) Required consultation cannot interfere with the timely submission of the application

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

| | |
|--|----------------------------|
| Local School System: Prince George’s County | Fiscal Year: FY2019 |
|--|----------------------------|

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).

- The Prioritization will include the following:**
- **Professional Development for the targeted support schools with Reading Recovery**
 - **Training teachers in the use of evidence based instructional strategies that focus on improving teaching, student learning and achievement**
 - **Training teachers in strategies for at risk Special Education and ESOL students**
 - **Monitoring support using Look-for tools**

Please provide a description of how the local education agency 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 does the following to ensure that meaningful consultation with school system leaders, principals, teachers and stakeholders occur to address the priorities as listed above:**
- **Utilize information from climate surveys which are administered to all schools.**
 - **Examine Professional Development evaluations given to stakeholders who attend training sessions.**
 - **Seek 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.**
 - **Work internally with our Human Resources, Office of Talent Development, Business Affairs, Early Childhood and Family Institute departments in order 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 education agency will use data and ongoing consultation to continually update and improve activities supported by Title II, Part A.

Each year KRA, PARCC, SAT, AP and IB data is reviewed to support Title II, Part A activities. Using the process of analyzing and synthesizing the data, the Title II, Part A team members work with the Office of Accountability to monitor support of staff for student achievement growth.

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

| | |
|--|----------------------------|
| Local School System: Prince George’s County | Fiscal Year: FY2019 |
|--|----------------------------|

To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures.

| 2.0 ADMINISTRATIVE COST - Allowable | | | |
|--|--|--|----------------------------|
| Item | Line Item | Description | Public School Costs |
| 2.1 | Financial Analyst (Contracted Services) | Monitor grant budgets, including writing grant reports, grant application and facilitating the non-public schools’ consultation. | \$86,400 |
| 2.2 | | | |
| 2.3 | | | |
| 2.4 | | | |
| Total for Section 2.0 | | | \$86,400 |

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local School System: Prince George’s County

Fiscal Year: FY 2019

To ensure that every student has access to excellent educators, SEAs and LEAs 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 student’s greater access to effective teachers, principals, and other school leaders. (ESEA section 2001). To realize this outcome, SEAs and LEAs 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 LEA? Cite specific data points.

The *Promise of PGCPs* (PGCPs Strategic Plan, 2015) paints a 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 them to graduate college and career ready. The promise will be attained through collaboration with internal and external partners around the hiring, retention, and development of teachers and teacher leaders who will serve PGCPs for years to come.

An examination of certain data trends prior to SY2017-2018 combined with recent attrition and hiring trends can provide an indication of areas where equity gaps may currently still exist. In addition to needing to have programs that support new teachers, and leader preparation, we must also identify that we have gaps in subgroups. Those subgroups are predominately our Special Education, ESOL, certain grade levels in Reading Language arts and at all grades in Math. Both areas are crucial to impact student achievement. Our professional development opportunities of teachers, teacher leaders, mentors and administrators needs to focus on the strategies that will scaffold instructional material that allows multiple entry points for our many different sub groups, in particular our FARM groups. The more we can build our instructional capacity through quality hiring, retention and sound professional development, we will begin to close the gaps that exist.

Although it appears that we are decreasing in the number of teachers we are hiring and improving on the amount of conditional certificates are provided, there are still gaps. There are gaps in teachers being moved around within a school and gaps of our most neediest school having the vacancies where new teachers are placed. PGCPs is experiencing an ever-growing challenge in its ongoing effort to provide each classroom with a 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 getting the best 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 classroom visits, (c) alternative certification programs, (e) School Tours (f) virtual job fairs, (g) candidate weekly webinars, (h) content supervisor collaboration, (i) Teacher Ambassador Program, and (j) social media.

New Teachers

SY 17/18 – 1,426

SY 18/19 – 1,017

SY 18-19 New Hires

Elementary - 398

Secondary - 532

Special Education - 87

New Hires Conditional Teacher Certificate

SY 16-17 - 25%

SY 17-18 - 20%

New Teacher Academy PEIP 2.0

SY 17-18 - Kick-off Event – 325 attendees

SY 18-19 – Kick-off Event – anticipated attendees - 500

New Teacher Academy PEIP 2.0 Average Monthly Participation

SY 17-18 – 150

SY 18-19 - anticipated attendees - 250

Attrition (retirement, resignation, promotions, dismissal or non-renewal of contract)

SY 16-18 – approximately 1,400

SY 17-18 – approximately 1,100

Retention Strategies

- **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 provides a forum for teachers with shared interest to meet and discuss issues related to targeted interest. Affinity Groups can be seen as a way 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

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

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

- 28.1% of PGCPs students in third through fifth grades who participated in the ELA PARCC exam met or exceeded expectations. This result is 2.2 percentage points higher than the 2017 result.
- Among ELA PARCC participants in grades six through eight, 30.9% met or exceeded expectations in 2018 compared with 29.0% in 2017.
- Approximately one-fifth of the students who took the Mathematics PARCC exam in grades three through five met or exceeded expectations in 2018, which is essentially unchanged from 2017. Among the grade six through eight Math PARCC participants, 13.3% met or exceeded expectations, which is up slightly from the 2017 result of 13.0%.

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

| Subject: English Language Arts (ELA) | 2017 | 2018 | Percentage Point change |
|---|-------------|-------------|--------------------------------|
| ELA, Grades 3 through 5 ALL STUDENTS | 25.9% | 28.1% | +2.2 |
| ELA, Grades 6 through 8 ALL STUDENTS | 29.0% | 30.9% | +1.9 |
| Subject: Mathematics | | | |
| MATH, Grades 3 through 5 ALL STUDENTS | 20.7% | 20.6% | -0.1 |
| MATH, Grades 6 through 8 ALL STUDENTS | 13.0% | 13.3% | +0.3 |

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

- More than one-quarter of the students who took the English 11 PARCC exam met or exceeded expectations in 2018, which is up from about one-fifth who did so in 2017.
- Among students who participated in the English 10 PARCC exam, the percentage that met or exceeded expectations declined by 2.7 percentage points from 2017 to 2018.
- The performance among students taking the Algebra II exam increased from 4.5% in 2017 to 6.4% in 2018, which represents an increase of 1.9 percentage points.

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

| Course Test | 2017 | 2018 | Percentage Point Change |
|-------------|-------|-------|-------------------------|
| English 10 | 27.5% | 24.8% | -2.7 |
| English 11 | 20.5% | 25.8% | +5.3 |
| Algebra I | 15.6% | 11.9% | -3.7 |
| Algebra II | 4.5% | 6.4% | +1.9 |
| Geometry | 8.7% | 6.8% | -1.9 |

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 ELA exam.

- Limited English Proficient (LEP) students achieved the highest growth rate compared with last year’s performance (4.5 percentage points); still, only 7.9% met or exceeded expectations.
- 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 PARCC ELA (3.8 percentage points).
- The only decline from 2017 in the percentage of students who met or exceeded expectations on the PARCC ELA exam was among Asian students, which is the group with the highest percentage of students already performing at PARCC levels 4 or 5—54.3%.

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

| ELA, Grades 3 through 5 | 2017 | 2018 | Percentage Point change |
|----------------------------|-------|-------|-------------------------|
| ALL STUDENTS | 25.9% | 28.1% | +2.2 |
| African American Students* | 27.3% | 29.5% | +2.2 |

| | | | |
|--|--------------|--------------|------|
| Asian Students* | 55.7% | 54.3% | -1.4 |
| Hispanic or Latino Students of any race | 17.6% | 20.7% | +3.1 |
| White Students* | 47.9% | 49.5% | +1.6 |
| Students of Two or More Races* | 44.2% | 48.0% | +3.8 |
| Students with Disabilities (Special Education) | 3.5% | 3.7% | +0.2 |
| Limited English Proficient Students | 3.4% | 7.9% | +4.5 |
| Free & Reduced Price Meal Eligible Students | 19.8% | 22.1% | +2.3 |
| Math, Grades 3 through 5 | | | |
| ALL STUDENTS | 20.7% | 20.6% | -0.1 |
| African American Students* | 20.0% | 20.0% | -- |
| Asian Students* | 50.7% | 49.9% | -0.8 |
| Hispanic or Latino Students | 16.1% | 16.4% | +0.3 |
| White Students* | 43.0% | 42.1% | -0.9 |
| Students of Two or More Races* | 38.9% | 30.9% | -8.0 |
| Students with Disabilities (Special Education) | 3.8% | 3.8% | -- |
| Limited English Proficient Students | 6.3% | 7.3% | +1.0 |
| Free & Reduced Price Meal Eligible Students | 16.1% | 15.8% | -0.3 |

Table 4 presents the PARCC performance for students in grades six through eight disaggregated by socio-demographic characteristic. Among students who took the PARCC ELA exam, the percentage that met or exceeded expectations grew the most for students identifying as belonging to more than one race and African American students—2.8 and 2.7 percentage points, respectively. Multi-racial students also experienced the largest year-over-year increase on the PARCC math exam—4.8 percentage points. Only Asian students experienced a decline in the percentage that met or exceeded expectations on the PARCC ELA from 2017 (3.5 percentage points). Asian students experienced a similar decline in math performance (3.4 percentage points).

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

| ELA, Grades 6 through 8 | 2017 | 2018 | Percentage Point change |
|--|--------------|--------------|--------------------------------|
| ALL STUDENTS | 29.0% | 31.1% | +1.1 |
| African American Students* | 28.8% | 31.5% | +2.7 |
| Asian Students* | 59.6% | 56.1% | -3.5 |
| Hispanic or Latino Students of any race | 23.0% | 24.4% | +1.4 |
| White Students* | 52.8% | 53.9% | +1.1 |
| Students of Two or More Races* | 40.5% | 43.3% | +2.8 |
| Students with Disabilities (Special Education) | 2.6% | 3.4% | +0.8 |
| Limited English Proficient Students | 1.4% | 1.4% | -- |
| Free & Reduced Price Meal Eligible Students | 23.0% | 24.6% | +1.6 |
| Math, Grades 6 through 8 | | | |
| ALL STUDENTS | 13.0% | 13.3% | +0.3 |
| African American Students* | 11.9% | 12.9% | +1.0 |
| Asian Students* | 38.3% | 34.9% | -3.4 |
| Hispanic or Latino Students | 10.5% | 10.0% | -0.5 |
| White Students* | 34.7% | 34.6% | -0.1 |
| Students of Two or More Races* | 18.3% | 23.1% | +4.8 |
| Students with Disabilities (Special Education) | 1.9% | 2.0% | +0.1 |
| Limited English Proficient Students | 1.1% | 1.4% | +0.3 |
| Free & Reduced Price Meal Eligible Students | 10.0% | 10.0% | -- |

PGCPS realized the necessity of establishing systems, structures, and strategies to better retain a high-performing teacher workforce, while also focusing on the equitable evaluation and effectiveness of supports provided to teachers. We also are continuing to offer professional development opportunities to leaders, teacher leaders and teachers to minimize the gap across content delivery and structured support.

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

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|---|--|--|---|---------------------|
| 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 LEA may develop initiatives that provide:</p> | N/A | N/A | |
| 1.1.1 | expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i) | <p>1. 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>Implementation: Student-teacher interns are scheduled for a year-long internship with designated PDS school sites in PGCPs. PDS</p> | <p>This is a level 4 program. While no empirical studies have been conducted for our 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. Teaching Residency Programs, Teacher Shortage and equitable access</p> | \$198,076 |

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| | | <p>interns are offered teaching positions in the school system upon completion of their internships and their university course of study.</p> <p>A significant focus of the PDS partnership is improved student performance through research-based teaching and learning. Professional development opportunities offered through the PDS program are a result of PGCPs and the universities engaging in planning that aligns university criteria for training interns with the mission of the school district as it relates to teacher effectiveness and student learning. Interns as well as teachers are engaged in action research, professional learning communities, and instruction-based workshops that target school improvement areas. Partnership goals include: 1) supporting high-quality learning experiences for interns and teacher mentors; 2) refining and redefining processes and procedures for PDS partnerships in PGCPs.</p> <p>PGCPs partners with neighboring Bowie State University and the University of Maryland College Park for the Professional Development Schools initiative. Annually, the program</p> | <p>Discussions continue around the process of placing student interns in PGCPs PDS sites and the potential for their hiring within the district. Part of the discussion around this work centers on ways to strategically assess the progress of interns as newly hired teachers during their induction phase, and identify opportunities for their ongoing professional support and development.</p> <p>As part of the continuing PDS partnership, it will be imperative to ensure collaboration around school site selection procedures to explore expanded and 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</p> | |

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|--------|----------------------------|---|--|----------------------------|
| | | <p>accommodates up to 175 interns (field observations and internships) and over 125 mentor teachers.</p> <p>Timeline: These funds will be used to support these activities all year</p> <p>Implementation Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) overall collaboration with partnering universities and b) survey instruments, c) field observations and end-of-year evaluations of PDS interns and partnering teachers at local school sites.</p> <p>2. Relocation reimbursements of up to \$1,500 will be made available to approximately 67 qualified teachers in hard-to-fill content areas.</p> <p>Implementation: Human Resources will implement this initiative to assist the increased numbers of highly qualified teachers in high needs areas of the school system. Since FY2008, 1,070 teachers have received relocation reimbursements.</p> | <p>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, PGPCS conducts a national search to identify and recruit talented, certified educators. Part of the recruitment strategy involves offering qualified teachers financial assistance to relocate to the county. Approximately 61% of the teachers hired annually are recruited from outside the State of Maryland.</p> | <p>\$186,000</p> |

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|--------|---|--|--|---------------------|
| | | <p>Timeline: Relocation reimbursements will be made throughout the year until exhausted.</p> <p>Implementation Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) usage data of the amount of teachers who utilized these services, b) survey instruments, c) end-of-year retention data.</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 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> | N/A | N/A | N/A |

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|--------|---|---|--|---------------------|
| 1.1.3 | teacher, paraprofessional, principal, or other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation; [Section 2103](b)(3)(B)(iii) | N/A | N/A | N/A |
| 1.2 | Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders; | 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 44 candidates will participate in the Alternative Certification Program (ACP), which is a four-week summer training program designed to prepare candidates for teaching in SY2018-19. The Program consists of two separate initiatives: PGCPs Resident Teacher Program (PGCRTP) (30 candidates) and the Notre Dame of Maryland University Resident Teacher Program (NDMURTP) (14 candidates). Mentor teachers and Retired-Rehired Master Teachers will assist candidates in the pre-employment, internship and residency phases of the programs. The PGCRTP allows candidates to become certified in one of the following content areas: English, Mathematics, Biology, Vocal Music, Family Consumer Science, Music, Physical Education/Health, Spanish, and selected foreign languages. NDMURTP | 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. Teaching Residency Programs 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. | \$1,176,257 |

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|--------|----------------------------|--|--|----------------------------|
| | | <p>is an alternative preparation program, implemented through a partnership with PGCPs and Notre Dame of Maryland University, which allows for teacher certification in the area of Special Education. The program is being extended to certifying Montessori teachers. Provisionally certified teachers may be accepted into the Resident Teacher Program. For example during SY17-18 13 out of 25 conditional teachers who applied was accepted into the Resident Teacher Program.</p> <p>Timeline: These programs are serviced from the beginning of the year until the end of the year. Every day in July then supervising teacher and then mentor starting the remainder of the year.</p> <p>Implementation Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) increased number of participants in the ACP, b) overall Supervising & Mentor time and service, c) survey instruments, d) end-of-year retention data for Resident Teachers, and e) end-of-year evaluations of Resident Teachers by school leaders. Additionally, information is sent to research and evaluation department who review implementation and provide feedback.</p> | | |

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|--|---|--|--|---------------------|
| 1.3 | Reducing class size to a level that is evidence based, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers | N/A | N/A | N/A |
| | 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 LEA may develop initiatives that: | N/A | N/A | N/A |
| 2.1.1 | help all students develop the skills essential for learning readiness and academic success; | Prince George’s County Public Schools (PGCPS) has identified one central goal for the school system, <i>Outstanding Academic Achievement for All Students</i> . The Prince George’s County Public Schools Strategic Plan for 2016-2020 identified Academic Excellence as | 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 | \$1,048,388 |

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|--------|----------------------------|--|--|----------------------------|
| | | <p>one of the five key pillars in achieving that goal. One of the ways that PGCPs has chosen to foster outstanding academic excellence is through Arts Integration.</p> <p>Implementation: Throughout the year, teachers will be trained on strategies that integrate the arts into the regular classroom. Additionally, a week long Arts Integration professional development summer institute designed to empower teachers to use arts integration strategies to improve student achievement in all content areas.</p> <p>Timeline: There will PD sessions offered through the year, and the summer PD will take place during the month of July, 2019.</p> <p>Implementation Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) overall school numbers and sites who seek support with Arts Integration professional development b) survey instruments, and c) field observations.</p> | <p>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 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</p> | |

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|--------|--|---|--|---------------------|
| | | | 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) | |
| 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; | N/A | N/A | N/A |
| 2.1.3 | effectively engage parents, families, and community partners, and coordinate services between school and community; | N/A | N/A | N/A |

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|--------|--|---|--|---------------------|
| 2.1.4 | effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy); | N/A | N/A | N/A |
| 2.1.5 | provide opportunities for experiential learning through observation | N/A | N/A | N/A |
| 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) | N/A | N/A | N/A |
| 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 | N/A | N/A | N/A |
| 2.2 | Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented | N/A | N/A | N/A |

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|--------|---|---|--|---------------------|
| | <p>students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards</p> <p>The LEA may develop initiatives that increase:</p> | | | |
| 2.2.1 | <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>The Leadership Development Program is designed to develop school-based skills for early childhood, elementary content coordinators, elementary reading specialists, middle school department chairs, and high school teacher coordinators in accountability-tested content areas.</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>Timeline: The PD sessions for teacher leaders will be held monthly during school year 2018-2019</p> <p>Implementation Evaluation: The effectiveness of the initiative will be measured by the following data</p> | <p>This is a level 4 program. While no empirical studies have been conducted leadership coaching, there is a rationale that leadership coaching around practices and content is likely to improve relevant outcomes based on the high-quality research findings cited . Leadership Coaching</p> <p>Evidence base to support Early Childhood: The MSDE <i>Head start Classroom Audit</i> audited 51 classrooms that were a part of the former Head Start program and found deficiencies. These classrooms later became a part of the Prekindergarten program. Findings included the need for staff</p> | See 2.1 |

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|--------|--|---|--|---------------------|
| | | collection tools: a) collaborative planning notes, b) PD professional development surveys, and c) field observations. | development trainings and materials for teachers. <i>The Public Consulting Group Curriculum Audit</i> examined elementary level curriculum. It, too, recommended additional teacher training and staff materials. | |
| 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; | N/A | N/A | N/A |
| 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 | N/A | N/A | N/A |
| 2.2.4 | the ability of teachers, principals, or other school leaders to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism | N/A | N/A | N/A |
| 2.2.5 | the use of referral mechanisms that effectively link such children to appropriate treatment and | N/A | N/A | N/A |

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|--|---|---|--|---------------------|
| | 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 | N/A | N/A | N/A |
| 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 | N/A | N/A | N/A |
| 2.2.8 | provide high-quality professional development for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate) | N/A | N/A | N/A |
| | 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 | Developing and implementing initiatives to promote retention of effective new teachers and principals, | N/A | N/A | N/A |

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

**If the district 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 Specific Services including: <ul style="list-style-type: none"> • Timeline • Audience • Implementation 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 | Public School Costs |
|--------|---|---|--|---------------------|
| | <p>particularly in schools with a high percentage of low-achieving students</p> <p>The LEA may develop initiatives that:</p> | | | |
| 3.1.1 | <p>provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders</p> | <p>The New Teacher Academy Professional Educator Induction Program (PEIP) 2.0 provide extended time for newly-hired teachers to participate in follow-up sessions after completing the Professional Educators' Induction Program which is held before the start of the school year.</p> <p>Implementation: Participants increase their content knowledge, develop a greater capacity to implement effective instructional strategies, and obtain deeper insight to deliver the appropriate <i>Curriculum Framework Progress Guide</i> content. With the implementation of the <i>Common Core Curriculum and Effective Teaching</i> using <i>Danielson's Framework for Teaching (FfT)</i>, many experienced and newly-hired teachers will participate in these learning opportunities to become more skillful in delivering the curriculum and designing student assessments.</p> <p>In addition to the support provided via these professional learning opportunities, new teachers hired through alternative certification programs will receive the services of a full-time mentor teacher</p> | <p>This is a level 4 program. While no empirical studies have been conducted for our New Teacher Academy Professional Educator Induction)ograms (PEIP), there is a rationale that PEIP is likely to improve relevant outcomes based on the high-quality research findings cited. Teaching Residency Programs, Teacher shortage and equitable access</p> <p><i>Public Consulting Group Curriculum Audit</i> for Reading, English, Language Arts (RELA), Mathematics and Science. This audit was requested as a result of the conversion of the RELA and Math curriculum to meet common core standards and for Science to meet the next generation Science standards.</p> | \$853,167 |

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

**If the district 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 Specific Services including: <ul style="list-style-type: none"> • Timeline • Audience • Implementation 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 | Public School Costs |
|--------|----------------------------|---|--|----------------------------|
| | | <p>during the school year. Teachers entering the internal Prince George’s County Resident Teacher Program also receive the support of a supervising teacher during the first four weeks of school and then a mentor teacher after the first four weeks. These experienced teachers will provide job-embedded professional learning and guidance to assist new teachers as they transition to the profession and implement the new curriculum.</p> <p>Timeline: These PD workshops will be held monthly. The mentoring support will be held throughout the school year.</p> <p>Implementation Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) overall mentor time and service, b) survey instruments, c) end-of-year retention data for Resident Teachers, and d) field observations and end-of-year evaluations of mentors by program managers.</p> <p>Alternative Teacher Preparation (ATP) Mentors support Resident Teachers in their induction into PGCPs. Approximately 150 new teachers will receive services from six (6) mentor teachers. A Resident</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. Satisfaction data contained in the 2016-2017 Prince George’s County Resident Teacher Program (PGCRTP) evaluation report indicated a high level of participant satisfaction regarding the program phases (i.e. Pre-Employment Training, supervised internship, and residency). PET is a mandatory, five-week pre-service training program that occurs during the summer. It is intended to develop Resident Teacher candidates’ pedagogical skills, and classroom-readiness, and socialize them to PGCPs systemic, initiatives,</p> | |

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

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| Item # | US Ed Allowable Activities | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Timeline • Audience • Implementation 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 | Public School Costs |
|--------|----------------------------|--|--|----------------------------|
| | | <p>Teacher who successfully completes the ATP is eligible for Maryland Standard Professional Certificate (SPC-1). Mentors will support their mentees in planning and preparing for instruction, developing a positive and inviting classroom environment, and assisting in meeting professional responsibilities.</p> <p>Implementation: Specific targeted support to the resident teacher provided by the mentor teacher will be to:</p> <ol style="list-style-type: none"> a) assist 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.); b) provide assistance and support with lesson planning and delivery, including short and long term planning; c) assist 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 d) Provide professional development through modeling, demonstrations, and co-teaching of | <p>priorities, and effective teaching and learning standards. The MAAPP supervised internship phase is mandatory for all PGC-Resident Teachers and occurs during the first five-weeks of school. During the internship, Resident Teacher interns are assigned a Supervising Teacher, a retired, veteran teacher who supports the professional and instructional development of interns. The MAAPP residency phase includes State-required reading courses, a year-long professional learning seminar, one-to-one mentoring support from the Office of Talent Development Mentor Teachers. Ninety-One percent (91%) of Resident Teachers (32/35) reported that “the [residency] training was aligned with the required content standards, the local evaluation tool, and the stated goals and objectives of the Local School System [PGCPS] and the local</p> | |

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

**If the district 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 Specific Services including: <ul style="list-style-type: none"> • Timeline • Audience • Implementation 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 | Public School Costs |
|--------|----------------------------|--|--|----------------------------|
| | | <p>effective teaching practices and instructional strategies in classrooms.</p> <p>Each mentor will have the following credentials: 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>Timeline: This will take place during school year 2018-2019.</p> <p>Implementation Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) overall mentor time and service, b) survey instruments, c) end-of-year retention data for Resident Teachers, and d) field observations (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 longterm). and end-</p> | <p>school to which they were assigned.”</p> | |

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

**If the district 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 Specific Services including: <ul style="list-style-type: none"> • Timeline • Audience • Implementation 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 | Public School Costs |
|--------|--|---|--|---------------------|
| | | of-year evaluations of mentors by program managers. | | |
| 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. | N/A | N/A | N/A |
| 3.1.3 | provide financial incentives for teachers and principals with a record of helping students to achieve academic success | N/A | N/A | N/A |
| 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. | N/A | N/A | N/A |
| 3.1.5 | support the instructional services provided by effective school library programs | N/A | N/A | N/A |
| 3.1.6 | improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback | N/A | N/A | N/A |

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

**If the district 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 Specific Services including: <ul style="list-style-type: none"> • Timeline • Audience • Implementation 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 | Public School Costs |
|--------|---|---|--|---------------------|
| 3.1.7 | provide common planning time to help prepare students for postsecondary education and the workforce | N/A | N/A | N/A |
| | 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. | N/A | N/A | N/A |
| | | | | |

***Below is a list to “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.**

- [Evidence for ESSA](#) (Hopkins)
- [Report on School Leadership Interventions under ESSA](#) (RAND)
- [Social and Emotional Learning Interventions under ESSA](#) (RAND)
- [What Works Clearinghouse](#) (IES)
- [Evidence-Based Intervention Network](#) (University of Missouri)

Section 4.0 Recruiting, Preparing, and Training Effective Teachers and Principals- REQUIRED

**If the district 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 Specific Services including: <ul style="list-style-type: none"> • Timeline • Audience • Implementation 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 | Public School Costs |
|--------|--|---|--|---------------------|
| | <ul style="list-style-type: none"> • National Center on Intensive Intervention (AIR) • Substance Abuse and Mental Health Services Registry (SAMHSA) • Results First Clearinghouse Database (Pew) • Best Evidence Encyclopedia (Center for Data-Driven Reform) • Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools (Hopkins) • Impact of Family Involvement on the Education of Children (MDRC) | | | |

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.

**ATTACHMENT 8 TITLE II, PART A
SYSTEMS OF SUPPORT FOR EXCELLENT TEACHING AND LEADING**

Local School System: Prince George’s County Fiscal Year: FY19

6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Participating Private Schools and Services: Provide information regarding the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title II-A services. (Include below or as an attachment)

| Private Schools Participating in Title II, Part A Program Prince George's County, SY2018-19 | | | |
|--|------------|-----------------|-------------------|
| SCHOOL | TCH | STUDENTS | ALLOCATION |
| Al-Huda School | 60 | 642 | \$17,321 |
| Bishop McNamara | 130 | 855 | \$23,068 |
| DeMatha Catholic HS | 114 | 868 | \$23,419 |
| Elizabeth Seton High School | 88 | 553 | \$14,920 |
| Excellence Christian School | 30 | 213 | \$5,747 |
| Foundation Schools | 137 | 196 | \$5,288 |
| From the Heart Christian School | 41 | 240 | \$6,475 |
| Grace Brethren Christian Academy | 55 | 508 | \$13,706 |
| Highland Park Christian Academy | 28 | 224 | \$6,044 |
| Holy Family | 16 | 152 | \$4,101 |
| Holy Redeemer | 31 | 268 | \$7,231 |
| Holy Trinity Episcopal Day School | 91 | 493 | \$13,301 |
| Lanham Christian School | 30 | 211 | \$5,693 |
| NASA Goddard CDC | 2 | 77 | \$2,077 |
| National Christian Academy | 37 | 265 | \$7,150 |
| New Hope Academy | 35 | 162 | \$4,371 |
| | | | |

**Private Schools Participating in Title II, Part A Program
Prince George's County, SY2018-19 (cont.)**

| SCHOOL | TCH | STUDENTS | ALLOCATION |
|---------------------------------|------------|-----------------|-------------------|
| George E. Peters | 16 | 184 | \$4,964 |
| Riverdale Baptist | 65 | 500 | \$13,490 |
| Reid Temple | 58 | 303 | \$8,175 |
| St. Ambrose School | 30 | 239 | \$6,448 |
| St. Columba | 18 | 172 | \$4,641 |
| St. Jerome Academy | 28 | 335 | \$9,038 |
| St. John the Evangelist | 22 | 238 | \$6,421 |
| St. Joseph's School | 23 | 192 | \$5,180 |
| St. Mary of the Mills | 40 | 297 | \$8,013 |
| St. Mary's | 22 | 263 | \$7,096 |
| St. Mary's of the Assumption | 31 | 250 | \$6,745 |
| St. Mary's School of Piscataway | 25 | 188 | \$5,072 |
| St. Matthias the Apostle School | 18 | 158 | \$4,263 |
| St. Matthew's UME Ed Ctr. | 40 | 103 | \$2,779 |
| St. Philip the Apostle | 21 | 197 | \$5,315 |
| St. Pius X Regional School | 47 | 563 | \$15,190 |
| St. Vincent Pallotti HS | 58 | 482 | \$13,004 |
| Washington United Christian | 7 | 45 | \$1,214 |
| Woodstream Christian Academy | 52 | 203 | \$5,477 |
| Archdiocese of Washington | | | |
| TOTAL | | 10,839 | \$292,436 |

Total number of students 10,839 x per pupil cost \$26.98 = \$292,436

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)

The following process is utilized to determine equitable services to students in private schools:

- Private schools in PGCPs are identified on the MSDE website. Title II Program Office contacts each school via US mail and/or email. This correspondence provides opportunity for private school officials to acknowledge that they would like to participate in equitable services.
- Schools were asked to respond and indicate their intention to participate for SY19 by March 6, 2018.
- 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.

- Private 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.
- Non Public schools also submit an evaluation summary directly linked to the activities provided on their professional development plan. This is due each May.

Total Amount for Transfers: \$292,436

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

Administrative Cost

| Category/ Object | Line Item | Calculation | Amount | In-Kind | Total |
|---|---|--|-----------|---------------------------|------------------|
| 203-205/09-02 - Contracted Services | Contracted Services 2.0 Activity 2.0 | Financial Analyst (Contracted Services) 720hrs x \$120/hr. = \$86,400 | \$ 86,400 | \$- | \$86,400 |
| | | | | 2.0 - Subtotal | \$86,400 |
| Professional Development Schools (PDS) | | | | | |
| 203-205/09 - 01 - Salaries & Wages | Stipends for professional development for activity 3.1. Activity 3.1 | 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 (.02%) Activity 3.1 | \$180,200 x .0992 = \$22,856 | \$17,876 | \$- | \$17,876 |
| | | | | Subtotal | \$198,076 |
| Relocation Reimbursement | | | | | |
| 203-205/09 - 04 - Other Charges | Relocation expenses for activity 3.1. Activity 3.1 | Relocation expenses for 124 teachers x \$1,500 for (Airfare; Early lease terminations; Gas; Hotel; Moving truck rental; Moving supplies; and Storage). | \$186,000 | \$ - | \$186,000 |
| | | | | Subtotal | \$186,000 |
| | | | | Total Activity 3.1 | \$384,076 |
| 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 Activity 3.4 | Salaries for 6 mentor teachers - 1@\$100,570, 1@\$108,763, 1@\$103,587, 1@\$71,267, 1@\$114,201, 1@\$92,036 = \$590,424 | \$590,424 | \$- | \$ 590,424 |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | | |
|---|---|--|-----------|---------------------------|-------------------|
| | | | | | |
| 212 - 04 - Other Charges | New teacher, principal, or other school leader induction & mentoring programs Fixed Charges Activity 3.4 | <p>1 Full-time fringes calculated using various rates = (.0765% for FICA/Med, .00386% for Life Insurance, .02% for Workers Comp, .1579% for Retirement + flat rate of \$8,600 for Health Insurance Let x = \$114,201; Let y=\$108,763; Let r=\$100,570; Let m=\$71,267; Let n=\$92,036; Let p=\$103,587 Fringe x = .0765x + .00386x + .02x + .1579x + \$8,600 = \$38,093 Fringe y = 0.0765y + .00386y + .02y + .1579y + \$8,600 = \$36,689 Fringe r = 0.0765r + .00386r + .02r + .1579r + \$8,600 = \$34,573 Fringe m = 0.0765m + .00386m + .02m + .1579m + \$8,600= \$27,005 Fringe n = 0.0765n + .00386n + .02n + .1579n + \$8,600= \$32,369 Fringe p =0.0765p + .00386p + .02p + .1579p + \$8,600= \$35,352</p> | \$204,081 | \$ - | \$204,081 |
| 203-205/09 - 04 - Other Charges | New teacher, principal, or other school leader induction & mentoring programs Other Activity 3.4 | Local Travel - 2,545 miles x \$.535 x 6 mentors = \$8,169 | \$8,169 | \$ - | \$ 8,169 |
| | | | | Subtotal | \$ 802,674 |
| | | | | Total Activity 3.4 | \$ 802,674 |
| Alternative Certification Programs | | | | | |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | | |
|---|---|--|-----------|------|----------|
| 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 3.7 | Stipends for supervising teachers - 42 teachers x \$500 = \$21,000 | \$ 21,000 | \$ - | \$21,000 |
| 212 - 04 - Other Charges | 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 3.7 | Fringes - \$21,000 x .0992 | \$ 2,083 | \$ - | \$2,083 |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | | |
|--|---|--|------------|---------------------------|--------------------|
| 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 3.7 | Notre Dame for Special Education certification Barrie Institute for Montessori certification Amity Institute Exchange Teacher Program \$346,000 | \$ 346,000 | \$ - | \$ 346,000 |
| 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 3.7 | Professional Development Materials - 75 candidates x \$60 | \$ 4,500 | \$ - | \$ 4,500 |
| | | | | Subtotal | \$ 373,583 |
| | | | | Total Activity 3.7 | \$373,583 |
| | | | | Total Costs of | \$1,560,333 |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | Activity 3.0 | |
|---|---|---|-----------|-----------------|-----------|
| 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 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 4.5 | Teacher Stipends: Teacher Leadership - 900 substitutes x \$100 = \$90,000 Early Childhood Summer Institute - 142 teachers x \$175 = \$24,850 Arts Integration Summer Institute - 150 x \$175 = \$26,250 Arts Integration Stipends - 4 x \$250 = \$1,000 Substitutes - 100 x \$100 = \$10,000 Total Stipends: \$152,100 | \$152,100 | \$ - | \$152,100 |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | | |
|---|---|---|-----------------|-------------|-----------------|
| <p>212 - 04 - Other Charges</p> | <p>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 4.5</p> | <p>Fixed charges - \$152,100 x .0992 = 15,088</p> | <p>\$15,088</p> | <p>\$ -</p> | <p>\$15,088</p> |
|---|---|---|-----------------|-------------|-----------------|

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | | |
|--|--|--|-----------|------|-----------|
| 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 Activity 4.5 | Contracted Services: Math RFP with National Training Network \$661,500 and Early Childhood Contract \$50,000 Total: \$711,500 | \$711,500 | \$ - | \$711,500 |
|--|--|--|-----------|------|-----------|

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | | |
|---|---|--|----------|------|----------|
| 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 4.5 | Training materials: Leadership Development - 600 participants x \$30 = \$18,000; Early Childhood - 752 participants x \$100 = 75,200 Total: \$93,200 | \$93,200 | \$ - | \$93,200 |
|---|---|--|----------|------|----------|

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | | |
|---|--|---|-----------|---------------------------|--------------------|
| 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 4.5 | Travel: Non-Local Travel 28 participants x \$2,500 = \$70,000; Reimbursement expense - 10 teachers x \$150 = \$1,500 Conference Fees: 20 participants x \$250 = \$5,000 Total: \$76,500 | \$ 76,500 | \$ - | \$76,500 |
| | | | | Subtotal 4.5 - | \$1,048,388 |
| Newly-Hired and Grade Level/Content Area Change Teacher Workshops and Teacher Leadership Development Trainings | | | | | |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | | |
|---|---|--|-------------------|-------------|------------------|
| <p>203-205/09 - 01 - Salaries & Wages</p> | <p>Providing training, technical assistance, and capacity-building in local educational agencies 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, Salaries Activity 4.6</p> | <p>Teacher Stipends: 1,428 teachers x \$175 = \$249,900 Total Stipends: \$249,900</p> | <p>\$ 249,900</p> | <p>\$-</p> | <p>\$249,900</p> |
| <p>212 - 04 - Other Charges</p> | <p>Providing training, technical assistance, and capacity-building in local educational agencies 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, Fixed Charges Activity 4.6</p> | <p>Fringes - \$249,900 x .0992 = \$24,790</p> | <p>\$24,790</p> | <p>\$ -</p> | <p>\$24,790</p> |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | | |
|---|---|---|------------------|-------------|------------------|
| <p>203-205/09 - 02 - Contracted Services</p> | <p>Providing training, technical assistance, and capacity-building in local educational agencies 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, Contracted Services Activity 4.6</p> | <p>Contracted Services: Building Rental: \$220,000 Professional Contract: \$250,000 Locations: To be determined at a later date by district level staff. Total: \$470,000</p> | <p>\$470,000</p> | <p>\$ -</p> | <p>\$470,000</p> |
| <p>203-205/09 - 03 - Supplies & Materials</p> | <p>Providing training, technical assistance, and capacity-building in local educational agencies 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, Supplies Activity 4.6</p> | <p>Training materials: 1,000 participants x \$74.78 (estimated cost per person) Total:\$74,772</p> | <p>\$ 74,772</p> | <p>\$-</p> | <p>\$74,772</p> |
| <p>203-205/09 - 04</p> | <p>Providing training, technical assistance, and capacity-building in</p> | <p>Travel: Local Mileage - 63,000 miles x \$.535 = \$33,705</p> | <p>\$33,705</p> | <p>\$-</p> | <p>\$33,705</p> |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | | |
|---|---|---|-----------|-----------------------------------|--------------------|
| - Other Charges | local educational agencies 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, Other Activity 4.6 | Total: \$33,705 | | | |
| | | | | Subtotal | \$853,167 |
| | | | | Total Costs - Activity 4.0 | \$1,901,555 |
| 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. FY18 mandatory allocation for participating private schools, based on the total grant allocation of \$3,988,629 District enrollment 132,322 + Non-public enrollment 10,839 = 143,161 \$3,988,629 (district allocation) \$3,862,705 (amount district is using for pd) divided by 143,161 (the total of projected non-public school students + projected public school students) = \$26.98 | \$292,436 | \$ - | \$292,436 |

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

| | | | | | |
|-------------------------|------------------------|--|------------|------------------------------------|-----------------------|
| | | \$26.98 per pupil x 10,839 non-public school students = \$292,436 | | | |
| | | | | Subtotal | \$ 292,436 |
| | | | | Total Costs of Activity 6.0 | \$292,436 |
| 201/22 - 08 - Transfers | Indirect Fee Transfers | PCPS Indirect fee charged for grant administration (based on the FY19 approved rate of 3.58%) Calculation - \$3,988,629 (total grant award) - \$0.00 (equipment total) = \$3,988,629 (revised grant total) \$3,988,629 (revised total grant number) x (.0358 rate) x 1.0358 rate | \$ 147,905 | \$ - | \$147,905 |
| | | | | Subtotal | \$147,905 |
| | | Title II, Part A Grand Total | | | \$3,988,629.00 |

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 12/4/2015 16:01:40 Notice of Grant Award 4 Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
 11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.
- I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.


Superintendent of Schools

Prince George's County Public Schools
Local Educational Agency

November 16, 2018
Date

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

| | | | | | |
|-----------------------|------------------|-----------------------|---------------------------------------|--------------|----------|
| ORIGINAL GRANT BUDGET | \$3,988,629.00 | AMENDED BUDGET # | | REQUEST DATE | 10/15/18 |
| GRANT NAME | Title II, Part A | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | 6109 | | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Prince George's County Public Schools | | |
| FUND SOURCE CODE | | GRANT PERIOD | 10/1/2018 | 9/30/2019 | |
| | | | 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 | | | | | | 147,905.00 | 147,905.00 |
| 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. | | | | | | | |
| Prog. 03 Career & Tech Prog. | | | | | | | |
| Prog. 04 Gifted & Talented Prog. | | | | | | | |
| Prog. 07 Non Public Transfers | | | | | | 292,436.00 | 292,436.00 |
| Prog. 08 School Library Media | | | | | | | |
| Prog. 09 Instruction Staff Dev. | 1,193,624.00 | 1,613,900.00 | 172,472.00 | 304,374.00 | | | 3,284,370.00 |
| 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 | | | | 263,918.00 | | | 263,918.00 |
| 214 Community Services | | | | | | | |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | |
| Prog. 35 Buildings & Additions | | | | | | | |
| Prog. 36 Remodeling | | | | | | | |
| Total Expenditures By Object | 1,193,624.00 | 1,613,900.00 | 172,472.00 | 568,292.00 | 0.00 | 440,341.00 | 3,988,629.00 |

Finance Official Approval: Michael Herbstman, Chief Financial Officer *Michael Herbstman* 11/12/18 301-952-6099
 Name Signature Date Telephone #
 Supt./Agency Head Approval: Monica E. Goldson, Ed.D., Interim Chief Executive Officer *Monica Goldson* 11/14/18 301-952-6008
 Name Signature Date Telephone #
 MSDE Grant Manager Approval: Cecilia Roe, Division of Curriculum, Assessment & Accountability 410-767-0574
 Name Signature Date Telephone #



PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Maryland's Reform Plan • Bridge to Excellence in Public Schools

SY 2018-2019

TITLE II, PART A

REQUIRED

DOCUMENTATION

AND APPENDICES

Prince George's County Board of Education



Prince George's County Public Schools

Non-Public Schools Participation in Federally Funded Programs Consultations

May 29, 2018

9:30 a.m. – 11:30 a.m.

John Carroll Building
1400 Nalley Terrace
Landover, MD 20785

AGENDA

| | |
|-------------------------|---|
| 9:30 a.m. – 9:45 a.m. | Welcome/Overview – Dianne Yohe |
| 9:45 a.m. – 10:00 a.m. | Complaint Procedures for Every Student Succeeds Act (ESSA) – Chandra Brown |
| 10:00 a.m. – 11:15 a.m. | What Services Does Each Program Provide? Title I, Part A - Improving Academic Achievement of Disadvantaged Students – Basic Programs Chandra Brown Title II, Part A - Preparing, Training and Recruiting High Quality Teachers, Principals and other school leaders Cecile Kahan Title III, Part A – Language Instruction for Limited English Proficient Dianne Yohe Title IV, Part A – Student Support and Academic Enrichment Denise Ross |
| 11:15 a.m. – 11:30 a.m. | Questions and Answers |



May 1, 2018

Dear Principals/Directors of Private and Religious Schools:

Prince George's County Public Schools invites you or a representative from your school to a consultation meeting regarding your school's participation in the federally funded programs listed below for the 2018-2019 school year:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Program
- Title II, Part A: Professional Development for Teachers, Principals and Others
- Title III, Part A: Language Instruction for Limited English Proficient Students
- Title IV, Part A: Student Support and Academic Enrichment

The meeting is scheduled as follows:

Location: John Carroll, 1400 Nalley Terrace, Landover, MD 20785

Date: May 29, 2018

Time: 9:30 am – 11:30 am

Please mark your calendars and plan to attend this informative meeting. Prince George's County Public Schools staff members look forward to working with you this upcoming year. Please RSVP using the attached form.

If you have questions, please contact Dianne Yohe, Department of Curriculum and Instruction, at 301-445-8450 or dyohe@pgcps.org.

Sincerely,

Dianne Yohe, ESOL Instructional Specialist

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Maryland's Reform Plan • Bridge to Excellence in Public Schools

SY 2018-2019 TITLE III, PART A APPLICATION

*English Language Acquisition,
Language Enhancement,
and Academic Achievement*

Prince George's County Board of Education

ATTACHMENT 10



**EVERY STUDENT SUCCEEDS ACT
TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT,
AND ACADEMIC ACHIEVEMENT**

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].

| Required Activities | <p style="text-align: center;">Descriptions</p> <p>Please address each item (a-d) in your activity descriptions.</p> <p>a) outcome and brief description of the services</p> <p>b) timelines or target dates</p> <p>c) outcome linked to the EL indicator(s) detailed in the 2018 Master Plan</p> <p>d) services to nonpublic schools</p> | Public School Costs | Non-public Costs |
|---------------------|---|---------------------|------------------|
| | <p>Development (ASCD), World-class Instructional Design and Assessment (WIDA), the Maryland Assessment Group (MAG), on meeting the needs of ELs 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 share this information with teachers through newsletters, professional development and coaching sessions as outlined in their professional development plans. <i>This activity is validated at Evidence Level 4.</i></p> <p>b) July 2018 - June 2019</p> <p>c) ELP indicator</p> <p>a) Staff members will purchase memberships to professional organizations such as Teachers of English for Speakers of Other Languages (TESOL), Association for Supervision and Curriculum Development (ASCD), National Council for Teachers of Mathematics, etc. Staff will also purchase professional books in order to have access to and to utilize research-based articles and conferences to enhance their knowledge of innovative practices for working with ELs and share this information with other teachers. <i>This activity is validated at Evidence Level 4.</i></p> <p>a) July 2018 - June 2019</p> <p>b) ELP indicator</p> | \$8,400 | |

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].

| Required Activities | <p align="center">Descriptions</p> <p>Please address each item (a-d) in your activity descriptions.</p> <p>a) outcome and brief description of the services</p> <p>b) timelines or target dates</p> <p>c) outcome linked to the EL indicator(s) detailed in the 2018 Master Plan</p> <p>d) services to nonpublic schools</p> | Public School Costs | Non-public Costs |
|---|--|---------------------|------------------|
| | | | |
| <p>2.3 Providing for professional development effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [section 3115(c)(2)(C)].</p> | <p>a) Continue to provide high quality professional development around literacy, math, framework for teaching, and technology for teachers with ELs in their classrooms as well as for new ESOL teachers. Additionally, materials will be purchased to help teachers implement the strategies learned during the professional development. For professional development during the day, substitutes will be provided, and for evening workshops, stipends will be provided for the teachers. Informal walkthroughs will be conducted to monitor implementation of strategies learned during professional development. Additionally, an online survey will track participants’ evaluation of the courses and the impact of professional development on their teaching three months after the course has ended.</p> <p><i>The following Professional Development offerings (A through F) are validated at Evidence Level 1:</i></p> <p>A. Quarterly department chairperson meetings will provide department chairs with important updates, curriculum documents, technology training, and assessment updates.</p> <p>B. Quarterly, First Year Teacher (FYT) meetings will provide specific strategy and curriculum training sessions for first year ESOL teachers. Professional development books, such as ASCD’s Quick Reference</p> | \$670,430 | 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 [section 3115(c)(2)].

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].

| Required Activities | <p align="center">Descriptions</p> <p>Please address each item (a-d) in your activity descriptions.</p> <p>a) outcome and brief description of the services</p> <p>b) timelines or target dates</p> <p>c) outcome linked to the EL indicator(s) detailed in the 2018 Master Plan</p> <p>d) services to nonpublic schools</p> | Public School Costs | Non-public Costs |
|---------------------|---|---------------------|------------------|
| | <p>Guides focused on vocabulary strategies, questioning strategies, Total Participation Techniques, and Gradual Release of Responsibility will be provided during the trainings.</p> <p>C. Sheltered Instruction Observation Protocol (SIOP) Component Trainings.</p> <p>Elementary school: Over 200 elementary teachers across the county will be participating in online training around the Sheltered Instruction Observation Protocol (SIOP) model.</p> <p>September 2018-June 2019</p> <p>Middle school: Two (2) cohorts of up to 30 middle school content area teachers will participate in a SIOP blended learning course for 2 CPD credits. <i>ESOL Look Fors</i> will be utilized to monitor teacher delivery of instruction during classroom visits, as well as the successful completion of the course.</p> <p>October 2018 - April 2019</p> <p>High school: Sixty (60) high school teachers, who have significant numbers of ELs, are being trained on how to successfully implement the SIOP model. The goal of the trainings is to increase content teachers' knowledge about meeting the needs of ELs in both graduation-required courses and English language development through face-to-face content focused trainings. There are three training days prior to the beginning</p> | | |

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].

| Required Activities | <p align="center">Descriptions</p> <p>Please address each item (a-d) in your activity descriptions.</p> <p>a) outcome and brief description of the services</p> <p>b) timelines or target dates</p> <p>c) outcome linked to the EL indicator(s) detailed in the 2018 Master Plan</p> <p>d) services to nonpublic schools</p> | Public School Costs | Non-public Costs |
|---------------------|--|---------------------|------------------|
| | <p>of the school year and two follow-up intensive component training days during the school year. Teachers will be surveyed to measure their perceptions and implementation three months after the completion of all trainings.</p> <p>D. The ESOL Office will provide professional development opportunities for ESOL teachers to help them better understand the curriculum, assessment measures and instructional strategies for ELs.</p> <p>E. The ESOL Office will provide professional development for teachers and administrators of ELs based on the specific needs of the school making the request.</p> <p>F. Fifty (50) high school ESOL and content area teachers of ELs are being trained on literacy development and/or approaches to instruction for ELs. The goal of the trainings is to increase the teachers' abilities to maximize instructional time for literacy development. Each of the three self-paced, online courses has three modules requiring a total of 15 hours for completion. The success of these trainings will be measured by the number of courses completed and by the perceptions of teachers as captured in a post-course survey.</p> <p>b) August 2018 - June 2019</p> <p>c) ELP Indicator</p> | | |

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].

| Required Activities | <p align="center">Descriptions</p> <p>Please address each item (a-d) in your activity descriptions.</p> <p>a) outcome and brief description of the services</p> <p>b) timelines or target dates</p> <p>c) outcome linked to the EL indicator(s) detailed in the 2018 Master Plan</p> <p>d) services to nonpublic schools</p> | Public School Costs | Non-public Costs |
|---------------------|--|---------------------|------------------|
| | <p>a) The ESOL Office will provide a training specifically designed for Professional School Counselors who work with ELs. The goal of the training is to increase the capacity of Professional School Counselors to maximize their impact on ELs participation in the instructional program and graduation rate. Participants will be surveyed to measure their perceptions and implementation after the completion of all trainings. <i>This activity is validated at Evidence Level 4.</i></p> <p>b) October 2018</p> <p>c) ELP and Academic Achievement Indicator</p> <p>a) The ESOL Office will provide a series of workshops specifically designed for paraprofessionals who work with ELs about practical strategies for their specific work. The goal of the training is to increase the capacity of ESOL Paraprofessionals to maximize the impact of the instructional time for ELs. Participants will be surveyed to measure their perceptions and implementation three months after the completion of all trainings. <i>This activity is validated at the Evidence 1 Level.</i></p> <p>b) August 2018 – March 2019</p> <p>c) ELP and Academic Achievement Indicators</p> | | |
| | SECTION SUBTOTAL | \$896,071 | N/A |

**ATTACHMENT 10: TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC
ACHIEVEMENT**

| | |
|---|-------------------------|
| Local School System: <u>Prince George’s County Public School</u> | Fiscal Year 2019 |
|---|-------------------------|

SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

B. AUTHORIZED ACTIVITIES [SEC. 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

| 4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)]. | | | |
|--|--|---------------------|------------------|
| Authorized Activities | Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL indicator(s) detailed in the 2018 Master Plan d) services to nonpublic schools | Public School Costs | Non-public Costs |
| 4.1 Upgrading program objectives and effective instructional strategies [section 3115(d) (1)]. | a) Revisions of the Elementary Writing Assessments to align with the updated WIDA standards and ensure better alignment with MCCRS. For elementary, Newcomer Curriculum will be developed to support Newcomers students in grades K-6. Evidenced by finished curricula. <i>This activity is validated at Evidence Level 4.</i> New Middle School ESOL Writing Assessments will be created to differentiate for proficiency levels. Revisions to existing assessments will be made as well. Evidenced by finished curricula. <i>This activity is validated at Evidence Level 4.</i> The High School ESOL curricula will be revised to align with updated course sequence as a result of changes from the new MSDE requirements. Evidenced by finished curricula. <i>This activity is validated at Evidence Level 4.</i> b) July 2018-June 2019 c) ELP and Academic Achievement Indicators | \$204,103 | N/A |

| 4. To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)]. | | | |
|--|---|---------------------|------------------|
| Authorized Activities | Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL indicator(s) detailed in the 2018 Master Plan d) services to nonpublic schools | Public School Costs | Non-public Costs |
| | b) August 2018 - June 2019 c) ELP Indicator a) Consumable phonics materials, reading comprehension books and reading manipulatives will support newcomer students in grades K-12. Specific book titles will be purchased to address issues that will support ESOL students in three alternative schools. <i>These materials are validated at Evidence Level 4.</i> b) September 2018-June 2019 c) ELP Indicator | \$9,000 | |
| 4.3 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)]. | | N/A | 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. [section 3115(d)(4)]. | | N/A | 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, electronic networks for materials, training, and communication; and incorporation of the resources described above into curricula and programs [section 3115(d)(7)]. | | N/A | 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 [section 3115(d)(8)]. | | N/A | N/A |
| | SECTION SUBTOTAL | \$1,139,053 | \$19,950 |

| 5. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)]. | | | |
|--|--|----------------------------|-------------------------|
| Required Activities | Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL indicator(s) detailed in the 2018 Master Plan d) services to nonpublic schools | Public School Costs | Non-public Costs |
| | opportunities to practice the language in the domains of reading, writing, speaking and listening with respect to a variety of content areas. The aim of the Newcomer Summer Bridge Program is to provide additional support to those newcomer English learners to ensure that they are better prepared to be successful in general education content area classroom during the subsequent school year. <i>This activity is validated at Evidence Level 4.</i> b) July-August 2019 c) ELP and Academic Achievement Indicator | | |
| 5.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)]. | | N/A | N/A |
| | SECTION SUBTOTAL | \$513,766 | N/A |

| 6. To carry out other activities that are consistent with the purpose of Title III, Part A, Every Student Succeeds Act [section 3115(d)(9)]. | | | |
|---|---|-----------------|------------|
| 6.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(9)]. | a) Transportation will be provided for curriculum-based field trips for ELs in order to enhance classroom learning and develop academic language through live experiences. Field trips aligned to the curriculum have been created for teachers based on grade level. <i>This activity is validated at Evidence Level 4.</i> b) November 2018 - June 2019 c) ELP and Academic Achievement Indicator | \$75,000 | N/A |
| | SECTION SUBTOTAL | \$75,000 | 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 | Non-public Costs |
|--|-------------------|---------------------|------------------|
| 7.1 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 [section 3115(b)]. | \$2,952,066 x .02 | \$59,041 | N/A |
| SECTION SUBTOTAL | | \$59,041 | N/A |
| PUBLIC AND NONPUBLIC SUBTOTALS (ALL SCHOOLS) | | \$2,873,075 | \$19,950 |
| ADMINISTRATIVE EXPENSES | | \$59,041 | N/A |
| | | | |
| TOTAL TITLE III-A (EL FUNDING) AMOUNT | | \$2,952,066 | N/A |

D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

Participating Private Schools and Services: Provide information regarding *the names of participating private schools, number of private school students, and the calculated cost per pupil that will benefit from Title III – Part A services* (Include below or as an attachment.)

| Name of Participating Private School | Number of Participating Private School Students | Calculated Cost Per Pupil that will benefit from Title III, Part A Services (\$127.84 PPE) |
|--|---|--|
| Al-Huda School | 12 | \$1,534.08 |
| DeMatha Catholic High School | 6 | \$767.04 |
| Holy Redeemer Catholic School | 8 | \$1,022.72 |
| New Hope Academy | 11 | \$1,406.24 |
| St. Columba Catholic School | 9 | \$1,150.56 |
| St Jerome Academy | 26 | \$3,323.84 |
| St John the Evangelist Catholic School | 17 | \$2,173.28 |
| St Joseph Regional Catholic School | 20 | \$2,556.80 |
| St Mary Catholic School | 24 | \$3,068.16 |
| St Matthias Academy | 23 | \$2,940.32 |

2. Describe the school system's process for providing equitable participation to students in private schools:

- a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;

PGCPS RESPONSE:

The ESOL/Title III Office of PGCPS works in partnership with the other Title Programs to provide a spring in-service, open to all private schools in the county. The in-service gives an overview of what Title III represents and eligible recipients of Title III service. Schools provide their contact information and intent to participate.

Usually 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, ESEA 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. Numbers of qualified private school students are submitted to the 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 ESOL students.

- b) The basis for determining the needs of private school children and teachers;

PGCPS RESPONSE:

Private schools use the results of an English language proficiency test and other assessments to determine the needs of their students. The PGCPS ESOL Department staff assists private schools in selecting appropriate materials.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

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.

- d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)

PGCPS RESPONSE:

The same activities are available to the private schools. It is the schools' and their administrations' decisions in how to utilize the funding and into which Title III category the funding will be applied such that the teachers and students will best benefit; however, most funds are currently loaded under Activity 1.2, instructional materials.

- 3. ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2017 – 2018 that a meeting(s) occurred with nonpublic school representative(s) regarding Title III services. **The signed written affirmation that consultation has occurred must provide an option for private school officials to indicate whether timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10: TITLE III, PART A.**

E. BUDGET INFORMATION AND NARRATIVE

- 1. **Provide a detailed budget narrative** using “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 4-7 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

| Category #- Program # | Budget Obj. # | Activity | Description | Formula | Total | Non-Publics | Sectional Subtotals | Non Public Subtotals |
|-----------------------|--------------------------------|----------|--|---|----------|-------------|---------------------|----------------------|
| | | 1 | To increase the English language proficiency of ELs by providing effective language instruction education programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement. | | | | | |
| | | 1.1 | Improving the English language proficiency and academic achievement of ELs. | | | | | |
| 203-205-02 | 02- Contracted Services | 1.1 | Supplemental Instructional Materials (in-house printing) ESOL Process Guide (200) ILT student collaborative writing (50 books, 20 pgs, color) ESOL Resources brochure (500 copies color, trifold) Parent Notification Letters in Spanish (3,000 x 2 sided) ESOL Explanation for Parents (3,000 x 2 sided) Continuing Placement Letters (22,000 x 4 sided) Language Based Instructional Supplements (200) Sight Word Cards - Elementary (200) Picker Card Sets WIDA Documents (Can Dos, Essential Actions, etc.) ESOL Writing Assessments K-12 (52,000) Calendars (600) | ESOL Process Guide \$1,000 ILT student collaborative writing books \$250 ESOL Resources brochure \$400 Parent Notification Letters in Spanish \$700 ESOL Explanation for Parents \$5,000 Continuing Placement Letters \$1,000 Language Based Instructional Supplements \$1,300 Sight Word Cards - Elementary \$150 Picker Card Sets \$250 WIDA Documents (Can Dos, Essential Actions, etc.) \$2,300 ESOL Writing Assessments K-12 \$16,000 Calendars \$1,650 | \$30,000 | | | |
| 203-205-02 | 02- Contracted Services | 1.1 | Supplemental Instructional Materials (outside printing) | \$10 x 1,000 copies | \$10,000 | | | |
| 203-205-02 | 03- Supplies & Materials | 1.1 | Summer Reading Materials | \$8/book x 5,500 students | \$44,000 | | | |

| Category # Program # | Budget Obj. # | Activity | Description | Formula | Total | Non- Publics | Sectional Subtotals | Non Public Subtotals | |
|-------------------------|-------------------------------|----------|---|--|-----------|-----------------|------------------------|-------------------------|--|
| 203-205-02 | 04-Other Charges | 1.1 | Summer School Tuition Assistance | 168 students x \$200 | \$33,600 | | | | |
| | | | Section Subtotal | | | | \$117,600 | | |
| | | 2.1 | PD designed to improve the instruction and assessment of ELs | | | | | | |
| | | 2.2 | PD designed to enhance the ability of such teacher, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs. | | | | | | |
| 203-205-09 | 04-Other Charges | 2.2 | University of Maryland TESOL Certificate Program Cohort | 28 participants x \$1,505 per course x 4 courses | \$168,560 | | | | |
| 203-205-09 | 04-Other Charges | 2.2 | Non-Local Travel | \$1,803 per central office staff member x 27 staff members | \$48,681 | | | | |
| 203-205-09 | 04-Other Charges | 2.2 | Local conferences and memberships | 21 central office staff members x \$400 | \$8,400 | | | | |
| | | | Section Subtotal | | | | \$225,641 | | |
| | | 2.3 | Providing for PD effective in increasing children's EL proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teachers skills of teachers of ELs. | | | | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Elementary Lesson Planning Workshops (FFT, WIDA, CCSS): Room Rental | 2 workshops X \$1,000 per workshop | \$2,000 | | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | First Year Elementary ESOL Teacher Workshops: Room Rental | 4 workshops X \$1,000 per workshop | \$4,000 | | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Balanced Literacy for ELs Workshops: Room Rental | 24 sessions x \$600 per session | \$14,400 | | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Reading A-Z Trainings: Room Rental | 8 sessions x \$1,200 per session | \$9,600 | | | | |

| Category #- Program # | Budget Obj. # | Activity | Description | Formula | Total | Non-Publics | Sectional Subtotals | Non Public Subtotals |
|-----------------------|--------------------------|----------|--|---|----------|-------------|---------------------|----------------------|
| 203-205-09 | 02- Contracted Services | 2.3 | High School Sheltered Instruction Observation Protocol (SIOP): Room Rental | 10 workshops x \$800 per workshop | \$8,000 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | High School Professional School Counselors Workshop: Room Rental | 2 workshops x \$800 per workshop | \$1,600 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Listenwise Training: Room Rental | 1 workshop x \$800 per workshop | \$800 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Imagine Learning Training: Room Rental | 2 workshops x \$800 per workshop | \$1,600 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Coaching Workshop for Central Office Staff: Room Rental | 3 days x \$800 per day | \$2,400 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Department Chairperson Workshops: Room Rental | 4 meetings x \$2,200 per meeting | \$8,800 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Co-Teaching Workshops: Room Rental | 4 meetings x \$1,200 per meeting | \$4,800 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | ESOL Paraprofessional Workshops: Room Rental | 4 workshops x \$800 per workshop | \$3,200 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Staff Development Day: Room Rental | 1 full day @ \$15,000 per day | \$15,000 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | Co-Teaching Workshop (Books): Professional Development Materials | 160 books x \$40 per book | \$6,400 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | Continuing Professional Development (CPD) Instructor Resources - (post it paper, markers, and paper, clickers, and powercords): Professional Development Materials | 10 sets of materials x \$300 per instructor | \$3,000 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | Early Literacy Skills for ELs: Professional Development Materials | 202 books X \$97 per book | \$19,594 | | | |

| Category #- Program # | Budget Obj. # | Activity | Description | Formula | Total | Non- Publics | Sectional Subtotals | Non Public Subtotals |
|--------------------------|--------------------------------|----------|--|--|---------|-----------------|------------------------|-------------------------|
| 203-205-09 | 03- Supplies & Materials | 2.3 | ESOL ILT Focus Group (Books): Professional Development Materials | 2 books x \$35 per book x 6 ILTs | \$420 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | ESOL Paraprofessional Workshops: Professional Development Materials | 75 books x \$35 per book | \$2,625 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | First Year Teacher Workshops: Materials | High School \$425 per person x 10 people Middle School \$22 per person x 20 people | \$4,690 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | Portable Green Screen Kit for Recording Webinars: Professional Development Materials | \$150 X 1 | \$150 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | Central Office Staff: Professional Development Materials | Elementary \$70 per person x 6 people Middle School \$152 per person x 3 people High School \$125 per person x 2 people | \$1,126 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | Professional Educator Induction Program (PEIP) - scissors, index cards, flip charts, markers, loose leaf rings, post-it notes, glue sticks, hole punchers, pouches, books, manipulatives | Elementary 50 x \$125 per person High School 10 x \$100 per person | \$7,250 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | School Based Professional Development (High School): Professional Development Materials | \$25 per school x 15 schools | \$375 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | Small Technology Items: Professional Development Materials | 35 office staff x \$100 per staff person | \$3,500 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | Technology for ELs Focus Group (Books): Professional Development Materials | 25 books x \$27 per book | \$675 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | Technology for ELs Focus Group (Google Educator Exams): Materials | 30 teachers x \$35 per teacher | \$1,050 | | | |
| 203-205-09 | 03- Supplies & Materials | 2.3 | Virtual Book Study via Twitter - Twitter Lead Books: Professional Development Materials | 12 books x \$35 per book | \$420 | | | |

| Category # Program # | Budget Obj. # | Activity | Description | Formula | Total | Non- Publics | Sectional Subtotals | Non Public Subtotals |
|-------------------------|-------------------------------|----------|---|--|----------|-----------------|------------------------|-------------------------|
| 203-205-09 | 02- Contracted Services | 2.3 | Balanced Literacy for ELs Workshops: Contracted Services | 8 cohorts x \$6,240 per cohort | \$49,920 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | McGraw Hill - Wonders for ELs Webinars: Contracted Services | 3 trainings x \$2,000 per training session | \$6,000 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Online SIOP courses for Elementary ESOL teachers: Contracted Services | 6 cohorts x \$10,098 per cohort | \$60,588 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | On-line SIOP Courses for Middle School Teachers: Contracted Services | 2 cohorts x \$9,180 per cohort | \$18,360 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | SIOP: Contracted Services | 10 days x \$5,000 per day | \$50,000 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Listenwise: Contracted Services | 1 day x \$1,000 per day | \$1,000 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Online CAL Workshops: Contracted Services | 50 participants X \$100 per participant | \$5,000 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Co-Teaching (K-12) Presenter: Contracted Services | 1 presenter x 4 days x \$4,000 per day | \$16,000 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | Coaching Workshop for Central Office Staff: Contracted Services | 1 presenter x 3 days x \$6,035 per day | \$18,105 | | | |
| 203-205-09 | 02- Contracted Services | 2.3 | ESOL Paraprofessional Workshop: Contracted Services | 1 presenter x 1 day x \$1,000 per day | \$1,000 | | | |
| 203-205-09 | 01- Salaries & Wages | 2.3 | Technology for ELs Focus Group: Stipends | 25 teachers X 2 work sessions X \$87.50 per work session | \$4,375 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | Technology for ELs Focus Group: Stipends - FICA | \$4,375 x 9.92% | \$434 | | | |

| Category #- Program # | Budget Obj. # | Activity | Description | Formula | Total | Non-Publics | Sectional Subtotals | Non Public Subtotals |
|-----------------------|---------------------|----------|---|---|----------|-------------|---------------------|----------------------|
| 203-205-09 | 01-Salaries & Wages | 2.3 | After School Technology Workshops: Stipends | 25 teachers X 3 workshops X \$87.50 per workshop | \$6,563 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | After School Technology Workshops: Stipends - FICA | \$6,563 x 9.92% | \$651 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | Early Literacy Skills for ELs (4 cohorts of 20 teachers): Stipends | 80 teachers x \$87.50 teacher x 4 sessions; + 1 presenter X 16 sessions X \$250 per session | \$32,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | Early Literacy Skills for ELs (4 cohorts of 20 teachers): Stipends - FICA | \$32,000 x 9.92% | \$3,174 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | 1st & 2nd Year ESOL Teachers Saturday Support Sessions: Stipends | 40 teachers X \$87.50 per teacher x 4 sessions; + 1 presenter x 4 x \$125 per session | \$14,500 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | 1st & 2nd Year ESOL Teachers Saturday Support Sessions: Stipends - FICA | \$14,500 x 9.92% | \$1,438 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | ELs Math Professional Learning Community (PLC): Stipends | 25 teachers x \$87.50 per teacher x 5 sessions; + 4 presenters x 5 sessions x \$125 per session | \$13,438 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | ELs Math Professional Learning Community (PLC): Stipends - FICA | \$13,438 x 9.92% | \$1,333 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | Elementary Grading Professional Learning Community: Stipends | 10 people x \$87.50 per person x 4 evenings | \$3,500 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | Elementary Grading Professional Learning Community: Stipends - FICA | \$3,500 x 9.92% | \$347 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | Newcomer Professional Learning Community: Stipends | 15 people x \$87.50 per person x 4 evenings | \$5,250 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | Newcomer Professional Learning Community: Stipends - FICA | \$5,250 x 9.92% | \$521 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | Sheltered Instruction Observation Protocol (SIOP): Stipends | 60 teachers x 3 days x \$175 per day; + 1 presenter x 3 days x \$250 per day | \$32,250 | | | |

| Category #- Program # | Budget Obj. # | Activity | Description | Formula | Total | Non-Publics | Sectional Subtotals | Non Public Subtotals |
|-----------------------|---------------------|----------|--|---|----------|-------------|---------------------|----------------------|
| 212 -Fixed Charges | 04-Other Charges | 2.3 | Sheltered Instruction Observation Protocol (SIOP): Stipends - FICA | \$32,250 x 9.92% | \$3,199 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | First Year High School Teacher Support Sessions: Stipends | 10 teachers x 4 days x \$87.50; + 1 presenter x 4 days x \$125 per day | \$4,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | First Year High School Teacher Support Sessions: Stipends - FICA | \$4,000 x 9.92% | \$397 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | First Year High School Teacher ESOL Parent Nights: Stipends | 2 teachers x 10 days x \$87.50 per day | \$1,750 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | First Year High School Teacher ESOL Parent Nights: Stipends - FICA | \$1,750 x 9.92% | \$174 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | Middle School and Hgh School RELA/Social Studies Summer Institute: Stipends | 40 teachers x 4 days x \$175 per day | \$28,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | Middle School and Hgh School RELA/Social Studies Summer Institute: Stipends - FICA | \$28,000 x 9.92% | \$2,778 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | Continuing Professional Development: Stipends (Instructors) | 25 instructors x 14 half-day sessions x \$125 per session | \$43,750 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | Continuing Professional Development: Stipends (Instructors) - FICA | \$43,750 x 9.92% | \$4,340 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | School Based Professional Development: Stipends | 5 instructors x 20 half days x \$125 per session | \$12,500 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | School Based Professional Development: Stipends FICA | \$12,500 x 9.92% | \$1,240 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | ESOL & FFT Focus Group: Substitutes | 20 substitutes x \$100 per session x 5 sessions | \$10,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | ESOL & FFT Focus Group: Substitutes - FICA | \$10,000 x 9.92% | \$992 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | ESOL & PreK Focus Group: Substitutes | 20 substitutes x \$100 per sessions x 3 sessions | \$6,000 | | | |

| Category #- Program # | Budget Obj. # | Activity | Description | Formula | Total | Non- Publics | Sectional Subtotals | Non Public Subtotals |
|--------------------------|----------------------------|----------|---|--|----------|-----------------|------------------------|-------------------------|
| 212 -Fixed Charges | 04-Other Charges | 2.3 | ESOL & PreK Focus Group: Substitutes - FICA | \$6,000 x 9.92% | \$595 | | | |
| 203-205-09 | 01- Salaries & Wages | 2.3 | ELs Math Focus Group: Substitutes | 25 substitutes x \$100 per session x 5 sessions | \$12,500 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | ELs Math Focus Group: Substitutes - FICA | \$12,500 x 9.92% | \$1,240 | | | |
| 203-205-09 | 01- Salaries & Wages | 2.3 | Peer Observation and School Visits: Substitutes | 25 substitutes x \$100 per day x 1 day | \$2,500 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | Peer Observation and School Visits: Substitutes - FICA | \$2,500 x 9.92% | \$248 | | | |
| 203-205-09 | 01- Salaries & Wages | 2.3 | Newcomer Quarterly Planning: Substitutes | 12 substitutes x \$100 per day x 5 days | \$6,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | Newcomer Quarterly Planning: Substitutes - FICA | \$6,000 x 9.92% | \$595 | | | |
| 203-205-09 | 01- Salaries & Wages | 2.3 | First Year Middle School ESOL Teacher: Substitutes | 20 substitutes x \$100 per day x 4 days | \$8,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | First Year Middle School ESOL Teacher: Substitutes - FICA | \$8,000 x 9.92% | \$794 | | | |
| 203-205-09 | 01- Salaries & Wages | 2.3 | ESOL/RELA Collaboration: Substitutes | 30 substitutes x \$100 per day x 4 days | \$12,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | ESOL/RELA Collaboration: Substitutes - FICA | \$12,000 x 9.92% | \$1,190 | | | |
| 203-205-09 | 01- Salaries & Wages | 2.3 | Sheltered Instructional Observation Protocol (SIOP): Substitutes | 60 substitutes x \$100 per day x 2 days | \$12,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | Sheltered Instructional Observation Protocol (SIOP): Substitutes - FICA | \$12,000 x 9.92% | \$1,190 | | | |
| 203-205-09 | 01- Salaries & Wages | 2.3 | Listenwise Training: Substitutes | 15 substitutes x \$100 per day x 1 day | \$1,500 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | Listenwise Training: Substitutes - FICA | \$1,500 x 9.92% | \$149 | | | |

| Category #- Program # | Budget Obj. # | Activity | Description | Formula | Total | Non-Publics | Sectional Subtotals | Non Public Subtotals |
|---|-------------------------|----------|--|--|----------|-------------|---------------------|----------------------|
| 203-205-09 | 01-Salaries & Wages | 2.3 | First Year High School ESOL Teachers: Substitutes | 10 substitutes x \$100 per day x 4 days | \$4,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | First Year High School ESOL Teachers: Substitutes - FICA | \$4,000 x 9.92% | \$397 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | ESOL English Newcomer Curriculum Workshop: Substitutes | 15 substitutes x \$100 per day x 2 days | \$3,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | ESOL English Newcomer Curriculum Workshop: Substitutes - FICA | \$3,000 x 9.92% | \$298 | | | |
| 203-205-09 | 01-Salaries & Wages | 2.3 | ESOL Supplements to the HS ELA Curriculum Workshop: Substitutes | 45 substitutes x \$100 per day x 2 days | \$9,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 2.3 | ESOL Supplements to the HS ELA Curriculum Workshop: Substitutes - FICA | \$9,000 x 9.92% | \$893 | | | |
| Section Subtotal | | | | | | | \$670,430 | \$896,071 |
| 3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs. | | | | | | | | |
| 203-205-02 | 02-Contract Services | 3.1 | KinderConnect Family Workshops: In-House Printing (printed materials for family workstations) | 600 students/families x \$3 per packet | \$1,800 | | | |
| 203-205-02 | 03-Supplies & Materials | 3.1 | KinderConnect Family Workshops: Materials/Supplies (counting cubes, safety scissors, glue, learning stickers, Connecting Home & School Bilingual Family Guide, backpack) | 600 students/families x \$25 per package | \$15,000 | | | |
| 203-205-02 | 03-Supplies & Materials | 3.1 | KinderConnect Family Workshops: Refreshments for Parent Volunteers (Non-Catered) | 6 people x \$5 per person x 8 sessions | \$240 | | | |
| 203-205-02 | 03-Supplies & Materials | 3.1 | Camp Schmidt International Family Day: Materials and Supplies (shirts and project supplies) | 210 people x \$8 per person | \$1,680 | | | |
| 203-205-02 | 02-Contract Services | 3.1 | Camp Schmidt International Family Day: Catered Refreshments | 210 people x \$10 per person | \$2,100 | | | |
| 203-205-02 | 03-Supplies & Materials | 3.1 | Camp Schmidt International Family Day: Non-Catered Refreshments | 210 people x \$2 per person | \$420 | | | |

| Category # Program # | Budget Obj. # | Activity | Description | Formula | Total | Non- Publics | Sectional Subtotals | Non Public Subtotals |
|-------------------------|--------------------------------|----------|---|--|----------|-----------------|------------------------|-------------------------|
| 209 | 02- Contract Services | 3.1 | Camp Schmidt International Family Day: Rental of Vehicles | 2 buses x \$800 per bus | \$1,600 | | | |
| 203-205-02 | 01- Salaries & Wages | 3.1 | International Parent Leadership Consortium: Child Care Stipends | 2 people x \$26/hour x 3 hours x 7 sessions | \$1,092 | | | |
| 212 -Fixed Charges | 04-Other Charges | | International Parent Leadership Consortium: Child Care Stipends - FICA | \$1,092 x 9.92% | \$108 | | | |
| 203-205-02 | 03- Supplies & Materials | 3.1 | International Parent Leadership Consortium: Materials/Supplies | 7 sessions x \$250 per session | \$1,750 | | | |
| 203-205-02 | 02- Contract Services | 3.1 | International Parent Leadership Consortium: Consultant | 7 sessions x \$300 per session | \$2,100 | | | |
| 203-205-02 | 02- Contract Services | 3.1 | International Parent Leadership Consortium: Catered Refreshments | 30 people x 7 sessions x \$7 per session | \$1,470 | | | |
| 203-205-02 | 03- Supplies & Materials | 3.1 | International Parent Workshop Sessions: Materials/Supplies (family readers, breakout session hands-on materials) | 10 sessions x \$250 per session | \$2,500 | | | |
| 203-205-02 | 02- Contract Services | 3.1 | International Parent Workshop Sessions: Catered Refreshments | 50 people x \$5 per person x 10 sessions | \$2,500 | | | |
| 203-205-02 | 01- Salaries & Wages | 3.1 | International Parent Workshop Sessions: Child Care Stipends | 2 employees x \$26/hr x 2 hrs x 5 sessions | \$520 | | | |
| 212 -Fixed Charges | 04-Other Charges | 3.1 | International Parent Workshop Sessions: Child Care Stipends FICA | \$520 x 9.92% | \$52 | | | |
| 203-205-02 | 01- Salaries & Wages | 3.1 | Interpreters for ESOL Assignments | 3,200 hours x \$26 per hour | \$83,200 | | | |
| 212 -Fixed Charges | 04-Other Charges | 3.1 | Interpreters for ESOL Assignments: FICA | \$83,200 x 9.92% | \$8,253 | | | |
| 203-205-02 | 02- Contract Services | 3.1 | Custom Translations for ESOL | 200 hours x \$26 per hour | \$5,200 | | | |
| | | | Section Subtotal | | | | \$131,585 | |

| Category # Program # | Budget Obj. # | Activity | Description | Formula | Total | Non- Publics | Sectional Subtotals | Non Public Subtotals | |
|-------------------------|----------------------------|----------|---|---|----------|-----------------|------------------------|-------------------------|--|
| | | 4 | To improve the education of ELs by assisting the children to learn English and meet the challenging State academic standards [section 3115(a)]. | | | | | | |
| | | 4.1 | Upgrading program objectives and effective instructional strategies. | | | | | | |
| 203-205-09 | 01- Salaries & Wages | 4.1 | Elementary Writing Assessments Revisions: Stipends | 15 writers x 20 evenings x \$100 per evening | \$30,000 | | | | |
| 212 -Fixed Charges | 04-Other Charges | 4.1 | Elementary Writing Assessments Revisions: Stipends FICA | \$30,000 x 9.92% | \$2,976 | | | | |
| 203-205-09 | 01- Salaries & Wages | 4.1 | Newcomer Curriculum Writing: Stipends | 6 writers x 12 days x \$200 per day | \$14,400 | | | | |
| 212 -Fixed Charges | 04-Other Charges | 4.1 | Newcomer Curriculum Writing: Stipends FICA | \$14,400 x 9.92% | \$1,428 | | | | |
| 203-205-09 | 01- Salaries & Wages | 4.1 | Middle School Writing Assessments Development & Revisions: Stipends | 4 writers x 8 days x \$200 per day | \$6,400 | | | | |
| 212 -Fixed Charges | 04-Other Charges | 4.1 | Middle School Writing Assessments Development & Revisions: Stipends FICA | \$6,400 x 9.92% | \$635 | | | | |
| 203-205-09 | 01- Salaries & Wages | 4.1 | Cognitive Academic Based Learning Experience (CABLE) Science Curriculum Development & Revisions: Stipends | 1 writer x 4 days x \$200 per day | \$800 | | | | |
| 212 -Fixed Charges | 04-Other Charges | 4.1 | Cognitive Academic Based Learning Experience (CABLE) Science Curriculum Development & Revisions: Stipends FICA | \$800 x 9.92% | \$79 | | | | |
| 203-205-09 | 01- Salaries & Wages | 4.1 | RELA ELL Supports: Stipends | 10 teachers x 20 days x \$200 per day | \$40,000 | | | | |
| 212 -Fixed Charges | 04-Other Charges | 4.1 | RELA ELL Supports: Stipends FICA | \$40,000 x 9.92% | \$3,968 | | | | |
| 203-205-09 | 01- Salaries & Wages | 4.1 | High School Curriculum Redesign Mapping and Development: Stipends | 8 writers x 12 days x \$200 per day | \$19,200 | | | | |
| 212 -Fixed Charges | 04-Other Charges | 4.1 | High School Curriculum Redesign Mapping and Development: Stipends FICA | \$19,200 x 9.92% | \$1,905 | | | | |

| Category #- Program # | Budget Obj. # | Activity | Description | Formula | Total | Non- Publics | Sectional Subtotals | Non Public Subtotals |
|--------------------------|-----------------------------|----------|--|--|----------|-----------------|------------------------|-------------------------|
| 203-205-09 | 01- Salaries & Wages | 4.1 | High School ESOL SLO and Writing Assessment: Stipends | 8 writers x 4 days x \$200 per day | \$6,400 | | | |
| 212 -Fixed Charges | 04-Other Charges | 4.1 | High School ESOL SLO and Writing Assessment: Stipends FICA | \$6,400 x 9.92% | \$635 | | | |
| 203-205-09 | 01- Salaries & Wages | 4.1 | GED Curriculum Design Mapping and Development: Stipends | 2 writers x 12 days x \$200 per day | \$4,800 | | | |
| 212 -Fixed Charges | 04-Other Charges | 4.1 | GED Curriculum Design Mapping and Development: Stipends FICA | \$4,800 x 9.92% | \$476 | | | |
| 203-205-02 | 02- Contract Services | 4.1 | Language Instructional Supports for High School ESOL English Newcomer | \$10,000 x 1 document | \$10,000 | | | |
| 203-205-02 | 02- Contract Services | 4.1 | Language Instructional Supports for High School ESOL English Beginner | \$10,000 x 1 document | \$10,000 | | | |
| 203-205-02 | 02- Contract Services | 4.1 | Language Instructional Supports for High School ESOL English Intermediate | \$10,000 x 1 document | \$10,000 | | | |
| 203-205-02 | 02- Contract Services | 4.1 | Language Instructional Supports for High School ESOL English Advanced | \$10,000 x 1 document | \$10,000 | | | |
| 203-205-02 | 02- Contract Services | 4.1 | Language Instructional Supports for High School ESOL Language of History | \$10,000 x 1 document | \$10,000 | | | |
| 203-205-02 | 02- Contract Services | 4.1 | Language Instructional Supports for High School ESOL Language of Science | \$10,000 x 1 document | \$10,000 | | | |
| 203-205-02 | 02- Contract Services | 4.1 | Language Instructional Supports for High School ESOL Algebra | \$10,000 x 1 document | \$10,000 | | | |
| | | | Section Subtotal | | | | \$204,103 | |
| | | 4.2 | Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures. | | | | | |

| Category # Program # | Budget Obj. # | Activity | Description | Formula | Total | Non- Publics | Sectional Subtotals | Non Public Subtotals |
|-------------------------|--------------------------------|----------|---|---|----------|-----------------|------------------------|-------------------------|
| 203-205-02 | 02- Contract Services | 4.2 | Technology for ELs Focus Group: Read & Write Student licenses | 300 students X \$12 per license | \$3,600 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | ELLEdTech- 50 Chromebooks | 50 chromebooks X \$315 per chromebook | \$15,750 | | | |
| 203-205-02 | 02- Contract Services | 4.2 | ELLEdTech- Chromebook Management License | 50 management licenses X \$30 per license | \$1,500 | | | |
| 203-205-02 | 05- Equipment | 4.2 | ELLEdTech- Chromebook Storage Station | 5 stations X \$590 per storage station | \$2,950 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Instructional Materials for Coachees | 20 teachers X \$100 per package | \$2,000 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | ESOL & FFT Focus Group Instructional Materials | 20 packages x \$150 per package | \$3,000 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | ESOL & PreK Focus Group Instructional Materials | 20 packages x \$150 per package | \$3,000 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Instructional Materials for Coachees | 20 packages x \$150 per package | \$3,000 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | ELs Math Focus Group & ELs Math Professional Learning Community: Instructional Materials: Manipulatives; sorting/categorizing cards; context/location cards; graphic supports such as Switchboards; etc | 50 packages x \$150 per package | \$7,500 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Instructional Materials for Coachees: file portfolios, vocabulary pocket charts; categorized sentence strips; student writing journals with visual component; Write-Wipe pockets | 15 packages x \$150 per package | \$2,250 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Culturally Relevant Read Alouds for Mentees' Instructional Use | 60 packages of materials x \$120 per package | \$7,200 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | First Year Elementary ESOL teachers: Instructional Materials | 60 packages x \$268 per package | \$16,080 | | | |

| Category #- Program # | Budget Obj. # | Activity | Description | Formula | Total | Non- Publics | Sectional Subtotals | Non Public Subtotals |
|--------------------------|--------------------------------|----------|--|---|-----------|-----------------|------------------------|-------------------------|
| 203-205-02 | 03- Supplies & Materials | 4.2 | Cultural Books for Classroom Libraries | 40 sets x \$375 per set | \$15,000 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Pearson Newcomer Materials | 125 schools x \$787 per school | \$98,375 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Picture Dictionaries | Heinle - 1,250 student books x \$35 book Oxford - 61 Teacher Sets x \$520 per set 80 Oxford Students books x \$477 per book | \$113,630 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Wonders for ELs My Language Books for K, 1, and 2 Student Books and Teachers Editions | 4,800 books x \$7.50 per student book 125 books x \$181 per Teacher Edition | \$58,625 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Schools for Newcomer Model Implementation and Expansion | 12 schools x \$5,000 per school | \$60,000 | | | |
| 203-205-02 | 02- Contract Services | 4.2 | Reading A-Z Licenses for ALL Elementary ESOL teachers | 350 teachers x \$372 per license | \$130,200 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Supplemental Middle School Materials: Supplemental Gateway to Social Studies Materials Supplemental Pearson Language Central Science Materials Supplemental Oxford Picture Dictionaries for the Content Areas Materials Supplemental English Explorers Materials | 13 schools x \$9,206 per school | \$119,678 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Supplemental Reading and Instructional Materials for ESOL English Newcomer | 15 teachers x \$500 per teacher | \$7,500 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Supplemental Reading and Instructional Materials for ESOL Supplements to the High School English/Language Arts Curriculum | 5 teachers x \$500 per teacher x 13 schools | \$32,500 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Supplemental instructional materials for ILT schools | 6 ILTs x \$1,500 per package | \$9,000 | | | |

| Category #- Program # | Budget Obj. # | Activity | Description | Formula | Total | Non- Publics | Sectional Subtotals | Non Public Subtotals |
|--------------------------|--------------------------------|----------|--|--|--------------|-----------------|------------------------|-------------------------|
| 203-205-02 | 03- Supplies & Materials | 4.2 | Bilingual Dictionaries | 1,500 dictionaries x \$20 per dictionary | \$30,000.00 | | | |
| 203-205-02 | 03- Supplies & Materials | 4.2 | Headsets for instructional purposes | 5,000 headsets X \$20 | \$100,000.00 | | | |
| 203-205-07 | 08 - Transfers | 4.2 | Non-Publics: Materials of Instruction | \$16,302.00 | | \$16,302.00 | | |
| 203-205-07 | 08 - Transfers | 4.2 | Non-Publics: Instructional Software | \$2,648.00 | | \$2,648.00 | | |
| 203-205-07 | 08 - Transfers | 4.2 | Non-Publics: Professional Development | \$1,000.00 | | \$1,000.00 | | |
| 203-205-02 | 02- Contract Services | 4.2 | Benchmark Universe (Complete Grades e-books Library Collection) | 13 schools x \$3,495 per school | \$45,435 | | | |
| 203-205-02 | 02- Contract Services | 4.2 | BrainPOP for use with ESOL CABLE Science curriculum | 13 schools x \$1,795 per school | \$23,335 | | | |
| 203-205-02 | 02- Contract Services | 4.2 | BrainPOP ESL for Middle School newcomers/beginners | 31 schools x \$382 per school | \$11,842 | | | |
| 203-205-02 | 02- Contract Services | 4.2 | Listenwise Software Licenses for High School | 1,000 licenses x \$12 per license | \$12,000 | | | |
| | | | Section Subtotal | | | | \$934,950 | \$19,950.00 |
| | | | 5 To provide community participation programs family literacy services, and parent and family outreach and training activities to ELs and their families. | | | | | |
| | | | 5.1 Providing programs to improve the English language skills of ELs. | | | | | |
| 203-205-02 | 03- Supplies & Materials | 5.1 | Extended Learning Opportunity (ELO) Program: Student Materials | 250 kits x \$250 per kit | \$62,500 | | | |
| 203-205-02 | 02- Contract Services | 5.1 | Extended Learning Opportunity (ELO) Program: Software Licenses | 2,075 licenses x \$115 per license | \$238,625 | | | |
| 203-205-09 | 01- Salaries & Wages | 5.1 | Extended Learning Opportunity (ELO) Program: Coaches Salaries | 4 visits x 80 sites x 3 hours x \$46/hour | \$44,160 | | | |

| Category #- Program # | Budget Obj. # | Activity | Description | Formula | Total | Non- Publics | Sectional Subtotals | Non Public Subtotals |
|--|-----------------------------|--------------------------------|---|--|--------------------|-----------------|------------------------|-------------------------|
| 212 -Fixed Charges | 04-Other Charges | 5.1 | Extended Learning Opportunity (ELO) Program: Coaches Salaries - FICA | \$44,160 x 9.92% | \$4,381 | | | |
| 209 | 02- Contract Services | 5.1 | Extended Learning Opportunity (ELO) Program: Transportation | Based on previous year's billing | \$75,065 | | | |
| 203-205-09 | 01- Salaries & Wages | 5.1 | Extended Learning Opportunity (ELO) Program: Summer Bridge Program Teacher Salaries | 12 teachers x \$50/hour x 7.5 hours x 18 days | \$81,000 | | | |
| 212 -Fixed Charges | 04-Other Charges | 5.1 | Extended Learning Opportunity (ELO) Program: Summer Bridge Program Teacher Salaries - FICA | \$81,000 x 9.92% | \$8,035 | | | |
| | | | Section Subtotal | | | | \$513,766 | |
| 6 To carry out other activities that are consistent with the purpose of Title III | | | | | | | | |
| 209 | 02- Contract Services | 6 | Transportation for Curriculum Based Field Trips | 150 buses x \$500/bus | \$75,000 | | | |
| | | | Section Subtotal | | | | \$75,000 | |
| 7.1 | | Administrative Expenses | | Total Grant \$2,952,066 x .02 | \$59,041 | | | |
| | | | | | Non-Publics | \$19,950 | | |
| | | | | | Total | \$2,952,066 | | |
| | | | | | Allocation | \$2,952,066 | | |
| | | | | | Balance | \$0 | | |
| | | | | | | | \$2,873,075 | \$2,952,066 |

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 12/4/2015 16:01:40 Notice of Grant Award 4 Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
 11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.
- I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.


Superintendent of Schools

Prince George's County Public Schools
Local Educational Agency

November 16, 2018
Date

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

| | | | | | |
|-----------------------|--|-----------------------|---------------------------------------|--------------|----------|
| ORIGINAL GRANT BUDGET | \$ 2,952,066.00 | AMENDED BUDGET # | | REQUEST DATE | 10/29/18 |
| GRANT NAME | Title III English Language Acquisition | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | 190371 | RECIPIENT GRANT # | #3429 | | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Prince George's County Public Schools | | |
| FUND SOURCE CODE | 6949 | GRANT PERIOD | FROM 7/1/2018 | TO 9/30/2020 | |

| 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 | | | | | | 59,041.00 | 59,041.00 |
| 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. | | | | | | | 0.00 |
| Prog. 02 Special Prog. | 84,812.00 | 591,707.00 | 832,178.00 | 35,600.00 | 2,950.00 | | 1,545,247.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | |
| Prog. 04 Gifted & Talented Prog. | | | | | | | |
| Prog. 07 Non Public Transfers | | 2,648.00 | 16,302.00 | 1,000.00 | | | 19,950.00 |
| Prog. 08 School Library Media | | | | | | | |
| Prog. 09 Instruction Staff Dev. | 535,536.00 | 302,173.00 | 51,275.00 | 225,641.00 | | | 1,114,625.00 |
| 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 | | 151,665.00 | | | | | 151,665.00 |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | |
| Prog. 31 Operating Services | | | | | | | |
| 211 Plant Maintenance | | | | | | | |
| 212 Fixed Charges | | | | 61,538.00 | | | 61,538.00 |
| 214 Community Services | | | | | | | |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | |
| Prog. 35 Buildings & Additions | | | | | | | |
| Prog. 36 Remodeling | | | | | | | |
| Total Expenditures By Object | 820,348.00 | 1,048,193.00 | 899,755.00 | 321,779.00 | 2,950.00 | 59,041.00 | 2,952,066.00 |

11/17/18
11/14/18

| | | | | |
|-----------------------------|--|--------------------|----------|--------------|
| Finance Official Approval | Michael Herbstman, Chief Financial Officer | <i>[Signature]</i> | 11/12/18 | 301-952-6099 |
| Supt./Agency Head Approval | Monica E. Goldson, Ed.D. Interim Chief Executive Officer | <i>[Signature]</i> | 11/14/18 | 301-952-6008 |
| MSDE Grant Manager Approval | Ihhye Yoon, Lead EL/Title III Specialist | | | 410-767-0714 |

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Maryland's Reform Plan • Bridge to Excellence in Public Schools

SY 2018-2019

TITLE III, PART A

REQUIRED

DOCUMENTATION

AND APPENDICES

Prince George's County Board of Education



Prince George's County Public Schools

Non-Public Schools Participation in Federally Funded Programs Consultations

May 26, 2017

9:30 a.m. – 11:30 a.m.

John Carroll Building

1400 Nalley Terrace

Landover, MD 20785

AGENDA

9:30 a.m. – 9:45 a.m.

Welcome/Overview – **Dianne Yohe**

9:45 a.m. – 10:00 a.m.

Complaint Procedures for Every Student Succeeds Act (ESSA) – **Title I**

10:00 a.m. – 11:15 a.m.

What Services Does Each Program Provide?

Title I, Part A - Improving Academic Achievement of Disadvantaged Students – Basic Programs

Tracey Adesegun

Title III, Part A – Language Instruction for Limited English Proficient

Dianne Yohe

Title II, Part A - Preparing, Training and Recruiting High Quality Teachers, Principals and other school leaders

Cecile Kahan

11:15 a.m. – 11:30 a.m.

Questions and Answers



April 19, 2016

Dear Principals/Directors of Private and Religious Schools:

The Prince George's County Public Schools invites you or a representative from your school to a consultation meeting regarding your school's participation in the federally funded programs listed below for the 2016-2017 school Year:

- ✓ Title I, Part A: Improving Academic Achievement of Disadvantaged Students-Basic Program
- ✓ Title II, Part A: Professional Development for Teachers, Principals, and Others
- ✓ Title III, Part A: Language Instruction for Limited English Proficient Students

The meeting is scheduled as follows:

Instructional Services and Supply Center (ISSC), Room 1
9201 East Hampton Drive
Capitol Heights, MD 20743
May 24, 2016
9:30 a.m. - 11:30 a.m.

Please mark your calendars and plan to attend this informative meeting. Prince George's County Public Schools staff members look forward to working with you in the upcoming year.

If you have questions, please contact Ms. Cecile Kahan, Department of Curriculum and Instruction, at 301-808-8272 or ckahan@pgcps.org.

Sincerely,

Gladys Whitehead, Ph.D.
Executive Director, Curriculum and Instruction

GW:ck



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either fax or mail it by April 6, 2017 to:

Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

- YES, we are interested in participating in one or more federal programs listed below.
NO, we will NOT participate in any of the federal programs listed below
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

Name of Non-Public School De Matha Catholic High School
Address 4313 Madison Street
Hyattsville, MD 20781

Contact Person Maureen Mc Cart

Telephone Number 240-764-2221

Email Address mmccart@dematha.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 101

Number of Students in Grades K through 12, as of September 1, 2016 840

Number of Students in Grade Pre-K, as of September 1, 2016 0

Signature of Authorized Non-Public School Official Maureen Mc Cart Date 4/25/17



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Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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

Name of Non-Public School Holy Redeemer School

Address 4902 Berwyn Road

College Park, MD 20740

Contact Person MAUREEN MURPHY

Telephone Number 301-474-3993

Email Address mmurphy@holy-redeemer.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 26

Number of Students in Grades K through 12, as of September 1, 2016 232

Number of Students in Grade Pre-K, as of September 1, 2016 23

Signature of Authorized Non-Public School Official McBriick

Date 3/17/2017



Prince George's County Public Schools
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[X] YES, we are interested in participating in one or more federal programs listed below.

[] NO, we will NOT participate in any of the federal programs listed below

[] 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

[X] Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

[X] Title III, Part A: Language Instruction for Limited English Proficient

Name of Non-Public School

Address: Marilyn S. Cohen - Counselor 301-459-7311 phone
New Hope Academy 301-459-2813 fax
7009 Varnum St. mcohen@newhopeacademy.org
Landover Hills, MD 20782 CEEB code 210694
School website: www.newhopeacademy.org

Contact Person: Newhope

Telephone Number: _____

Email Address: _____

Number of Staff (Teachers, Administrators, & Paraprofessionals) 35

Number of Students in Grades K through 12, as of September 1, 2016 115

Number of Students in Grade Pre-K, as of September 1, 2016 32

Signature of Authorized Non-Public School Official [Signature] Date 3/20/17



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Fax: 301-637-4491*

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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

Name of Non-Public School St. Columba School

Address 7800 Livingston Rd.
Oxon Hill, MD 20785

Contact Person Cindy Cobleigh + Katrina Fernandez

Telephone Number 301-517-1212

Email Address Cobleighc@stcatholic.org / fernandezk@stcatholic.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) ~~15~~ 20

Number of Students in Grades K through 12, as of September 1, 2016 182

Number of Students in Grade Pre-K, as of September 1, 2016 0

Signature of Authorized Non-Public School Official [Signature] Date 3/20/17

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |
Gladys Whitehead, Ph.D., Executive Director
9201 East Hampton Drive | Capitol Heights, MD 20743 | Phone: 301.808.6140 | Website: www.PGCPS.org | Follow Us: @PGCPS, Facebook, YouTube



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Capitol Heights, MD 20743
Fax: 301-637-4491

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NO, we will NOT participate in any of the federal programs listed below

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

Name of Non-Public School St Jerome Academy

Address 5207 42nd. Place
Hyattsville, Md. 20781

Contact Person Suzie Ritz

Telephone Number (301) 277-4568

Email Address scritz@stjermomes.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 26

Number of Students in Grades K through 12, as of September 1, 2016 271

Number of Students in Grade Pre-K, as of September 1, 2016 60

Signature of Authorized Non-Public School Official Suzie Ritz Date 3/21/17



**Prince George's County Public Schools
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*Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491*

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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

Name of Non-Public School St. John the Evangelist
Address 8912 Old Branch Ave
Clinton MD 21403

Contact Person Ann Gillespie
Telephone Number (301) 868-2010
Email Address principal@stjohnschool.org
Number of Staff (Teachers, Administrators, & Paraprofessionals) 25
Number of Students in Grades K through 12, as of September 1, 2016 238
Number of Students in Grade Pre-K, as of September 1, 2016 19
Signature of Authorized Non-Public School Official [Signature] Date 3/20/2017



Prince George's County Public Schools
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Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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

Name of Non-Public School St. Joseph's Regional Catholic School

Address 11011 Montgomery Road
Beltsville MD 20865

Contact Person Ellie Stock

Telephone Number 301-937-7134

Email Address schools@stjosephs.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 22

Number of Students in Grades K through 12, as of September 1, 2016 164

Number of Students in Grade Pre-K, as of September 1, 2016 22

Signature of Authorized Non-Public School Official [Signature] Date 03/20/17



Prince George's County Public Schools
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NO, we will NOT participate in any of the federal programs listed below

I have additional questions, please contact me at _____

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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

Name of Non-Public School St. Marys, (Landover Hills)

Address 7207 Annapolis Rd
Landover Hills, MD 20784

Contact Person Andrea Williams or Chris Buchbinder

Telephone Number 301-577-0031

Email Address Admin.StMarys@comcast.net

Number of Staff (Teachers, Administrators, & Paraprofessionals) 25

Number of Students in Grades K through 12, as of September 1, 2016 ~~200~~ 200

Number of Students in Grade Pre-K, as of September 1, 2016 28

Signature of Authorized Non-Public School Official [Signature] Date 3/20/17

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |
Gladys Whitehead, Ph.D., Executive Director
9201 East Hampton Drive | Capitol Heights, MD 20743 | Phone: 301.808.8240 | Website: www.PGCPS.org | Follow Us: @PGCPS, Facebook, Youtube



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Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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

Name of Non-Public School ST. MARY'S SCHOOL OF PISCATAWAY

Address 13407 PISCATAWAY ROAD
CLINTON, MD 20735

Contact Person SCOTT FARREN

Telephone Number 301-292-2522

Email Address Sfarren@stmaryspiscataway.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 20

Number of Students in Grades K through 12, as of September 1, 2016 160

Number of Students in Grade Pre-K, as of September 1, 2016 20

Signature of Authorized Non-Public School Official Scott Farren Date 4/4/17



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Department of Curriculum and Instruction
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9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

[X] YES, we are interested in participating in one or more federal programs listed below.

[] NO, we will NOT participate in any of the federal programs listed below

[] I have additional questions, please contact me at _____.

Indicate the federal program (s) in which you are interested:

[X] Title I, Part A: Improving Academic Achievement of Disadvantaged Students

[X] Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

[X] Title III, Part A: Language Instruction for Limited English Proficient

Name of Non-Public School Academy of St. Matthias the Apostle

Address 9473 Annapolis Rd
Lanham, MD 20706

Contact Person Ann O'Hare

Telephone Number 301-577-9412

Email Address aohare@stmatthias.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 20

Number of Students in Grades K through 12, as of September 1, 2016 140

Number of Students in Grade Pre-K, as of September 1, 2016 15

Signature of Authorized Non-Public School Official Ann O'Hare Date 4-25-17



Prince George's County Public Schools
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9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

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[] NO, we will NOT participate in any of the federal programs listed below

[] I have additional questions, please contact me at _____

Indicate the federal program (s) in which you are interested:

[X] Title I, Part A: Improving Academic Achievement of Disadvantaged Students

[X] Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

[X] Title III, Part A: Language Instruction for Limited English Proficient

Name of Non-Public School St. Pius X Regional School

Address 14710 Annapolis Rd
Bowie, MD 20715

Contact Person Janet Schrom

Telephone Number 301-262-0203 x29

Email Address jschrom@stpiusbowie.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 54

Number of Students in Grades K through 12, as of September 1, 2016 531

Number of Students in Grade Pre-K, as of September 1, 2016 22

Signature of Authorized Non-Public School Official J. Schrom Date 3/20/17



Title III

Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either fax or mail it by April 6, 2017 to:

Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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

Name of Non-Public School St. Vincent Pallotti High School

Address 113 St. Mary's Place
Laurel, Md 20707

Contact Person Mr. Jeff Palumbo *Toyia Lyda*

Telephone Number 301-725-3228 x2211

Email Address jpalumbo@pallotthis.org *TLyda@pallotthis.org*

Number of Staff (Teachers, Administrators, & Paraprofessionals) 62

Number of Students in Grades K through 12, as of September 1, 2016 485

Number of Students in Grade Pre-K, as of September 1, 2016 N/A

Signature of Authorized Non-Public School Official [Signature] Date 3/22/2017



**Prince George's County Public Schools
Non-Public Schools Response Form
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*Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capital Heights, MD 20743
Fax: 301-637-4491*

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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

Name of Non-Public School Elizabeth Seton High School

Address 5715 Emerson Street
Bladensburg MD 20710

Contact Person Tiphanié Edwards

Telephone Number 301-864-4532

Email Address tedwards@setonhs.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 89

Number of Students in Grades K through 12, as of September 1, 2016 550

Number of Students in Grade Pre-K, as of September 1, 2016 _____

Signature of Authorized Non-Public School Official Tiphanié Edwards Date 3/27/17



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Fax: 301-637-4491*

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- 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

Name of Non-Public School Holy Family Catholic School
Address 2200 Callaway Street
Hillcrest Heights, Maryland 20748

Contact Person Michelle Taylor
Telephone Number 301-894-2323 Ex 22
Email Address mtaylor@holyfamilymd.org
Number of Staff (Teachers, Administrators, & Paraprofessionals) 20
Number of Students in Grades K through 12, as of September 1, 2016 126
Number of Students in Grade Pre-K, as of September 1, 2016 20

Signature of Authorized Non-Public School Official Michelle Taylor Date 4/6/17

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |
Gladys Whitehead, Ph.D., Executive Director

9201 East Hampton Drive | Capitol Heights, MD 20743 | Phone: 301.808.8240 | Website: www.PGCPS.org | Follow Us: @PGCPS, Facebook, YouTube



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Fax: 301-637-4491*

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NO, we will NOT participate in any of the federal programs listed below

I have additional questions, please contact me at _____.

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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

Name of Non-Public School LANHAM CHRISTIAN SCHOOL

Address 8400 GOOD LUCK RD

LANHAM, MD 20706

Contact Person Vanessa Anchan

Telephone Number 301.352.9102

Email Address VSANCHAN@LANHAMCHRISTIAN.ORG

Number of Staff (Teachers, Administrators, & Paraprofessionals) 30

Number of Students in Grades K through 12, as of September 1, 2016 178

Number of Students in Grade Pre-K, as of September 1, 2016 16

Signature of Authorized Non-Public School Official Vanessa Anchan Date 3.23.17

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |
Gladys Whitehead, Ph.D., Executive Director
9201 East Hampton Drive | Capitol Heights, MD 20743 | Phone: 301.808.8240 | Website: www.PGCPS.org | Follow Us: @PGCPS, Facebook, Youtube



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 Capitol Heights, MD 20743
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Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Name of Non-Public School LIVING GOD CHRISTIAN ACADEMY

Address 1417 CHILLUM ROAD
HYATTSVILLE, MD 20782

Contact Person DR. LULU MARY DAVIES (SECONDARY)

Telephone Number PRIMARY (240) 705-4250 or 301-559-8893

Email Address Marydee@gmail.com

Number of Staff (Teachers, Administrators, & Paraprofessionals) 10 currently

Number of Students in Grades K through 12, as of September 1, 2016 35 students

Number of Students in Grade Pre-K, as of September 1, 2016 Currently recruiting

Signature of Authorized Non-Public School Official [Signature] Date 3/22/17

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |
 Gladys Whitehead, PhD, Executive Director
 9201 East Hampton Drive, Capitol Heights, MD 20743, Phone: 301-311-3200 Website: www.PGCPS.org | Follow Us: @PGCPS, Facebook, YouTube



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NO, we will NOT participate in any of the federal programs listed below

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Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Name of Non-Public School NASA Goddard Child Dev Center

Address NASA/GSFC Code 200-9

Building 90

Greenbelt, MD 20771

Contact Person Syretna O Storey

Telephone Number (301) 286-8588

Email Address Syretna.Storey@nasa.gov

Number of Staff (Teachers, Administrators, & Paraprofessionals) 2

Number of Students in Grades K through 12, as of September 1, 2016 17

Number of Students in Grade Pre-K, as of September 1, 2016 54

Signature of Authorized Non-Public School Official Syretna O Storey Date 3/21/17

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |
Gladys Whitehead, Ph.D., Executive Director

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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

Name of Non-Public School National Christian Academy

Address 6701 Bock Road Fort Washington Maryland 20744

Contact Person Andrew C Stewart

Telephone Number 301 567-9507

Email Address astewart@nationalministries.com

Number of Staff (Teachers, Administrators, & Paraprofessionals) 25

Number of Students in Grades K through 12, as of September 1, 2016 204

Number of Students in Grade Pre-K, as of September 1, 2016 55

Signature of Authorized Non-Public School Official Andrew C Stewart Date 4/26/17



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Fax: 301-637-4491*

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- 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

Name of Non-Public School Saint Ambrose School

Address 6310 Jason Street
Chesley, MD 20785

Contact Person Dian Carter

Telephone Number (301) 773-0223

Email Address MRS.carter.sas@gmail.com

Number of Staff (Teachers, Administrators, & Paraprofessionals) 25

Number of Students in Grades K through 12, as of September 1, 2016 211

Number of Students in Grade Pre-K, as of September 1, 2016 17

Signature of Authorized Non-Public School Official [Signature] Date 3/22/2017



Dianne Yohe <dyohe@pgcps.org>

Fwd: Titles May 26, 2017 Meeting

2 messages

Cecile Kahan <ckahan@pgcps.org> Fri, May 26, 2017 at 4:35 PM
 To: Marco Clark <marco.clark@bmhs.org>, Nigel Traylor <nigel.traylor@bmhs.org>, Tiphonie Edwards <tedwards@setonhs.org>, "Dr. Erika Lee" <elee@goecseagles.org>, Linda Brooks <linda.brooks@gbcseagles.org>, Michelle Taylor <mtaylor@holymfamilymd.org>, Maureen Murphy <mmurphy@holy-redeemer.org>, "Zarro, Laykin" <lzarro@htrinity.org>, Esther Donawa <edonawa@themidschool.org>, "Syretha O. (GSFC-200.0)[GODDARD CHILD DEVELOPMENT CENTER] Storey" <syretha.storey@nasa.gov>, Andrew Stewart <astewart@nationalministries.com>, Marilyn Cohen <mcohen@newhopeacademy.org>, Myrna James <mjames@gepeters.org>, Brenda Livingston <blivingston@rbschool.org>, Dian Carter <mrsccartersas@gmail.com>, Suzie Ritz <sritz@stjeromes.org>, Danny Flynn <dflynn@stjeromes.org>, Ann Gillispie <principal@saintjohnsschool.org>, Aisha Jordan <ajordan@stmaryofthemills.org>, Tamera Campbell <tcampbell@stmaryum.org>, Steve Showalter <sshowalter@stmaryum.org>, Kathleen Weslowski <weslowski@stmaryspiscataway.org>, Scott Farren <sfarren@stmaryspiscataway.org>, Janet Schrom <jschrom@stplusbowle.org>, Karen Clay <principal@stphiliptheapostlemd.org>, "Jeffrey A. Palumbo" <jpalumbo@pallottihs.org>, Toyia Lyda <tlyda@pallottihs.org>, Kristin Sampson <Ksmpson@woodstreamacademy.com>, Katrina Fernandez <fernandezk@stccatholic.org>
 Cc: Gladys Whitehead <gladysw@pgcps.org>, Judith White <judith.white@pgcps.org>, Debra Mahone <dmahone@pgcps.org>, Tracey Adesegun <adesegun@pgcps.org>, Chandra Brown <chandra.brown@pgcps.org>, Dianne Yohe <dyohe@pgcps.org>

Greetings,

We regret that you were unable to be in attendance at the May 26, 2017 Titles Affirmation of Consultation meeting. There were changes shared as a result of the new Every Student Succeeds Act (ESSA) which replaces No Child left behind. We have attached the handouts which were provided. If you have any questions, please do not hesitate to contact the respective Titles' Manager.

For the Title IIA schools, I did announce that I will be retiring effective July 1, 2017. It was a pleasure working with all of you.

Sincerely,

Cecile Kahan

Title II, A Grant Manager

Academic Programs

*Strength Finder Themes ~ |Deliberative | Analytical |Responsibility |

Relator | Achiever |*

9201 E. Hampton Dr.
 Capitol Heights, Md 20743
 301-808-8272
 301-637-4491 (fax)
 ckahan@pgcps.org

 Handouts.pdf
 811K

Cecile Kahan <ckahan@pgcps.org> Sun, May 28, 2017 at 12:47 PM
 To: Marco Clark <marco.clark@bmhs.org>, Nigel Traylor <nigel.traylor@bmhs.org>, Tiphonie Edwards <tedwards@setonhs.org>, "Dr. Erika Lee" <elee@goecseagles.org>, Linda Brooks <linda.brooks@gbcseagles.org>, Michelle Taylor <mtaylor@holymfamilymd.org>, Maureen Murphy <mmurphy@holy-redeemer.org>, "Zarro, Laykin" <lzarro@htrinity.org>, Esther Donawa <edonawa@themidschool.org>, "Syretha O. (GSFC-200.0)[GODDARD CHILD DEVELOPMENT CENTER] Storey" <syretha.storey@nasa.gov>, Andrew Stewart <astewart@nationalministries.com>, Marilyn Cohen <mcohen@newhopeacademy.org>, Myrna James <mjames@gepeters.org>, Brenda Livingston <blivingston@rbschool.org>, Dian Carter <mrsccartersas@gmail.com>, Suzie Ritz <sritz@stjeromes.org>, Danny Flynn <dflynn@stjeromes.org>, Ann Gillispie <principal@saintjohnsschool.org>, Aisha Jordan <ajordan@stmaryofthemills.org>, Tamera Campbell <tcampbell@stmaryum.org>, Steve Showalter <sshowalter@stmaryum.org>, Kathleen Weslowski <weslowski@stmaryspiscataway.org>, Scott Farren <sfarren@stmaryspiscataway.org>, Janet Schrom <jschrom@stplusbowle.org>, Karen Clay <principal@stphiliptheapostlemd.org>, "Jeffrey A. Palumbo" <jpalumbo@pallottihs.org>, Toyia Lyda <tlyda@pallottihs.org>, Kristin Sampson <Ksmpson@woodstreamacademy.com>, Katrina Fernandez <fernandezk@stccatholic.org>
https://mail.google.com/mail/u/0/?ui=2&ik=3062a82005&jsver=5Y_J0SL.Sxs.en.&cbl=gmail_fe_180722.15_p6&view=pt&q=ckahan%40pgcps.org&qs... 1/2

7/26/2018

PGCPS Mail - Fwd: Titles May 26, 2017 Meeting

Cc: Gladys Whitehead <gladysw@pgcps.org>, Judith White <judith.white@pgcps.org>, Debra Mahone <dmahone@pgcps.org>, Tracey Adesegun <adesegun@pgcps.org>, Chandra Brown <chandra.brown@pgcps.org>, Dianne Yohe <dyohe@pgcps.org>

Reminder..... Please complete and return the Affirmation of Consultation form.

Thank you.

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Prince George's County Public Schools
 English for Speakers of Other Languages
 8908 Riggs Road, Adelphi, MD 20783

Title III, Part A: Language Instruction for Limited English Proficient Students

Goals/Services for LEP Students:

1. To increase the English proficiency of LEP children by providing high-quality language instruction and educational programs that are research-based
2. To provide high-quality professional development that meets the MD teacher PD Standards to classroom teachers, administrators, and school support staff
3. To provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families

Concurrent Grants Timeline

| English Language Proficiency Test Administration Date | → | Grant Duration |
|--|---|-----------------------------|
| Fall 2016 | → | September 2017 – March 2018 |
| Fall 2017 | → | September 2018 – March 2019 |

2016 – 2017 Grant:

- FAX Packing Slips to 301-445-8457, Attention: Karen Irving. Receipt of items/services must be confirmed before vendors can be paid.
- The PGCPS purchasing system for new requests is currently closed.

2017 – 2018 Grant:

- Per pupil expenditure amounts are based on the following formula:

| | | |
|------------------------------|---|-----------------------------|
| Title III Grant Amount Total | <u>\$3,287,781</u> | |
| Administration Cost = | $.02851 * 3,287,781 =$ | \$93,734.64 |
| Net Program Funds = | <u>3,287,781</u> - 93,734.64 = | 3,194,046.36 |
| Per Pupil Expenditure = | $\frac{3,194,046.36}{(22,216 + 168)} =$ | 142.69 per eligible student |

- Estimated grant award amounts will be distributed in May 2017.

- Your students' English language proficiency levels and eligibility status were distributed in March 2017.
- Your allocation = the number of eligible students * Per Pupil Expenditure.
- We need you to allocate your funds in the grant and explain how you plan to spend the money using the Title III Allocation Form
- You should have submitted the Non-Public Service Authorization Request form no later than JULY 15, 2017.
- Title III Funds may be used for:

Materials of Instruction (1)
 Technology to enhance student learning (1)
 Contracted Consultants to provide Professional Development (2)
 Professional Conference Registrations (2)
 Professional Development Materials (2)
 Professional Development Courses (2)
 Professional Organization Memberships (2)

- Items and/or services must be submitted electronically to Karen Irving (Karen.Irving@pgcps.org) using the Title III Vendor Purchase Order Request spreadsheet or *the direct vendor quote* no later than March 31, 2018.

2018 – 2019 Grant:

- At the beginning of the school year, schools will administer a *Home Language Survey* to students to identify those with a home language that is *not* English. The language must be documented and the form must be signed by the parents. (Schools with *Home Language Surveys* on file for returning students need only administer the surveys to the parents of newly enrolled students.)
- In September and October schools will administer the English language proficiency test (IPT or TELL) to students with a home language other than English. (Training and testing materials are available through the PGCPS ESOL Office or the ADW)
- Test results and student demographic information must be submitted electronically no later than **NOVEMBER 1, 2017** to Dianne Yohe (dyohe@pgcps.org) using the spreadsheet provided.
- Eligible students and proficiency levels will be available after January 1, 2018 (contact Dianne Yohe).
- Funds for eligible students will be available September 1, 2018 – March 31, 2019.

Title III Contact Information

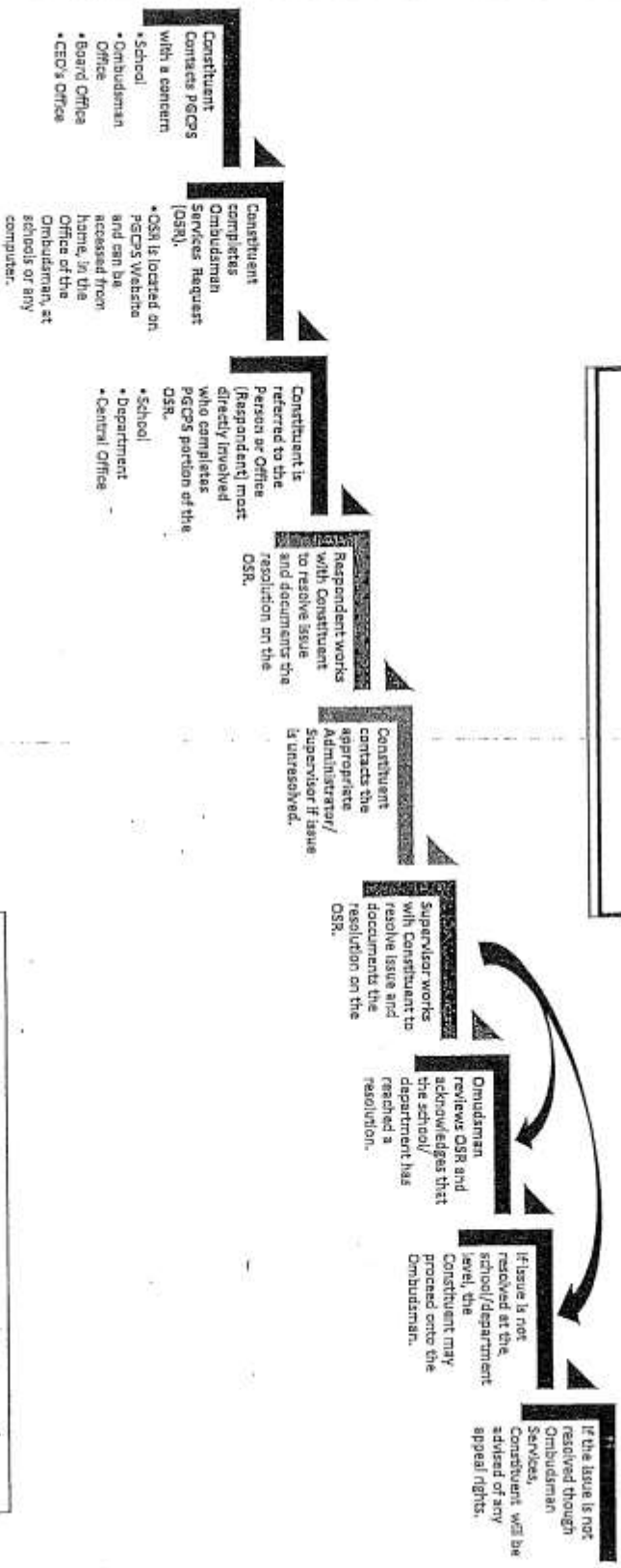
Identification & Eligibility

Dianne Yohe, ESOL Enrollment and Testing Specialist
dyohe@pgcps.org
 301-445-8450

Purchase Requests

Karen Irving, ESOL Budget Analyst
Karen.Irving@pgcps.org
 301-445-8450

**PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
OMBUDSMAN SERVICES REQUEST
PROCESS MAP**



OFFICE OF THE OMBUDSMAN
 Green Valley Administrative Building Room 108
 Temple Hills, MD 20748-4232
 301-808-8315 ombudsman@pgcps.org

Funding Formula SY 2017-2018

Calculating the per pupil expenditure (PPE)

Administration Cost = $.02851 * \text{Total Allocation}$

Net Program Funds = $\text{Total Allocation} - \text{Administrative Cost}$

Per Pupil Expenditure = $\frac{\text{Net Program Funds}}{\text{Public Enrollment} + \text{Non Public Enrollment}}$

Title III Grant Amount Total $\$3,287,781$

Administration Cost = $.02851 * 3,287,781 = \$93,734.64$

Net Program Funds = $3,287,781 - 93,734.64 = 3,194,046.36$

Per Pupil Expenditure = $\frac{3,194,046.36}{(22,216 + 168) = 22,384} = 142.69$ per eligible student

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Maryland's Reform Plan • Bridge to Excellence in Public Schools

SY 2018-2019

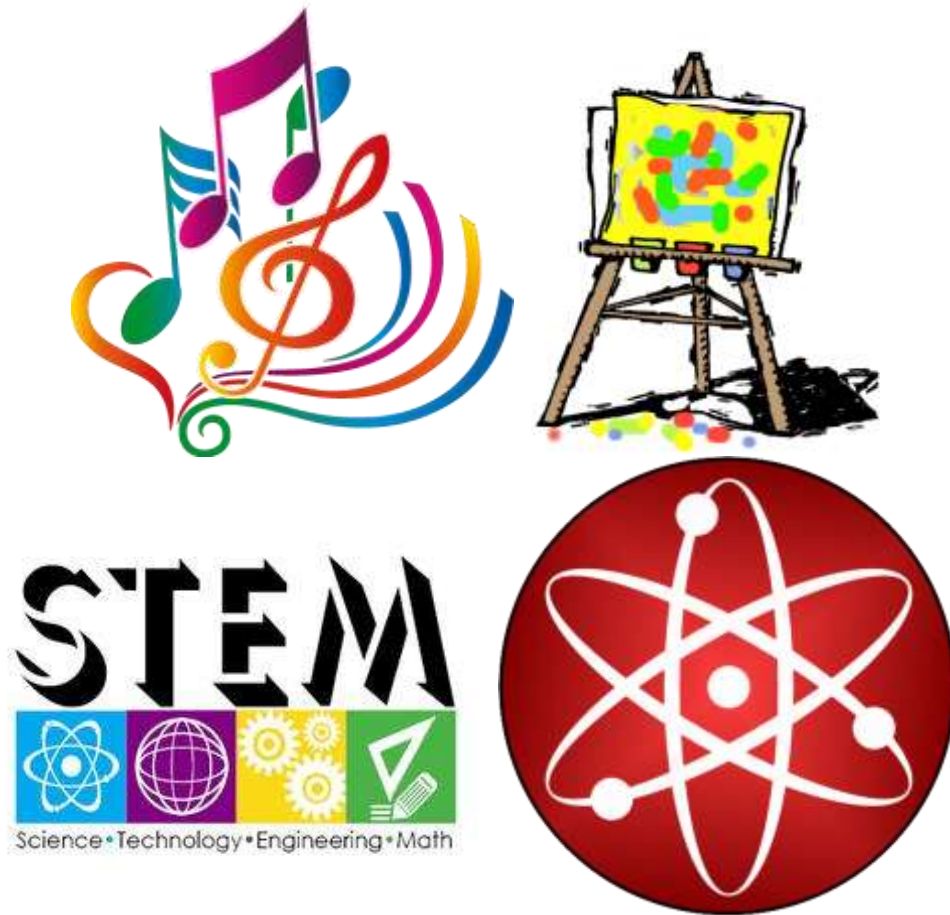
TITLE IV, PART A

APPLICATION

*Student Support and Academic
Enrichment Grants*

Prince George's County Board of Education

ATTACHMENT 9



**TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT (SSAE)
GRANTS
REVISED 5-21-18**

Local Education Agency (LEA): Prince George’s County Public Schools Fiscal Year 2019

Title IV-A Coordinator: Gwendolyn J. Mason, Ed.D.

Telephone: 301-952-6384 E-mail: gwendolyn.mason@pgcps.org

Title IV, Part A Application

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment

- 1.0: Consultation (Required)
- 2.0: Administrative Costs (Allowable)
- 3.0: Needs Assessment (Required)
- 4.0: Activities to Support Well-Rounded Educational Opportunities (Required)
- 5.0: Activities to Support Safe and Healthy Students (Required)
- 6.0: Activities to Support the Effective Use of Technology (Required)
- 7.0: Equitable Services (Required)
- 8.0: Assurances (Required)
- 9.0: Internet Safety (Required)
- 10.0: Budget Narrative

The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:

- 1) provide all students with access to a well-rounded education;
- 2) improve school conditions for student learning; and,
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year's Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

Consultation: In developing the application an LEA will:

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and

Ensure that required consultation cannot interfere with the timely submission of the application.

Local Education Agency: Prince George's County Public SchoolsFiscal Year: 2019**1.0 CONSULTATION - Required**

Please provide a description of how the LEA, or consortium of such agencies, *meaningfully consulted* with parents, teachers, principals, and other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the Title IV, Part A. (ESEA section 4106 (c)(1)).

Prince George's County Public Schools (PGCPS) embraces and lives out the phrase "no man is an island." In that, PGCPS works tirelessly to engage the community to help students succeed in life and learning. The district has distinct branches of the organization to support collaborating with various external stakeholders and cultivating relationships with various businesses, community organizations, and local government agencies toward the provision of a well-rounded education and comprehensive support for our students. Description of these organizations and recent activities stemming from these consultative efforts are presented in this section of the application.

DEPARTMENT OF FAMILY AND SCHOOL PARTNERSHIPS

The Department of Family and Community Engagement (DFCE) is committed to increasing participation and intentional collaboration between families, schools, and the broader PGCPS community in support of the district goal of outstanding academic achievement for ALL students. There are a total of 83 Parent Engagement Assistants that are based in the schools. They act as a liaison between the school, home/parent, and community. The Department of Family and Community Engagement provides professional development to the Parent Engagement Assistants.

The PGCPS FAMILY INSTITUTE

The Family Institute is designed to strengthen the capacity of families and other learning guardians through learning sessions in support of the academic achievement of students. The PGCPS Family Institute is the district's newest approach to providing a network of support for our community. The Family Institute will offer bi-weekly community-based learning and capacity-building sessions for families, educators, and community partners. All learning sessions will be free and will offer a wide variety of workshop topics that not only address how parents/families can support their students in school, but also how they can enrich their own lives. Workshops will be categorized into four strands:

- **STRAND I Family Empowerment:** These sessions focus on child development, effective parenting practices, parent leadership, and advocacy.
- **STRAND II 21st Century Learners:** These sessions seek to foster an in-depth understanding of a student's grade-level curriculum, assessments as well as District-wide initiatives, academic supports, policies and procedures.
- **STRAND III Health and Wellness:** These sessions emphasize the importance of health and wellness. Topics address the physical, social and emotional well-being of families.
- **STRAND IV PGCPS Connects:** Designed for PGCPS staff. Sessions aim to equip school and office staff with best practices in family and community engagement.

The PGCPS PASSPORT TO SUCCESS EXPO

This fall the Board of Education and the Department of Family and School Partnerships have joined efforts and combined two very innovative and informative events, the College and Career Readiness Summit and the Family Institute Conference, entitled Passport to Success Expo. This event provided all parents and students of PGCPS an opportunity to learn how to navigate the PGCPS system through workshops and exhibits. There were over 35 universities and colleges represented and some even provided on-site admissions. In addition, there were local government & agencies, businesses and trade schools as well as fire, police and EMT represented for students looking for careers immediately after high school. The expo was held at Oxon Hill High School on Saturday, September 22, 2018.

DEPARTMENT OF STUDENT SERVICES

Throughout the 2017-2018 school year, the **Department of Student Services** has had meaningful consultations with various stakeholders in order to inform the type of services that are needed for students and staff. Some of these methods have included the following:

- The **Professional School Counseling Office** sent out a needs assessment to all school counselors to gather the type of training counselors needed to build their capacity as well as the type of support the children in schools need. The needs assessment has helped to inform the training that Student Services has provided **Professional School Counselors**.
- The **Office of School Leadership Programs** conducted a survey of principals to gather from them the type of training that will benefit their work. Information from that survey was used to help the **Department of Student Services** determine the training that was conducted for principals during the yearly “What Principals Need to Know” meetings. Additionally, the results from the survey helped determine how the **Department of Student Services** should focus its outreach to principals throughout the school year.
- The **Department of Student Services** produced a monthly newsletter that was sent to all principals in the county. As part of the newsletter, there was a feedback section to allow principals to share directly to Student Services their needs from the Department.
- The **Wellness Council**, which is co-chaired by the Executive Director of Student Services and has multiple Student Services Supervisors on the council, also has parent involvement as well as involvement from the **University of Maryland, Parks and Recreation, Health Department**, and local medical agencies. The **Wellness Council** meets six times a year and through the council is able to consult with the agencies.

Please provide a description of how the LEA, or consortium of such agencies, will use **ongoing consultation** to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

The **Department of Student Services** uses various ongoing practices to consult with its stakeholders in order to examine current practices and determine how to improve the activities that are happening within the school system and throughout the county. Some of these practices included the following:

- **Wellness Council Meetings** that take place throughout the school year allows for input from various stakeholders including parents, health agencies, mental health providers, teachers, curriculum supervisors, universities, and county agencies.
- **Urban School Wellness Consortium** monthly call and annual conference is another method by which PGCPs stays involved with other agencies. The **Urban Wellness Consortium** is comprised of 30 urban school districts across the United States that are focused on student and staff wellness.
- Engagement with the **County Council** will help us have ongoing consultation. Currently, PGCPs works with the **County Council** on the Suicide Prevention Walk and that engagement has been happening for several months and will continue after the walk is completed.
- Ongoing consultation happens with **Professional School Counselors** through their monthly meetings, with **Pupil Personnel Workers** through their monthly meetings, and with **School Psychologists** at their monthly meetings. In all of these scheduled meetings, activities are examined and evaluated for their effectiveness as well as determining what more should be done to address students’ wellbeing.

In all of these scheduled meetings, activities are examined and evaluated for their effectiveness as well as determining what additional interventions may be needed to address students’ wellbeing.

PARENT AND COMMUNITY ADVISORY COUNCIL

PGCPs believes the success and quality of the existing school system programs and those yet to be developed depends on the extent to which they address the perceived educational values and needs of the communities to be served.

With this in mind, the Board believes members of the public should contribute significantly by continuing input in the following areas:

1. Improve and increase parental engagement in schools;
2. Improve academic achievement and close achievement gaps; and
3. Improve the perception of schools and build trust among parents and the community.

In an effort to engage parents and the public at large in a structured manner the Board of Education established a 13-member Parent and Community Advisory Council, the majority of whom are parents of students enrolled in Prince George’s County Public

Schools. The Board of Education appoints members recommended by the Chief Executive Officer. Membership includes: parents from the **PTA**, parents of students attending Title I schools, and individuals from other **parent and community groups**. The **Parent and Community Advisory Council** meets on a monthly basis.

Please provide a description of how the LEA or consortium of such agencies will **coordinate the implementation of local activities with other programs**, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

PGCPS works with the **Department of Health** and other agencies through the **System of Care** program to coordinate mental health and physical health activities throughout the county and school system. The **System of Care** program is a cross functional group focused on providing mental and physical health services to students. The **System of Care** meetings help to ensure that activities are coordinated and are not duplicative in nature.

PGCPS works with the county government on a regular basis with its **Transforming Neighborhood Initiative (TNI)** program that provides services to the schools. The goal of the **Transforming Neighborhoods Initiative (TNI)** is to achieve the County Executive's Vision of a Thriving Economy, Great Schools, Safe Neighborhoods and High Quality Healthcare by targeting cross-governmental resources to neighborhoods that have significant needs.

TNI@School places targeted resources in some of the schools in the **TNI Neighborhoods**. **TNI@School** sites provide wraparound services and are designed to remove barriers to academic success, support improved academic performance, and connect students and families to resources. The goal of **TNI@School** is to help ensure students are resilient, successful and ready to learn. **TNI@School** has partnered with different organizations to provide in-school services for students and families with the greatest need. Through the regular meetings that are conducted with **TNI leadership**, PGCPS is able to ensure that the services provided to the schools are coordinated with the services that are provided by the school system. The current structure of open dialogue between the school system and **TNI staff** has helped transform the relationship between the two entities and helped create a more efficient and effective program.

COMMUNITY RESOURCE ADVOCATE PROGRAM

The **Prince George's County Department of Social Services (PGCDSS)** functions as the lead agency for the **Community Resource Advocate Program** under the **TNI@School: Prince George's Community Schools Network**. This program places full time Department employees called **Community Resource Advocates** or **CRA's** in 40 schools located in the **TNI neighborhoods** identified by the County and School System as needing additional supports.

The **Community Resource Advocate Program** is designed to ensure that families receive services and supports necessary to address social and/or emotional issues that may negatively affect a child's ability to attend school fully available to learn. When a **Community Resource Advocate (CRA)** determines the needs of the student and family, their main role is to connect children, youth, and families to services and supports both inside and outside the Department. The goals of the **Community Resource Advocate Program** are:

- Remove barriers to academic success
- Support improved academic performance
- Offer food security/income stabilization
- Connect to community resources
- Create protective environments for children
- Assist with social, emotional and behavioral health needs
- Develop, implement, and support school wide initiatives on specific topics/issues relevant to student success and family stability

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

| | |
|---|---------------------------------|
| Local Education Agency: <u>Prince George’s County Public Schools</u> | Fiscal Year: <u>2019</u> |
|---|---------------------------------|

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

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE)

| 2.0 ADMINISTRATIVE COST - ALLOWABLE | | | |
|--|---------------------|---|----------------------------|
| Item | Line Item | Description | Public School Costs |
| 2.1 | Administrative Cost | Grant Program Management (Contracted Services) | \$51,861.00 |
| 2.2 | | | |
| 2.3 | | | |
| 2.4 | | | |
| | | Total for Section 2.0 | \$51,861.00 |

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

| | |
|---|---------------------------------|
| Local Education Agency: <u>Prince George’s County Public Schools</u> | Fiscal Year: <u>2019</u> |
|---|---------------------------------|

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

| 3.0 NEEDS ASSESSMENT- Required | | | | |
|---------------------------------------|--|---|--|--|
| Item | | 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 | Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology |
| 3.1 | Which stakeholders can help identify local needs and/or root causes? How can they be engaged early and in a meaningful way throughout the process? | The Department of Curriculum and Instruction, ESOL, and the Department of Special Education in collaboration with principals, Instructional Directors, and Area Superintendents who are in regular contact with parents and community stakeholders. Regular school-based meetings and public board meetings are formal venues to capture and exchange ideas, needs, and root cause identification. Parents, community partners, and higher education partners | The Department of Students Services works with its stakeholders throughout the school year to gather information and hear directly from stakeholders regarding their needs. Through regularly scheduled sessions such as the Wellness Council and Immunization Task Force meeting, the Department is able to capture and exchange ideas, needs, and root cause identification. Additionally, the Department works to gather information and | The key to successful stakeholder engagement, according to Marianne Hughes, a former executive director, is to seek the “maximum involvement appropriate to the situation.” While our engagement will be driven by our strategic priorities. When we know why we need to engage and we agree on what success looks like, it is easier to conduct concentrated and meaningful engagement. Thus, by planning our communication and managing expectations, we can build lasting goodwill with stakeholders participating in the process and develop an understanding about their capacity to engage. This becomes particularly critical for our schools designated targeted as a Digital Transformation 1:1 school. Identifying locations early, |

| 3.0 NEEDS ASSESSMENT- Required | | | | |
|--------------------------------|--|--|--|---|
| Item | | 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 | Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology |
| | | <p>can support us in identifying local/needs and/or root causes. The system has partnered with Bowie State University and Prince George’s Community College in offering summer institutes for teachers and students as a part of a NSF Minority Student Pipeline Grant. The need to increase STEM opportunities was identified as a national priority in this grant.</p> <p>PGCPS has an ongoing partnership with the University System of Maryland to train teachers in Science and Computer Science, and with the University of Maryland to support teachers of mathematics for the middle school level.</p> <p>Internal and external stakeholder needs assessment surveys were administered in developing the PGCPS Strategic Plan. Results from these surveys informed the plan priorities</p> | <p>engage with school staff (e.g., principals, counselors, psychologists, PPWs) and central office staff (e.g., Instructional Directors, Associate Superintendents).</p> <p>Finally, the Department works with community partners (e.g., Parks and Recreation, medical community, state agencies) and higher education partners who help us identify root causes and resources to support our endeavors.</p> <p>PGCPS is focused on ensuring that there is a safe and healthy environment in all schools. As part of its effort to ensure the safety of students, the Office of Monitoring, Accountability and Compliance is charged with the monitoring, identification and coordination of actions to ensure that school staff are trained in the practices that will help to keep children safe.</p> <p>Through the use of the Safe Schools Training module, staff are required to take mandatory training related to child abuse</p> | <p>communicating expectations and needs with and from all stakeholders (i.e., all school-based instructional and support staff, central office employees, parents and student) will assist in promoting meaningful engagement throughout the process.</p> |

| 3.0 NEEDS ASSESSMENT- Required | | | | |
|--------------------------------|--|--|---|---|
| Item | | 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 | Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology |
| | | and regular reporting of results are provided through scheduled forums. | prevention, cyber safety, bullying prevention, sexual harassment prevention, and other areas. These required trainings must be completed in a timely manner and staff are held accountable if they do not complete these trainings. In order to keep students healthy, there is a wellness administrative procedure that was recently revised and shared with the all schools. This administrative procedure provides direction to schools on how long recess should be in schools, the type of food children should have access to during the school day, and recommendations for engaging children in healthy activities. The administrative procedure was created by a cross functional team of school system employees as well as community stakeholders including people from the university system, parks and recreation, medical agencies, and others. | |
| 3.2 | What data are needed to best understand local needs? | The data that is needed to support local needs are the results of state assessments, SAT, AP and PSAT. We also | A plethora of data were reviewed and examined to determine root causes linked to specific issues. Some of these | Technology needs are based on staff readiness and availability of equipment. |

| 3.0 NEEDS ASSESSMENT- Required | | | | |
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| Item | | 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 | Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology |
| | | <p>monitor data on student attendance, suspensions, and our FARMS data.</p> <p>Achievement data, analysis of data with participation in AP courses, IB, honors level courses, CTE, and access to the general education environment (LRE) data.</p> | <p>data sources include the following:</p> <ul style="list-style-type: none"> • Suspension • Immunization • Attendance • Bullying, harassment, and Intimidation • Disproportionality • Health room visits • Number of restraints • Recess minutes • Wellness activities at schools <p>The data identified above, and others, are reviewed by Central Office and other stakeholders help determine actions that the schools system needs to undertake in order to support health and wellness for students.</p> | <p>A technology readiness application was developed to assist the Division of Information Technology and Teaching & Learning with assessing and deployment of student devices to determine candidacy for a 1:1 location.</p> |
| 3.3 | Do our current systems fully capture the needs of our hardest to serve students- including those who might experience adversity that might not come-up in a survey or other data tools? | <p>PGCPS has structures in place to capture hard to serve children; however, there is a need for more efficient methods to capture the data.</p> <p>The Department of Special Education and the Department of Student Services work together to</p> | <p>There are multiple methods used by PGCPS to capture the needs of our children. The school system does conduct a school climate survey which allows parents, students, and staff to provide information about the school climate and the needs within the school.</p> <p>Information from these surveys</p> | <p>The Department of Special Education designed a special education data warehouse tool to support the administration team to increase efficiencies in special education processes. This data tool will allow staff to quickly critical compliance and program management questions in order to inform instructional programming, make decisions about resource allocation, and to target areas for instructional improvement.</p> |

| 3.0 NEEDS ASSESSMENT- Required | | | | |
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| Item | | 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 | Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology |
| | | <p>service students at risk. The ESOL department provides staff to support students who enter the system late and who might need a suite of services. Central Office staff are assigned to assist schools and provide guidance and support to students that have not been previously identified as needing support. This support begins with students in Pre-Kindergarten. A number of approved community-based partners, vetted through the Office Community Partnerships, also provide additional wrap-around services at the community level. PGCPs' International Schools also are well equipped to identify areas of student needs that are less likely to be revealed through the formal methods in place.</p> | <p>help the school system to determine which schools need additional support and services to address issues related to student safety, school culture, and health and well-being. Each of our schools have a school nurse who is a registered nurse with at least a BS in nursing. These nurses are able to determine the medical needs that our children have and request resources for these children.</p> <p>School counselors, Pupil Personnel Workers, and School Psychologists support all of the schools. They also help to identify students who need additional support. School Counselors conduct a needs assessment with students to determine need(s) and resources to support those need(s).</p> | |
| 3.4 | Are there inequities inherent in the system that are driving some of the local needs? | There are approximately 90 Title 1 schools in the system—representing more than 40% of the schools in the county. This concentration of poverty creates some of the focus for our needs as a school system. | PGCPS is the nation's 25th largest school district with 209 schools. It is an urban/suburban school system combined with some rural areas. The school system has more than 90 Title I schools and these schools | Access to technology is an issue of social and economic inequity plaguing our nation. In 2016, the Pew Research Center showed that nearly half of US households with incomes below \$30,000 do not have access to high-speed internet at home, and lower income Americans are experiencing challenges in technology adaptation. |

| 3.0 NEEDS ASSESSMENT- Required | | | | |
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| Item | | 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 | Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology |
| | | <p>According to stakeholder survey and audit data, key challenges to providing a quality education for all students are as follows:</p> <ul style="list-style-type: none"> • Hiring and retaining quality staff in an increasingly competitive market; • Meeting the academic and social needs of an increasingly diverse student population; • Keeping up-to-date with technology hardware, software, applications, and support; • Growing outside stressors on families that impact parental support and quality of student work and behavior; • Maintaining physical facilities as buildings age; and • Achieving Common Core Standards and equitable | <p>represent more than 40% of all schools in the county. There are large concentrations of poverty in the county as well as concentration of wealth. The Department of Student Services does attempt to address inequalities 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. The Health Department for the 2018-2019 school year will create community clinics at two of the schools to serve parents and children on the weekend or evening hours.</p> | <p>As the 25th largest public school systems in the nation and the second largest in Maryland, Prince George’s County Public School (PGCPS) serves a total of approximately 129,000 students; and of that number, 63.4% of its students qualify for free and reduced meals. The technological divide/homework gap between PGCPS student body mirrors our schools' socioeconomic diversity. In preparation for distributing devices from a SPRINT \$1M funded project, results from a student survey conducted in April 2017 showed that 12,000 9th-12th graders did not have either their own device and or Internet access at home to complete their homework assignments. More teachers, including all of the 1:1 digital schools, are required to use Google Classroom to house student assignments, and allows students to work collaboratively. Unfortunately, low-income students who are unable to access technological tools necessary to succeed in and outside of the classroom are at a disadvantage. It will take the continued collective effort of public and non-public entities to help narrow the technological divide among our students.</p> |

| 3.0 NEEDS ASSESSMENT- Required | | | | |
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| Item | | 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 | Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology |
| | | <p>access to specialty programs.</p> <p>These are key priorities in PGCPs' Strategic Plan implementation efforts.</p> | | |
| 3.5 | How should the identified needs be prioritized when several significant needs are identified? | <p>PGCPs' Strategic Plan sets forth 5 Strategic Focus Areas and corresponding strategies against which identified needs are assessed. The needs should be prioritized in such manner that they will address and support student achievement by bringing more opportunities to the students. A review and analysis of the data will help to prioritize the needs. Combined with stakeholder data obtained through various sources throughout the district (including the Department of Curriculum and Instruction, Department of Family and Community engagement and Student Services, and the Office of Monitoring Compliance and School Safety).</p> <p>Once prioritized, needs are addressed via disciplined implementation planning and</p> | <p>All decisions are made with the students' best interest in mind. With that said, we prioritize based on the items that will bring the greatest support to our students.</p> <p>PGCPs also reviews results of outside audits and use the information gathered by others to help us see where we need to go as a system.</p> <p>PGCPs strives to prioritize based upon the mental and physical health of our students because we know if our students are not well, they cannot learn.</p> <p>PGCPs examined various approaches to expand staff capacity to better serve the needs of the students.</p> | <p>To truly prepare our students for college and careers, an expectation for using technology for delivering instruction along with a shift in how teachers teach integrating technology must occur. All must be ready, willing, and able to move from a teacher-centered to student-centered classroom teaching environment; employ personalized learning where students take ownership and actively participate in the creation of their learning, and acquire and build on skills needed to be successful in the workforce.</p> <p>The adoption of digital curriculum, along with the school's larger FARMS population are at the top of our list for receipt of technology devices. All of our schools have Internet access with flexible bandwidth, which will be increased as needed. As PGCPs increases the availability of digital curriculum, and as the number of schools with devices for every student is made accessible, PGCPs will make training available for teachers. The training will move from a teacher-centered environment to a student-centered classroom—recognizing that effective use of technology is of paramount necessity.</p> |

| 3.0 NEEDS ASSESSMENT- Required | | | | |
|--------------------------------|--|---|--|--|
| Item | | 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 | Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology |
| | | execution, and monitoring via the district's strategic implementation governance process. | | The PIC-RAT model will be used to evaluate the effective use of technology by the teachers and students. Receipt of the SPRINT \$1M grant award will help to target resources to approximately 3,940 of our low-income high school students for the purpose of using technology to complete assignments at home. |

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)).

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

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|---|---------------------------------|
| Local Education Agency: <u>Prince George’s County Public Schools</u> | Fiscal Year: <u>2019</u> |
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To ensure that every student has access to a well-rounded education, LEAs, or consortium of such agencies, must work to develop activities that foster connections amongst students’ studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.

One goal of Title IV, Part A is to ensure that each LEA, or consortium of such agencies, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a),4106(e)(2)(C) and 4107(a)).

| 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required | | |
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| 4.1 | 1. Coordinated with other schools and community-based services and programs; [Section 4107] (a)(1) | Coordination and Collaboration will take place between: Curriculum and Instruction (Content areas-STEM, Math, Science, Tech Ed) and the Technology Training Team to support the STEM CHAMPS Program. |
| 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) | <ul style="list-style-type: none"> The “A Day With An AP Reader” will be conducted by College Board in an effort to build the capacity of our teachers in providing quality instruction to ensure success for our students in AP Classes. Partnership with the PGCPSS Teen Court System to facilitate student engagement through the Conflict and Compromise: Agents of Change Through Social Movement – |

| 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required | | | | |
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| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| May include programs and activities, such as – (complete all that are applicable) | | | | |
| 4.3 | A. College and career guidance and counseling programs, such as: (I.) postsecondary education and career awareness and exploration activities; (II.) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning; and (III.) financial literacy and Federal financial aid awareness activities [Section 4107](a)(3)(A). | N/A | N/A | N/A |
| 4.4 | B. programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution [Section 4107](a)(3)(B). | <p>PROGRAM OBJECTIVE: To develop an effective implementation and evaluation tool of arts integration strategies to determine the impact AI is having on instruction.</p> <p>A cohort of 30 elementary school Arts Integration Master Teachers (AIMT) participated in professional development and experiences during the 2018-2019 school year to prepare them to be Master Teachers in Arts Integration. These teachers will be deployed to assist their schools in developing arts integration instructional strategies and lesson seeds with teachers in their schools and 22 additional</p> | <p><i>Enhancing student learning through arts integration: Implications for the profession</i></p> <p>The High School Journal, Vol. 91, No.4 (Apr.-May, 2008), pp.12-25</p> | <p>Classroom Teacher Supplies: (12-Piece Rhythm Instrument Assortment, High Fire Moist Non-Toxic Clay, Complete Guide to Primary Dance, and Curriculum Based Readers Theatre Scripts (Language Arts, Science, & Math)</p> <p>\$200 X 30 Teachers = \$6000</p> |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | <p>Brief Description of Specific Services including:</p> <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <p>elementary schools during the 2019-2020 school year.</p> <p><u>INTENDED OUTCOMES:</u></p> <ul style="list-style-type: none"> • Each AIMT teacher will engage their class in at least one Arts Integration (AI) lesson bi-monthly that meets at least nine of the following twelve criteria as observed by the Arts Integration Resource Teacher and/ additional members of the Department of Creative and Performing Arts by May 2020. • Each AIMT teacher will provide two professional development workshops at another school or AI meeting, sharing and demonstrating best instructional practices using AI techniques. The impact of these workshops will be determined by observation and exit survey for participants. <p><u>TIMELINE:</u> Each AIMT teacher will model 1-3 AI lessons that meet the above expectations for 2-3 teachers who also teach their grade level at 2 neighboring schools by June 2020.</p> | | <p>Workshop Pay – AIMT to go to Partner Schools \$175 x 4 workshops x 30 teachers = \$21,000</p> <p>\$21,000 x .0765 = \$1,607 (FICA) Total = \$22,607</p> <p>Substitute Pay – in or out of their school buildings \$100 x 4 days x 30 teachers = \$12,000 \$12,000 x .0765=\$918 (FICA) Total = \$12,918</p> <p>Workshop Pay – two days with AI Resource Teacher and Data Analyst to provide resources, rubrics, timeline, expectations, etc. \$175 x 2 days x 30 teachers = \$10,500</p> |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | <p>Brief Description of Specific Services including:</p> <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <p><u>IMPLEMENTATION:</u></p> <ul style="list-style-type: none"> • Provide stipends to AIMT teachers to create and revise AI lesson plans. • Provide stipends to AIMT teachers to create pre and post assessments for AI lesson objectives with support of AI Resource Teacher. • Engage professional teaching artists to provide feedback on AI lessons through observation based on criteria. • Substitutes and/or workshop pay provided for AIMT teachers to model successful AI lessons at other schools. • AI Resource Teacher and Data Technical Analyst collaborate with AIMT teachers in creating pre and post assessments for AI and non-AI lessons. • AI Resource Teacher and additional members of Creative and Performing Arts Department provide feedback on AI lessons through observation based on criteria. • AI Resource Teacher and additional members of Creative and Performing Arts Department facilitates scheduling of AI lesson observations and AIMT model lessons at neighboring AI schools. | | <p>\$10,500 x .0765 = \$803 (FICA) Total = \$11,303</p> <p>Subtotal= \$52,828</p> |

| 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required | | | | |
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| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| | | <p>EVALUATION:</p> <ul style="list-style-type: none"> • How well does participation in AIMT prepare classroom teachers to implement successful AI lessons based on criteria? • How well does participation in AIMT prepare master teachers to demonstrate successful AI lessons based on criteria? • How does student achievement on chosen curricular objectives in both art and non-art content compare between those engaging in AI instruction and those being instructed through an approach that does not include AI? | | |
| 4.5 | <p>C. programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to as “STEM subjects”) such as-</p> <p>(I.) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields;</p> <p>(II.) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research,</p> | <p>PROGRAM OBJECTIVES: Create a “3-D Printing for All Teacher-Student Professional Development Program.”</p> <p>Expert Science Center Computer Science Outreach Staff will train teachers how to use 3-D CAD design software and 3-D printers. Teachers may use the software in their classrooms to introduce their students to innovative 3-D design in the context of creating projects; and conduct a field trip for students to the Science Center to</p> | <p><i>2018 Evidenced Based Research Impacts of Teacher 3-D Printing Training On Science Instruction</i></p> <p>Effects of 3D Printing Project-based Learning on Pre-service Elementary Teachers' Science Attitudes, Science Content Knowledge, and Anxiety about Teaching Science Journal of</p> | <p>Amazon PD Supplies: (FREE SHIPPING)</p> <p>(4) Flash Forge Creator Pro 3-D Printers \$899 X 4 = \$3,596</p> <p>(2) Flash Forge 3D-FFG-ABSBU ABS (Acrylonitrile Butadiene Styrene) Creator Series Filament,</p> |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | <p>Brief Description of Specific Services including:</p> <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | <p>invention, mathematics, computer science, and technology competitions); (III.) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students' understanding of the STEM subjects; (IV.) supporting the creation and enhancement of STEM-focused specialty schools; (V.) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; (VI.) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education; [Section 4107]](a)(3)(C)</p> | <p>print their designs, extend design skills and learn how 3-D printing is being used to Advance Earth/Space Science Exploration.</p> <p>The HBOSC's Computer Science team also create and offer annual informal Family Science Night Citizen's Science "Explorations in 3-D Design/Printing Programs" for the local community.</p> <p>INTENDED OUTCOME: HBOSC Teachers, students and the community participants will be able to use CAD design software to create and fabricate their own designed projects thus learning and utilizing valuable 3-D Engineering to use at home and future careers.</p> <p>TIMELINE/IMPLEMENTATION: Within 5 days, purchase (4) Flash Forge Creator Pro Printers and Filament. Once the PD Equipment is Received: Within 2 days, inventory and set-up and test the equipment. Within 30 days, create K-12 Teacher PDs (Early Childhood / Elementary/Middle and HS) Separate Sessions</p> | <p>Science Education and Technology · January 2018</p> <p><i>(PDF) Effects of 3D Printing Project-based Learning on Preservice Elementary Teachers' Science Attitudes, Science Content Knowledge, and Anxiety about Teaching Science.</i> Available from: https://www.researchgate.net/publication/307578784_Effects_of_3D_Printing_Projectbased_Learning_on_Preservice_Elementary_Teachers'_Science_Attitudes_and_Anxiety_about_Teaching_Science</p> | <p>Spool, 1.75 mm Diameter, 2 lb., Blue \$23.95 X 2 = \$48.00</p> <p>(2) Flash Forge PLA Yellow Filament 1.75mm / 2.2 lb. (1KG) for Creator Series Pro 3D Printers \$29.00 X 2 = \$58.00</p> <p>(2) Flash Forge PLA Red Filament 1.75mm / 2.2 lb. (1KG) for Creator Series Pro, 3D Printers \$29.00 X 2 = \$58.00</p> <p>Early Childhood PD (20 Teachers X \$175/day) = \$3,500 Elementary PD (20 Teachers X \$175 / day) = \$3,500 Middle School PD (20 Teachers X \$175 / day) = \$3,500</p> |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <p>Within 40 days, Set-up online registration and advertise the K-12 Teacher PD Implement K-12 (Early Childhood/Elementary/Middle and HS Teacher PDs) & On-Site Student Field Trips.</p> <p>Within 60 Days, Create and Implement an Informal Community “Explorations in 3-D Design and Printing Family Science Night”</p> <p>By the end of the current school year, write and submit a “Team Proposal Project Summary Report” which includes lessons learned.</p> <p>EVALUATION PLAN: Evaluation will be on-going and evaluative data collected for both the teacher, student and community PDs in the form of Pre/Post 3-D Knowledge/Comfort Level and Skills surveys and shared 3-D fabrication designs.</p> <p>The HBOSC C/S 3-D Design Team of Instructors will also submit a written summary report at the end of the project-documenting program BEST Practices, Strategies and Resources for program implementation and duplication.</p> <p>The vision of PGCPs STEM is to prepare students to create solutions for problems yet unknown.</p> | | <p>High School PD (20 Teachers X \$175 / day) = \$3,500 Teacher Participant Required PD Stipends: (\$14,000) $\\$14,000 \times .0765 = \\$1,071$ (FICA) (Total: \$15,071)</p> <p>HBOSC PD Facilitator Team: Early Childhood PD Workshop Facilitators - \$250/day X 2 days (1 day planning; 1 day implementation) = \$500 X 2 instructors = \$1,000</p> <p>Elementary PD Workshop Facilitators - \$250/day X 2 days (1 day planning; 1 day implementation) = \$500 X 2 instructors = \$1,000</p> |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
|------|--|--|---|--|
| | | <p>PROGRAM OBJECTIVE: Engage students in authentic problems of practice to allow them to apply their understanding of how the world works within and across interrelated disciplines to improve the social, economic, and environmental conditions of their local and global community.</p> <p>INTENDED OUTCOMES: Creating Champions in STEM through Challenges and Competitions. The intended outcomes for STEM CHAMPS is to:</p> <ul style="list-style-type: none"> • Spark Students interest in STEM fields and careers through participation in a competition and/or challenge. • Increase student interest and persistence in STEM programs of study. • Increase student achievement • Create and connect authentic STEM rich learning environments. <p>Using the STEM CHAMPS to help meet the STEM Action Plan as outlined by its objectives, strategies and action items, will help the district to fulfill the Promise of PGCPS which is:</p> <ul style="list-style-type: none"> • 100% of graduates will meet the requirements to enter a two- or four- year | <p>Kelly Miller, et.al (2018)in their article, <i>The influence of students’ participation in STEM competitions on their interest in STEM careers</i>, share data suggesting that STEM competitions are an effective way to foster career interest in specific STEM careers.</p> <ol style="list-style-type: none"> 1. Students who participate in STEM competitions are more likely to express interest in a STEM-related career at the end of high school than are students who do not participate, even when students’ prior career interest in STEM is controlled. 2. The relationship between competition participation and interest in a STEM career appears to be domain specific. 3. The impact of competition participation on pursuit of a | <p>Middle School PD Workshop Facilitators - \$250/day X 2 days (1 day planning;1 day implementation) = \$500 X 2 instructors = \$1,000</p> <p>High School PD Workshop Facilitators - \$250/day X 2 days (1 day planning;1 day implementation) = \$500 X 2 instructors = \$1,000</p> <p>Subtotal- \$4,000 \$4,000 x .0765 = \$306 (FICA) Total: \$4,306</p> <p>Team Supplies: Elementary - \$5000 Hand to Mind STEM Kits ~\$150-300/kit. Middle - \$5000 Hand to Mind STEM Challenges ~\$300/kit), High - \$10,000 Robotics kits and supplies (\$350/each)</p> |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <p>college, a technical school or the military; and/or will hold a license or certification enabling them to enter the workforce within 6 months of graduation.</p> <ul style="list-style-type: none"> • Average SAT and composite ACT scores will meet or exceed state averages. • 90% of students will graduate on time. <p>TIMELINE: The timeline for this Project Plan will be from August through July, beginning with the establishment of a STEM CHAMPS Creation Team that will research competitions, develop a website and outreach to schools. Monthly meetings will be held by the Creation Team and students involved from the various schools. The competitions will be held twice a year, once in November/December and again in May/June/July.</p> <p>IMPLEMENTATION: The implementation of the STEM CHAMP requires collaboration of many offices in PGCPs. Like most STEM experiences, success will require, creativity, teamwork, collaboration,</p> | STEM career is three times stronger when students compete in more than one competition. | <p>STEM CHAMPS Team Supplies (Elementary, Middle & High Schools) (Items to include but not be limited to - notebooks, backpacks, folders, pens, pencils, etc.) - \$1,275 Total: \$21,275</p> <p>Technology/Materials: Elementary - \$1,500 Coder Z platform access and supporting materials at \$15/student for 100 students Middle - \$3000 Solidworks software subscription ~\$1000/subscription High - \$6000 Solidworks software subscription ~\$1000/subscription (Total: \$11,500)</p> <p>Subtotal = \$54,637</p> |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | innovation and persistence from multiple offices and departments including: Curriculum and Instruction (Content areas-STEM, Math, Science, Tech Ed) Technology Training Team. The STEM CHAMPS Project Plan will be implemented in four phases: Phase 1: Planning – Monthly Action Reports, Meetings, Securing Staff and selection of and plan or action for challenges/competitions. Ordering of supplies/resources and Coordination of Collaborative meetings will also occur. Phase 2: Preparation – Team/School Preparation for STEM CHAMPS Challenge – Teacher workshops: securing dates and locations for challenges. Phase 3: Debut/Roll Out – Fall STEM Challenges – December 2018; Spring STEM Challenges – March 2019; Summer STEM Challenges – July 2019; Awards Ceremony – December, March, July Phase 4: Evaluation/Feedback/Next Steps – Prepare Evaluation Tools – September and January – March; Administer Evaluation – September, March and June; Analyze and prepare evaluation report – July 2019 Discuss next steps based on data, strategic plan, and STEM objectives. | | |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <p>EVALUATION PLAN: STEM CHAMPS can help PGCPs to determine if exposure to STEM activities that foster creation and innovation, increase student interest and awareness of STEM careers and pathways available to them in high school, college and career as the research suggests. Student participants and teacher sponsors will be evaluated to determine if participation in the STEM challenges and competitions increase student achievement and if it alters the perception of STEM and awareness of STEM opportunities available to students upon matriculation from school.</p> <p>In addition, we propose to collect data on 21st Century skill sets like problem solving, collaboration, having an engineering mindset, and more to see if we are developing the problems solvers of the next generation. In order to solicit perception and interest in STEM and 21st Century skills, we will use surveys, observations and feedback to assess next steps needed to aid the team in expanding and evolving the STEM CHAMPS. We will use the Student Beliefs, Attitudes toward STEM (S-</p> | | |

| 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required | | | | |
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| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| | | STEM), Teacher Beliefs, and Attitudes toward STEM (T-STEM) surveys to ensure that it is meeting the needs of the leaders and problem solvers of the future. Through these surveys, student and teachers will be evaluated to determine if participation in the robotics team increases student achievement and/or if it alters the perception of STEM and awareness of STEM opportunities available to students upon matriculation from school. | | |
| 4.6 | D. efforts to raise student academic achievement through accelerated learning programs, 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; or (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; [Section 4107] (a)(3)(D) The MSDE recommends that LEAs consider this allowable use of Title IV funds to replace the grant that provided funds to pay for AP/IB exams that is no longer available. | <p>PROGRAM OBJECTIVES: Provide teachers and students support in improving the originality of writing for IB Exams and allow teachers to provide immediate and timely feedback as students work through the Extended Essays.</p> <p>INTENDED OUTCOMES: Overall improvement in student writing and support for success on the Extended Essay portion of the IB Exam process.</p> <p>TIMELINE: The platform will be available to teachers and students on an ongoing basis for two years.</p> <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> • Training for teachers on the platform and instructional use. | Effectiveness of Turnitin | <p>BUDGET REQUEST:</p> <p>Turnitin Feedback Studio Full Suite for 2 years</p> <p>\$97,858</p> <p>Subtotal: \$97,858</p> |

| 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required | | | | |
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| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| | | <ul style="list-style-type: none"> • Introduction to students through classroom lessons • Monitoring and feedback from the teacher as students work on Extended Essays and other writing assignments. <p>EVALUATION PLAN: Trend data will be collected on the number of essays submitted through Turnitin and the decrease in percent of incidences of plagiarism. Student scores on the Extended Essay will also be analyzed to demonstrate the impact of the feedback component in supporting improvement in their writing</p> | | |
| 4.7 | E. activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education; [Section 4107](a)(3)(E) | <p>PROGRAM OBJECTIVE: To implement Conflict and Compromise: Agents of Change Through Social Movement – <i>Background:</i> The activities with this program were developed to support local national and state curriculum as well as the restorative justice program through the Student Services Department. This program will allow PGCPs to work in conjunction with the teen court system through PGCPs court system.</p> <ul style="list-style-type: none"> • A series of student workshop sessions will address how to illuminate the National History Day theme of Conflict and | <p>Fronius, Trevor, et al. “Restorative Justice in US Schools a Research Review.” WestEd, Feb. 2016.</p> <p>https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.p</p> | <p>Teacher Facilitator Workshop Stipends Three (3) full-day workshops \$175 x 40 teachers=\$21,000 \$21,000 x .0765 = \$1,607 (FICA) Total = \$22,607</p> <p>One (1) ½ day workshop \$87.50 x 40 teachers =\$3,500 \$3,500 x .0765(FICA) = \$268</p> |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | <p>Brief Description of Specific Services including:</p> <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <p>Compromise through the lens of Civic Action.</p> <ul style="list-style-type: none"> • Students will investigate this enduring debate among three contrasting views about the nature of democracy and the U.S. political system. <p><u>INTENDED OUTCOMES:</u></p> <ul style="list-style-type: none"> • <i>The Prince George’s Change Makers</i> Explore and answer the following essential questions through book study, debate, hands-on workshop style sessions and service learning: <ul style="list-style-type: none"> ○ What are the founding era ideas regarding the role and power of the government? ○ What are effective deliberation techniques and how do we use them to take informed action. ○ What impact does the organizing tradition have on social movements? ○ How can students harness 21st century tools as a means for moving past revolution to social and political action? | | <p>Total = \$3,768</p> <p>Supplies and Materials (Classroom supplies – pens, pencils, notebooks, glue, markers, and other supplies)</p> <p>Total: \$5,370</p> <p>Professional Development Materials for 40 Teachers \$50 per teacher</p> <p>(Power Banks, Notebooks, Bluetooth Speakers, and Water Bottles)</p> <p>Total \$2,000</p> <p>Instructional Materials for 50 Students Text Titles:</p> |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <p>TIMELINE: The workshops will take place on Saturdays during the second semester of the school year.</p> <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> • Teacher Training Workshops will be held in the evening leading up to the Saturday workshops. • Teachers will self-select to participate • Teachers will facilitate a cohort at their school or serve as a regional facilitator for a cluster of schools. • Students will register to participate in the program. <p>EVALUATION PLAN: A pre and post civic engagement survey will be administered to teachers and students regarding knowledge of constitutional rights and civil liberties.</p> | | <p>Youth Justice in America: Be a Changemaker. Price \$47.00x50= \$2,350</p> <p>How to Start Something That Matters: It's Your World. Price \$10.99 x 50=\$550</p> <p>If You Don't Like It, Change It: Activism for Teens. Price \$10.99 x 50=\$550</p> <p>Workshop Materials @ \$150 per student Restorative Justice Workshop Materials (Items to include but not be limited to - backpacks, Power banks, notebooks, folders, pens, binders, etc.) \$150 x 50 = Total \$7,500</p> |

| 4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required | | | | |
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| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| | | | | Consultants 5 @ \$5,000 per consultant Total \$25,000 Facilities Usage: \$2,500 Subtotal: \$72,193 |
| 4.8 | F. Foreign language instruction; [Section 4107](a)(3)(F) | N/A | N/A | N/A |
| 4.9 | G. environmental education; [Section 4107](a)(3)(G) | N/A | N/A | N/A |
| 4.10 | H. programs and activities that promote volunteerism and community involvement; [Section 4107](a)(3)(H) | N/A | N/A | N/A |
| 4.11 | I. Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; [Section 4107](a)(3)(I) | N/A | N/A | N/A |
| 4.12 | J. Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences. [Section 4107](a)(3)(J) | PROGRAM OBJECTIVE: <ul style="list-style-type: none"> • To increase student achievement on the AP Exams and the SAT/ACT College Entrance Exams , PGCPs, in partnership with the College Board and Study Smart Tutors, will | N/A | AP Summer Institute 10 courses @ \$11,500 each course = \$115,000 |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

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| | | <p>provide a series of Professional Development workshops for teachers.</p> <ul style="list-style-type: none"> ○ These workshops will be designed to improve teacher understanding of how the AP Free Response questions are scored and strategies they can use in support student learning to be prepared for the AP Exam. The SAT workshops will provide teachers with a framework to support students in preparing for success on the SAT/ACT test <p><u>INTENDED OUTCOMES:</u></p> <ul style="list-style-type: none"> • Understand the AP Reading process. Learn how to apply scoring guides in formative and summative assessments. • Understand the roles and responsibilities of the Chief Reader, Question Leaders, and Table Leaders in the AP Reading. • Develop strategies for the consistent application of rubrics in formative and summative assessments. | | <p>A Day with an AP Reader Workshop Fee – 5 workshops x \$4500 each - Total Cost: \$22,500</p> <p>Workshop Pay for Teachers – 30 x 5 Sessions @ \$175 per session = \$26, 250</p> <p>\$26,250 x .0765 (FICA) = \$2008</p> <p>Total = \$28,258</p> <p>Fall 2018 SAT Training and Materials Full-day SAT Training 3-hours ELA and 3-hours math Printed materials for 50 teachers</p> |

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required

| Item | Each LEA, or consortium of such agencies, that receive an allocation under section 4105(a) must use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that are- | <p>Brief Description of Specific Services including:</p> <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <ul style="list-style-type: none"> • Apply strategies to prepare students for the free-response portion of the AP Exam. <p><u>TIMELINE:</u> Workshops will be offered on a monthly basis beginning in December</p> <p><u>IMPLEMENTATION:</u></p> <ul style="list-style-type: none"> • Analyze the AP and SAT/ACT Data based on student performance • Identify the content areas with the highest enrollment and lowest performance • Invite current AP Teachers and other teachers in related content areas to the PD • Schedule monthly workshops • Analyze AP and SAT data after the 2018 administration <p><u>EVALUATION PLAN:</u> Complete a data comparison of AP and SAT Exam scores from SY 2017 to SY 2018 to identify any areas of growth.</p> | | <p>District-wide license for SAT student and teacher materials Khan Academy roadmap and integrations</p> <p>Budget Requested: Consultant Fee - \$12,500</p> <p>Workshop Pay for Teachers – 20 x 1 Sessions at \$175 per session = \$3,500 \$3,500 x 0765 = \$268 (FICA) Total = \$3,768</p> <p>Subtotal: \$182,026</p> <p>SECTION 4.0 TOTAL: \$459,542</p> |

**ATTACHMENT 9 TITLE IV, PART A
STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

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| Local Education Agency: <u>Prince George’s County Public Schools</u> | Fiscal Year: <u>2019</u> |
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To guarantee the safety and well-being of every student, LEA, or consortium of such agencies, must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108.

It is also important to note that any local educational agency receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

| 5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required | | |
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| 5.1 | 1.Coordinated with other schools and community-based services and programs; [Section 4108](1)] | PGPCS and more specifically, the Department of Student Services has collaborated with various organizations to address health and wellness for students in the school system. The organizations with whom Student Services have collaborated have included the following: <ul style="list-style-type: none"> • Prince George’s County Health Department – Immunization, Wellness Clinics • Maryland Partnership for Prevention – Immunization • Montgomery County Public Schools, Howard County Public Schools, and Anne Arundel County Public Schools – PBIS • Darkness to Light – Child Abuse Prevention • Kaiser Permanente – Immunization, Staff Wellness Grants, Trauma Informed Training Grant • Maryland Department of Health – Immunization, Creation of Wellness Centers; Opioid Crisis Prevention |

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| | | <ul style="list-style-type: none"> • La Clinica Del Pueblo – Trauma training • Mary Center – Wellness Center Creation • Center for School Mental Health at the University of Maryland – Counseling for Students who have drug and alcohol issues • Chestnut Health Systems – Counseling for students who have drug and alcohol issues • Restorative DC, Restorative Justice Partnership, and University of Maryland – Restorative Practices |
| 5.2 | <p>2. Foster safe, healthy, supportive, and drug-free environments that support student academic achievement; [Section 4108](2)]</p> | <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 or agencies:</p> <ul style="list-style-type: none"> • Board of Education Member • Parent • 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 • University of Maryland • Kaiser Permanente • Care First <p>The Council has been focused its efforts on student and staff wellness and supporting the mental health of students.</p> <p>PGCPS has established different processes and procedures to ensure safety and well-being for students. Some of these include 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 • School nurses conduct a minimum of 8 Health Promotion/Disease Prevention activities in their schools • PGCPS sponsored the Quad County PBIS Return Team Conference |

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| | | <ul style="list-style-type: none"> PGCPS has created a bullying app that will now allow parents to submit their bullying forms electronically |
| 5.3 | 3. promote the involvement of parents and in the activity or program; [Section 4108](3)] | PGCPS works to include parents in the process. We have parents involved in the Wellness Council. The Department of Student Services has worked closely with the Office of Parent Engagement and conducted trainings for parents on different topics including bullying and Child Abuse Prevention. |
| 5.4 | 4. may be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)] | PGCPS has worked in partnership with Mental Health First Aid Maryland to hold training that has allowed for more than 10 people to become Mental Health First Aid Instructors. In collaboration with Mental Health First Aid Maryland, our instructors will be able to train PGCPS staff to become Mental Health First Aid Certified. PGCPS has been concerned about the mental health needs of its students and staff and this collaboration has allowed us to have the trainers on site to do the training. |

| 5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required | | | | |
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| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| May include, among other programs and activities—(complete all that are applicable) | | | | |
| 5.5 | A. drug and violence prevention activities and programs that are evidence-based (to the extent of the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available) including: (i.) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and (ii.) professional development and training for school and specialized instructional support personnel education, early identification, intervention mentoring, recovery support | PROGRAM OBJECTIVE: Provide support to students and parents of students needing alcohol and other drug use counseling. INTENDED OUTCOMES: <ul style="list-style-type: none"> Increase resiliency and protective factors in youth by providing counseling services. Reduce the likelihood of alcohol and other drug use. Promote a positive attachment to school and peers. | Screening Brief Intervention and Referral to Treatment (SBIRT) is supported and endorsed through the Institute for Research, Education, and Training in Addiction. In school year, 2017-2018, there were a total of 556 first time referrals for alcohol and other drugs. During that same period, 67 2 nd time referrals for alcohol and other drugs was documented. Currently, the Department of Health for Prince | Funding will be used to pay for counseling staff to conduct counseling for students who had drug and alcohol issues. 10 Professional School Counselors @ \$60/hour @4.5 hours x 45weeks = \$121,500 \$121,500 x .0765=\$9,295 (FICA) |

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | services and, where appropriate, rehabilitation referral, as related to drug and violence prevention; [Section 4108](5)(A)] | <ul style="list-style-type: none"> • Provide support to students and parents for anger management, drug/alcohol prevention, intervention/assessment. <p>TIMELINE: Services will be provided starting in March, 2019 and run through the 2019-2020 school year through September of 2020.</p> <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> • Services will be provided in the evening for students. • Services will be provided at three locations in the county. • Services will run as follows: March, 2019 – July, 2019 September, 2019 – July, 2020 August, 2020 – September 30, 2020 <p>EVALUATION:</p> <ul style="list-style-type: none"> • Students enrolled will receive intake and exit assessments to evaluate program effectiveness. • Students in the program will be tracked to determine if they are suspended again for drug or alcohol related issues. | George’s County does not fund free counseling for students. Parents must pay a fee for counseling and this fee can range from \$40.00 to \$300.00 per session. | 2 secretaries @ \$24.88/hour x 4.5 hours x 44 weeks = \$9,852 \$9,852 x .0765 = \$754 (FICA) Subtotal = \$141,401 |
| 5.6 | B(i.) school-based mental health services, including early identification of mental health programs symptoms, drug use, and violence, and | PROGRAM OBJECTIVE: To ensure that PGCPs has a mental health coordinator is in place who will coordinate services for students. | Maryland passed a law that requires each LEA to appoint a person as the Mental Health | Funds will be used to provide a stipend to an 11- month school |

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; [Section 4108](5)(B)(i)] | <p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> • Mental Health Coordinator will be able to examine current mental health practices in PGCPs. • Mental Health Coordinator will be able to find resources that will support students’ mental health needs. <p>TIMELINE: The Mental Health Coordinator will start in March 2019. Title IV funds will be used to support the Mental Health Coordinator’s stipend for two years.</p> <p>IMPLEMENTATION: <i>The Mental Health Coordinator will....</i></p> <ul style="list-style-type: none"> • Begin work in the third quarter of the 2018-2019 school year. • Work during the summer of 2019 preparing for the new school year. • Work during the 2019-2020 school year and during the summer of 2020 and September of 2020. <p>EVALUATION:</p> <ul style="list-style-type: none"> • The Mental Health Coordinator will be evaluated on the processes he/she | Coordinator for the school system. The Maryland Safe to Schools Act requires a Mental Health Coordinator who will coordinate existing mental health services and referral procedures within the local school system. Working with specified local entities, the coordinator must (1) ensure that a student who’s referred for mental health services obtains the necessary services; (2) maximize external funding for mental health and wraparound services, as defined by the bill; and (3) develop plans for delivering behavioral health and wraparound services to students who exhibit specified behaviors of concern. | <p>psychologist to serve 20 additional days in the role of Mental Health Coordinator</p> <p>7.5 hours x \$50.00 x 20 days = \$7,500 \$7,500 x .0765 = \$574 (FICA)</p> <p>Subtotal: \$8,074</p> |

| 5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required | | | | |
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| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| | | <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | | |
| | | <p>establishes for the system in examining mental health programs for students.</p> <ul style="list-style-type: none"> • Evaluation will also be based on resources that are brought in to support students. | | |
| 5.7 | <p>ii. school-based mental health services partnership programs that-</p> <p>(I.) are conducted in partnership with a public or private mental health entity or health care entity; and</p> <p>[Section 4108](5)(B)(ii)(I)]</p> | N/A | N/A | N/A |
| 5.8 | <p>II. provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are-</p> <p>(aa.) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with local educational agencies in the State, determines that such evidence is reasonably available);</p> <p>(bb.) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act;</p> <p>(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</p> <p>[Section 4108](5)(B)(ii)(II)]</p> | N/A | N/A | N/A |

| 5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required | | | | |
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| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| 5.9 | <p>ci. integrate health and safety practices into school or athletic programs [Section 4108](5)(C)(i)]</p> | N/A | N/A | N/A |
| 5.10 | <p>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; [Section 4108](5)(C)(ii)]</p> | <p>PROGRAM OBJECTIVES:</p> <ul style="list-style-type: none"> • Provide 10 summer days to school nurses so that the nurses will be able to review immunization data that is submitted during the summer registration process. • Ensure that all students have the proper immunizations in order to start school on time. <p>OUTCOMES:</p> <ul style="list-style-type: none"> • There will be a decrease in the number of noncompliant students at the beginning of the 2019-2020 school year. • Parents will be able to immunize their children in a timely manner to begin the school year. <p>TIMELINE: Summer 2019</p> <p>IMPLEMENTATION School nurses will work 10 days during the summer starting July 15 – August 22.</p> <p>EVALUATION:</p> | <p>At the start of the 2018-2019 school year, PGCPs had approximately 11,000 students who were noncompliant. The majority of these students were found in Pre-K, K, and 7th grades. Many of these students are new to the school system. Nurses do not work during the summer; therefore, any new student enrolled does not have their immunization information uploaded. Nurses return to work a week before school begins, and they spend part of their pre-service week engaged in PD. Nurses need time to input immunization data for summer enrolled students. Nurses who work in the summer can also call parents and alert them to immunization needs.</p> <p>Membership in the Urban School Wellness Coalition has afforded PGCPs with access to other urban</p> | <p>Funds will be used to pay 81 nurses for 10 summer days.</p> <p>81 nurses x 7.5 hours x 43.69 x 10 days = \$265,417 \$265,417 x .0765 = \$20,304 (FICA)</p> <p>Subtotal = \$285,721</p> |

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <p>Success will be determined based on the reduction in the number of noncompliant families at the start of the 2019-2020 school year.</p> <p>PROGRAM OBJECTIVES:</p> <ul style="list-style-type: none"> • PGcps currently is a member of the Urban School Wellness Coalition, which is comprised of 30 urban school districts focused on improving health and wellness of students and staff. • Each year, PGcps staff attend the Urban School Wellness Coalition Conference to learn about other school districts’ best practices to address health and wellness. <p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> • Approve a group of 4 staff members to attend the Urban School Wellness Coalition Conference convening in the fall of 2019. <ul style="list-style-type: none"> ○ The group will include Supervisor of Physical Education, Supervisor of Health Education, Food Services staff and the co-chair of the Wellness Council. <p>TIMELINE: The conference is held in October of each year; therefore, funds will cover October of 2019.</p> | <p>school districts that have a focus on student and staff wellness. Through the membership, our current policy has been evaluated for its effectiveness and suggestions have been provided to help ensure that the policy is more effective.</p> <p>Attending the yearly conferences has allowed staff from PGcps to network with others and gain valuable insights. Due to attending the conference last year, PGcps has moved forward with creating a yearly review of wellness in the county and the creation of a wellness website. Those actions would not have happened if we did not attend last year’s conference.</p> | <p>Funds will be used to send 4 staff members to the Urban School Wellness Coalition Conference 4 staff x \$500 registration fee = \$2000 4 staff x 3 nights (hotel) @ \$250 per night = \$3,000 4 staff x \$1,076 pp airfare = \$4,305 Miscellaneous Expenses (meals/parking, etc.) 4 staff @ \$125pp = \$500</p> <p>Subtotal = \$9,805</p> |

| 5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required | | | | |
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| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| | | EVALUATION: Success will be measured by new learning that is brought back from the conference that is not only shared with the larger Wellness Council but also implemented. | | |
| 5.11 | iii. help prevent bullying and harassment; [Section 4108](5)(C)(iii)] | N/A | N/A | N/A |
| 5.12 | 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; [Section 4108](5)(C)(iv)] | N/A | N/A | N/A |
| 5.13 | 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 [Section 4108](5)(C)(v)] | PROGRAM OBJECTIVES: <ul style="list-style-type: none"> • To increase opportunities for counselors to work in the summer (10 summer days for high school counselors) to support student achievement. • Create specific actions plans to support students entering 9th grade and those who are already enrolled in high school. INTENDED OUTCOMES: | PGCPS is the only county that does not provide summer days for its counselors. The Maryland State Department of Education has started in its audit of PGCPS that the school system needed to increase opportunities for counselors to work in the summer to support student achievement. | Funds will be used to pay for 94 high school counselors to work 10 days during the summer $94 \times 7.5 \text{ hours} \times \$60.00 \times 10 \text{ days} = \$423,000$ $\$423,000 \times .0765 = \$32,360 \text{ (FICA)}$ |

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <ul style="list-style-type: none"> • By the end of the summer, Counselors will be able to create specific action plans to support students entering 9th grade and those who are already enrolled in school. • Counselors will ensure that 12th grade students are on track for graduation by reviewing credits earned and ensuring that the students’ schedules will allow the students to graduate. • Counselors will work with Pupil Personnel Workers to address issues of attendance. • Counselors will work on creating schedules for newly enrolled students. <p>TIMELINE:</p> <ul style="list-style-type: none"> • Counselors will be given 10 summer days to work during the period of July 15- August 22. <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> • Work will begin in the summer of 2019 and will be completed before the start of the 2019-2020 school year. <p>EVALUATION:</p> <ul style="list-style-type: none"> • The Office of Professional School Counseling, working in concert with the Area Offices, will examine the actions plans | <p>In an audit of graduation rates, the auditors felt that there was a need for high school counselors to work in the summer tallying student credits and ensuring that students were assigned to the right classes in order to graduate on time. The county has been focused on 9th graders and repeat 9th graders to improve promotion rates.</p> | <p>Subtotal = 455,360</p> |

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <ul style="list-style-type: none"> • that are created to support students who are underachieving. • Graduation Rates will be examined. • Attendance will be examined. | | |
| 5.14 | vi. Establish or improve school dropout and re-entry programs; [Section 4108](5)(C)(vi)] | <p>PROGRAM OBJECTIVE: To support the system’s goal of reducing truancy and increase attendance by having Pupil Personnel Workers (PPWs) will work 10 days during the summer of 2019.</p> <p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> • Developing attendance plans and contact with parents/student prior to the start of the school year. • Processing Truancy Issues/Residency Verifications, Summer scheduled District Court Appearances, Fiscal assistance in decreasing the illegal enrollment of students, and collaboration with school registrars. • Ensuring student Case Managers transition cases and records with PPWs for continuity of services (i.e., Court Attendance). • Assisting schools with 504 Plans and related compliance issues. • Working (PPWs) with Concentric and conduct home visits. | <p>Maryland State Department of Education (MSDE) stated in its audit of Student Services for PGCPs that the school system needed to increase the working days of PPWs in order to have more efficient enrollment of students, to address attendance and truancy issues, and support foster care students.</p> <p>PGCPs is the only school system with 10 month PPWs. The PPWs start the school year when teachers start and end their year when teachers leave. This means that PPWs are not able to:</p> <ul style="list-style-type: none"> • work over the summer to support families of children with truancy issues • attend court proceedings held in the summer • perform home visits in the summer to help prepare | <p>Funds will be used to pay 42 PPWs to work 10 days during the summer with an average salary of approximately \$67.00 per hour.</p> <p>42 x 7.5 hours x \$67.00 x 10 days = \$211,050 \$211,050 x .0765 = \$16,145 (FICA)</p> <p>Subtotal: \$227,195</p> |

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | | <p>TIMELINE: PPWs will work 10 days during the period of July 15 – August 22 in 2019.</p> <p>IMPLEMENTATION: The work of the PPWs will be implemented starting July 15.</p> <p>EVALUATION:</p> <ul style="list-style-type: none"> • PPWs will create action plans to support reducing truancy and increasing attendance. • Attendance rates will be examined for selected students to determine positive effects of interventions. | families and children for the new school year. | |
| 5.15 | 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; [Section 4108](5)(C)(vii)] | N/A | N/A | N/A |
| 5.16 | D. high-quality training for school personnel, including specialized instructional support personnel, related to: (i) suicide prevention; (ii) effective and trauma-informed practices in classroom management; (iii) crisis management and conflict resolution techniques; | N/A | N/A | N/A |

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
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| | (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); (v) school-based violence prevention strategies; (vi) drug abuse prevention, including educating children facing substance abuse at home; and (vii) bullying and harassment prevention; [Section 4108](5)(D)] | | | |
| 5.17 | E. 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; and (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; [Section 4108](5)(E)] | N/A | N/A | N/A |
| 5.18 | F. designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that— (i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with local | N/A | N/A | N/A |

| 5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required | | | | |
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| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| | educational agencies in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”; or [Section 4108](5)(F)] | | | |
| 5.19 | G. implementation of school wide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning; [Section 4108](5)(G)] | <p>PROGRAM OBJECTIVE:</p> <ul style="list-style-type: none"> To support the implementation of PBIS at all schools with the purchase of SWIS (School-Wide Information System) software. <ul style="list-style-type: none"> SWIS software is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making. <p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> Schools will be able to review school-wide referrals patterns. Schools will be able to define behavior patterns in greater detail. Schools should be able to address behavior issues to determine where and when behavioral issues will occur. <p>TIMELINE:</p> | <p>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.</p> <p>During the 2018-2019 school year, PGCPs plans to do extensive training of schools in PBIS to ensure that the schools have the program in place. Having the SWIS program will enhance the PBIS program.</p> <p>SWIS has been used for more than a decade to support schools using the PBIS program. The program</p> | <p>Funds will be used to purchase SWIS for each of the 209 schools in the county for one year.</p> <p>SWIS \$280.00 x 209 = \$58,520 x 1 year \$58,520</p> <p>Funds will be used to pay for a substitute for each of the 209 schools to allow a staff member from each school to be trained on how to use the program.</p> <p>\$100 x 209 schools = \$20,900 \$20,900 x .0765 = \$1,599 (FICA)</p> |

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

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| | | <ul style="list-style-type: none"> • SWIS will be purchased in March of 2019 to be used for the 2019-2020 school year. • Training will be provided to school staff in April and May of 2019. • SWIS will be purchased in March 2020 to be used for the 2020-2021 school year. <p>EVALUATION PLAN: Schools will be evaluated on their utilization of SWIS and how they address issues related to suspensions in their schools.</p> <p>PROGRAM OBJECTIVE: Provide opportunity for the 10-month Restorative Practice staffer to work in the summer training schools on restorative practices.</p> <p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> • Deepen understanding of Restorative Practices in schools. • Improve capacity among educators for building authentic relationships with students and staff. • Improve capacity among educator to repair harm and transforming conflict in school settings. • Enhance school culture and climate | <p>supports school teams in their internal decision-making and overall support plan design for individual students and their families.</p> <p>The Board of Education passed a requirement that PGCPs has in place restorative practice program with a coordinator to oversee the program. A pilot program was created with several schools in the program.</p> <p>Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.</p> | <p>Funds will be used to provide 15 days of summer work for the Restorative Practice Coordinator</p> <p>7.5 hours x \$60.00 x 15 days x 2 years = \$13,500 \$13,500 x .0765 = \$1,033 (FICA)</p> |

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| | | <ul style="list-style-type: none"> • Reduce disproportionality in school discipline. <p>TIMELINE: Work will be accomplished in the summer of 2019 and the summer of 2020.</p> <p>IMPLEMENTATION: Schools that are part of the restorative practice pilot will be brought in during the summer for week long trainings.</p> <p>EVALUATION:</p> <ul style="list-style-type: none"> • Suspension data should decrease at the schools that have gone through the training. • School climate, as measured by the climate surveys should show improvement. <p>PROGRAM OBJECTIVE: Crisis Prevention Institute (CPI) Training is required to ensure all schools have a 5-member crisis team to ensure the safety of students who are demonstrating non-compliant behaviors or potentially serious behaviors that are a danger to themselves or others. These safe and effective strategies support safe schools.</p> | | <p>Funds will be used to pay for Crisis Prevention Institute (CPI) training for school staff.</p> <p>10 additional instructor certifications at \$3,049 per/instructor = \$30,490</p> <p>SY2019 Annual Fee for 13 Certified Trainers at \$150.00 per/trainer=\$1950</p> <p>SY2020 Annual Fee for 23 Certified Trainers at</p> |

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| | | <p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> • At the end of the training, 5-member crisis teams will be trained in how to deescalate students who are demonstrating non-compliant behaviors. • All Crisis Teams will be trained in effective strategies on how to handle students who demonstrate potentially serious behaviors. • Increase the CPI professional learning offerings for school based staff outside of identified crisis team members to support safe schools environment. <p>TIMELINE: March 30, 2018 to July 30, 2020</p> <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> • Increase the number of CPI trainers from 13 to 23 to support the systemic professional development training on CPI. • Provide 2-day CPI Initial professional development training sessions to crisis team members at all schools: evening and summer (2019 and 2020). • Provide 1-day CPI Refresher sessions to crisis team members at all schools: evening and summer (2019 and 2020). <p>EVALUATION PLAN:</p> | | <p>\$150.00 per/trainer=\$3450</p> <p>25 Initial sessions x 30 participants = 750 CPI training books x \$17 per book = \$12,750</p> <p>30 Refresher sessions x 30 participants = 900 CPI Refresher books X \$14 per book = \$12,600</p> <p>1 round of Initial session in summer SY19 30 participants x\$175 per day x 2 days =\$10,500 \$10,500 x .0765 = \$803 (FICA)</p> <p>2 rounds of one day Refresher sessions in summer SY19 30 participants x\$175 per day x 2 days =\$10,500 \$10,500 x .0765 = \$803 (FICA)</p> |

| 5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required | | | | |
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| Item | Subject to section 4106(f), each LEA, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that are: | Brief Description of Specific Services including: | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| | | <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | | Subtotal = \$179,398 |
| 5.20 | H. designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as: (i) establishing partnerships within the community to provide resources and support for schools; (ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and | <p>PROGRAM OBJECTIVE: Provide a stipend for each school to have a Wellness Champion.</p> <p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> • PGCPS is committed to ensuring that schools have a Wellness Council and that each school has a wellness champion who ensures that each school’s wellness council | According to information gathered by the Maryland School Wellness Policies and Practice Project, only 62 schools in PGCPs have active Wellness Councils. Additionally, only 25 schools reported they conduct activities to support staff wellness. | Funds will provide each school with a stipend for the Wellness Champion. \$300 x 209 schools = \$62,700 \$62,700 x .0765 = \$4,797 (FICA) Subtotal = \$67,497 |

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

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| | (iii) strengthening relationships between schools and communities; or [Section 4108](5)(H)] | <p>is active with an action plan to address student and staff wellness.</p> <ul style="list-style-type: none"> • The Wellness Champion will work to ensure that the school has resources from the community to support student and staff wellness. <p>TIMELINE: A stipend of \$300 will be given to Wellness Champions at the start of the 2019-2020 school year.</p> <p>IMPLEMENTATION:</p> <ul style="list-style-type: none"> • Each school will select a Wellness Champion. • Wellness Champions will be required to ensure that there is a Wellness Council for each school. • Wellness Champions will be required to ensure that wellness activities are in place to support students and staff. <p>EVALUATION: The success of the program will be evaluated by an increase in the number of schools with Wellness Councils and activities that support student wellness.</p> | All schools are required to have a Wellness Council and each school is supposed to have a Wellness Champion. Wellness Champions will help ensure that schools have activities that support student and staff wellness. | |
| 5.21 | I. pay for success initiatives aligned with the purposes of this section. | PROGRAM OBJECTIVE: | The Maryland legislature passed laws during the summer of 2018 | Funds will be used to purchase one Vision Spot |

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required

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| | [Section 4108](5)(1)] | <p>To support students’ vision needs through the purchase of one Vision Spot Screeners.</p> <p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> • With the new vision screeners, our Vision Techs will be able to improve screening students for vision issues. • The new screeners will replace the older models we currently use. <p>TIMELINE: New Vision Spot Screeners will be purchased in June of 2019.</p> <p>IMPLEMENTATION: Vision Techs will use the new vision screeners during the 2019-2020 school year.</p> <p>EVALUATION: The number of students referred for additional vision services will be monitored.</p> | <p>requiring school districts to do a better job with vision screenings. House Bill 0798, Visual Impairments – Requirement for Student Vision Screening and Information requires more exact screening of students and follow up for students who fail screenings.</p> <p>The requirement for more screenings means that our scanners need to be more up to date and able to handle the additional screenings.</p> | <p>Screeners and pay for a 5-year warranty.</p> <p>Total Cost - \$8,000</p> <p>Subtotal = \$8,000</p> <p>SECTION 5.0 TOTAL: \$1,382,450</p> |

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| Local Education Agency: <u>Prince George’s County Public Schools</u> | Fiscal Year: <u>2019</u> |
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To increase access to personalized, rigorous learning experiences supported by technology, local educational agencies, or consortium of such agencies, must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any local educational agency, or consortium of such agencies, that have received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA, or consortium of such agencies, receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)).

| 6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY | | | | |
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| Item | Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include - | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| 6.1 | 1.providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to— (A) personalize learning to improve student academic achievement; | Digital Institute professional learning opportunities for school-based technology leaders to assist in identifying effective technology integration in the classroom and to increase student engagement led | ASCD, Vol 13, Issue 24, August 2018 PIC: Passive, Interactive, Creative - RAT: Replace, Amplify, Transform | PLO: Digital Institute for school –based technology teams Instructional Leaders (teachers –1/2 day workshop) – 50 people per session / 6 annually |

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

| Item | Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include - | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
|------|--|---|--|---|
| | <p>(B) discover, adapt, and share relevant high-quality educational resources;</p> <p>(C) use technology effectively in the classroom, including by administering computer-based assessment and blending learning strategies; and</p> <p>(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning.</p> <p>[Section 4109](1)]</p> | <p>by T3 with support from an Educational Technology (Ed-Tech) Consultant.</p> <p>PGCPS Powering Up With Technology Conference registration for 25 teachers at each of our 20 one-to-one schools.</p> <p>ISTE Group Membership with National Technology Standards to assist educators around use technology to solve tough problems in education.</p> <p>Implement GenYes in 11 Schools to support teachers using technology.</p> <p>PROGRAM OBJECTIVE: Deliver learning opportunities for instructional leaders and administrators to increase awareness of good technology integration in the classroom and sharpen productivity skills using technology.</p> <p>INTENDED OUTCOME: Deliver learning opportunities for instructional leaders, administrators, and students to increase awareness of good technology integration in the classroom and sharpen productivity skills using technology. Facilitate instruction in the</p> | <p>https://byu.instructure.com/courses/191/pages/evaluating-technology-use-in-the-classroom-picrat</p> | <p>300 x 87.50 = \$26,250 \$26,250 x .0765 = \$2,008 (FICA) Total = \$28,258</p> <p>ISTE Group Membership 20 schools (includes 25 group memberships with 3 ISTE Conference & Expo registrations) x \$3,500= \$70,000</p> <p>Educational Technology Consultant- to support digital innovation training and assess scalability of digital transition \$20,000</p> <p>11 GenYES instructors x \$125.00 x 26 sessions = \$35,750</p> <p>Supplies and materials for Mobile Makerspace Station (Coin cell batteries, 5mm Diffused LEDs, Assorted,</p> |

| 6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY | | | | |
|---|---|---|---|--|
| Item | Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include - | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| | | <p>new literacies that emerge within digital interactive learning environments.</p> <p>TIMLINE: Sept. 2018 – Aug, 2019</p> <p>IMPLEMENTATION: Instructional Technology Specialists and Educational Technology Consultant to support delivery of training during the digital content transformation; Host 2 Digital Institutes for the 1:1 schools throughout school year</p> <p>EVALUATION PLAN: The PIC/RAT matrix will be used to evaluate effective classroom technology use.</p> | | <p>Packs of 20, Lead-free Solder - 100-Gram Spool, Coding & Mineral Collection Challenge bot Kit, Lego Mindstorms Kits, glue sticks, construction paper, wood chips, and other supplies)</p> <p>\$50.00 per kit x 225 = \$11,250</p> <p>Subtotal: \$165,258</p> |
| 6.2 | <p>2.building technological capacity and infrastructure, which may include: (A) procuring content and ensuring content quality; and (B) purchasing devices, equipment, and software applications in order to address readiness shortfalls. [Section 4109](2)]</p> | <p>PROGRAM OBJECTIVES: Prepare students to create solutions for problems yet unknown through STEAM related activities. Engaging students in authentic problems of practice allows them to apply their understanding of how the world works within and across interrelated disciplines to improve the social, economic, and environmental</p> | <p>Barnett, R (ed) (2005) Reshaping the University: New Relationships between Research, Scholarship and Teaching. McGraw Hill / Open University Press, pp.67-78 https://curiositycommons.wordpress.com/makerspaces-the-benefits/</p> | <p>16-unit Labdisc Portable STEM Labs (Enviro, Gensci, Physio, and Biochem) 3 units x 9,035 = 27,105 + 1 unit x 10,440 = \$37,545</p> <p>LCD Projector= \$500 Fitted Green Screen= \$100 Projection Screen= \$100</p> |

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

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|------|---|--|---|--|
| | | <p>conditions of their local and global community.</p> <p>Digital Transformation schools – two workshops per quarter x 20 one-to-one schools</p> <p>INTENDED OUTCOMES:</p> <ul style="list-style-type: none"> • Advance K-12 Science, Technology, Engineering, Arts, and Math education by providing quality, hands-on activities for students. • Provide rigorous, relevant and engaging STEAM learning experiences for all learners. <p>TIMELINE: Mar – Sept, 2019</p> <p>IMPLEMENTATION: Design, configure and transform PGCPs' bus into a Mobile STEAM lab to travel to schools throughout the district outfitted with K-12 STEAM activities in support of student achievement STEAM related. The PGCPs mobile STEAM Learning Lab and use of Labdisc sets for environmental, general, physical, and biology/chemistry</p> | | <p>Webcam Recorder= \$250</p> <p>Substitutes \$150 x 8 days x 20 schools x 5 = \$120,000 \$120,000 x .0765 = \$9,180 (FICA) Total = \$129,180</p> <p>Makerspace Supplies & Materials - Makey Makey & Microcontroller Kits Microbits/Lego Robotics (MaKey MaKey standard kits with alligator clips, USB cable, and connector wires; conductive copper tape, 5mm, 50' Roll and assorted conductive items such as fruit, Play-Doh, Assorted Markers, Wool Roving, Bubble wrap and other supplies)</p> <p>\$35,450</p> |

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

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|------|---|---|--|---|
| | | <p>science units, Graphics Arts design contest for mobile lab skin</p> <p>EVALUATION PLAN: STEAM Mobile Learning Lab will help PGCPs to determine if exposure to STEAM activities that foster creation and innovation increase student interest and awareness of STEAM careers and pathways.</p> <p>PIC-RAT matrix will be used to evaluate effective classroom technology use.</p> | | <p>Sphero SPRK+ Steam Educational Robot \$125 x 100 = \$12,500</p> <p>STEAM Mobile Learning materials and supplies to outfit the bus (Various materials for overall mobile bus. Items to include but not limited to; stationary desk/tables, chairs/lab stools, etc.)</p> <p>\$23,157</p> <p>STEAM Mobile Learning Bus Skin \$7,500</p> <p>Subtotal: \$246,282</p> |
| 6.3 | 3. developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology. [Section 4109](3)] | <p>PIC-RAT matrix will be used to evaluate effective classroom technology use.</p> <p>PROGRAM OBJECTIVE: PLO Google Level training teacher-led/blended learning opportunity to train</p> | <p>https://k12techintegration.pressbooks.com/chapter/effective-technology-integration/</p> | <p>Two days of workshop pay for four instructional staff members \$175 x 4 x 2 = \$1,400 \$1,400 x .0765 (FICA) = \$107</p> |

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

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|------|---|---|---|---|
| | | <p>and certify teachers as Google Certified Educators</p> <p>INTENDED OUTCOME: Continue to provide professional development and support resources based on emerging technology and assessed needs to ensure that staff has the appropriate skills needed to maintain and increase information literacy and employ technology to maximum effect. TIMELINE: July. 2018– Sept., 2019</p> <p>IMPLEMENTATION: An application process will be used to solicit applicants for Level I and Level II GEM cohort sessions. A rubric will be used to score applicant readiness. Cohorts of 25 will be accepted and training scheduled quarterly for Level I & II certification</p> <p>EVALUATION PLAN: The PIC/RAT matrix will be used to evaluate effective classroom technology use.</p> | | <p>Total = \$1,507 Five days of workshop pay for two instructors $\\$175 \times 5 \times 2 = \\$1,750$ $\\$1,750 \times .0765 \text{ (FICA)} = \\134 Total = \$1,884 Subtotal: \$3,391</p> |
| 6.4 | 4. carrying out blended learning projects which shall include: | <p>PROGRAM OBJECTIVES:</p> <ul style="list-style-type: none"> • Development of three 15-hour, one credit (1) digital learning Continuing | Professional Development in Integrating Technology Into Teaching | Workshop pay for three course offerings five sessions per offering |

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

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|------|--|--|---|--|
| | <p>(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or</p> <p>(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. [Section 4109](4)]</p> | <p>Professional Development (CPD) courses</p> <ul style="list-style-type: none"> • Development of online Digital Citizenship course for educators <p>INTENDED OUTCOMES: Continue to provide professional development and support resources based on emerging technology and assessed needs to ensure that staff has the appropriate skills needed to maintain and increase information literacy and employ technology to maximum effect.</p> <p>TIMELINE: July. 2018– Sept., 2019</p> <p>IMPLEMENTATION: Host course registration for 20 educators per session</p> <p>EVALUATION PLAN: The PIC/RAT matrix will be used to evaluate effective classroom technology use.</p> | <p>and Learning: Knowns, Unknowns, and Ways to Pursue Better, Kimberly A. Lawless, James W. Pellegrino, First Published December 1, 2007 Research Article https://doi.org/10.3102/0034654307309921</p> | <p>3 courses x 5 sessions = 15 x 5 instructors @ \$175 = \$13,125 \$13,125 x .0765 (FICA) = \$1,004</p> <p>Subtotal: \$14,129</p> |

| 6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY | | | | |
|---|--|---|--|--|
| Item | Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include - | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
| 6.5 | (5) providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and [Section 4109](5)] | <p>Digital Transformation School professional development in PLO via District 1:1 School Summit</p> <p>PROGRAM OBJECTIVE: Deliver learning opportunities for instructional leaders and administrators to increase awareness of good technology integration in the classroom and sharpen productivity skills using technology.</p> <p>INTENDED OUTCOME: Deliver learning opportunities for instructional leaders, administrators, and technology teams to increase awareness of good technology integration in the classroom and sharpen productivity skills using technology. Model and facilitate instruction in the new literacies that emerge within digital interactive learning environments.</p> <p>TIMELINE: Sept. 2018 – Aug, 2019</p> <p>IMPLEMENTATION: Instructional Technology Specialists and Educational Technology Consultant to support</p> | <p>Teacher professional development for technology integration in a primary school learning community Shih-Hsiung Liu Technology, Pedagogy and Education, Volume 22, 2013 - Issue 1 Published online: 26 Sep 2012</p> | <p>Two digital learning technology integration afterschool workshops per quarter for total of eight workshops 8 instructors x 250 x 6 days = \$12,000 \$12,000 x .0765 = \$918 (FICA) Total = \$12,918</p> <p>25 teachers x 87.50 x 8 sessions = \$17,500 \$17,500 x .0765 = \$1,339 (FICA) Total = \$18,839</p> <p>Subtotal: \$31,757</p> <p>SECTION 6.0 TOTAL: \$460,817</p> |

6.0 ACTIVITIES TO SUPPORT THE EFFECTIVE USE OF TECHNOLOGY

| Item | Subject to section 4106(f), each local educational agency, or consortium of such agencies, that receives an allocation under section 4105(a) shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, which may include - | Brief Description of Specific Services including: <ul style="list-style-type: none"> • Program Objectives • Intended Outcomes • Timeline • Implementation • Evaluation Plan | Cite the evidence based study or studies that support this strategy/activity if applicable. | Explanation of how funds will be used |
|------|---|--|--|---------------------------------------|
| | | delivery of training during the digital content transformation; Host 2 Digital Institutes for the 1:1 schools throughout school year EVALUATION PLAN: The PIC/RAT matrix will be used to evaluate effective classroom technology use. | | |
| 6.6 | providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. [Section 4109](6) | PROGRAM OBJECTIVE: Provide ongoing PLO and support for integrating technology into the curriculum in order to support STEM/STEAM adoption INTENDED OUTCOME: Use Google Classrooms to facilitate communication, assignments, progress and to keep organized in same areas TIMELINE: Oct. – Sept., 2019 IMPLEMENTATION: Sept. – Sept. 2019 EVALUATION PLAN: The PIC/RAT matrix will be used to evaluate effective classroom technology use. | Teacher professional development for technology integration in a primary school learning community Shih-Hsiung Liu Technology, Pedagogy and Education, Volume 22, 2013 - Issue 1 Published online: 26 Sep 2012 | |

Local Education Agency: Prince George's County Public SchoolsFiscal Year: 2019**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)).

Each LEA is required to provide written affirmation (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2017 – 2018 that a meeting(s) occurred with nonpublic school representative(s) regarding Title IV services. The signed written affirmation that consultation has occurred must provide an option for private school officials to indicate whether timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.

Participating Private Schools and Services: Provide information regarding *the names of participating private schools and number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.* (Include below or as an attachment)

| Private Schools Participating in Title IV, Part A Program | | | |
|--|------------|-----------------|-------------------|
| Prince George's County, SY2018-19 | | | |
| SCHOOL | TCH | STUDENTS | ALLOCATION |
| Bishop McNamara | 130 | 855 | \$ 16,039.85 |
| DeMatha Catholic HS | 114 | 868 | \$ 16,283.73 |
| From the Heart Christian School | 41 | 216 | \$ 4,052.17 |
| George E. Peters Adventist School | 16 | 174 | \$ 3,264.25 |
| Grace Brethren Christian Academy | 55 | 476 | \$ 8,929.79 |
| Holy Family Catholic School | 16 | 130 | \$ 2,438.81 |
| Holy Redeemer | 31 | 253 | \$ 4,746.29 |
| Holy Trinity Episcopal Day School | 91 | 448 | \$ 8,404.51 |
| Lanham Christian School | 30 | 198 | \$ 3,714.49 |
| NASA Goddard Child Development Ctr. | 2 | 17 | \$ 318.92 |
| National Christian Academy | 37 | 211 | \$ 3,958.37 |
| New Hope Academy | 35 | 130 | \$ 2,438.81 |
| Reid Temple Christian Academy | 58 | 209 | \$ 3,920.85 |

| | | | | |
|---------------------------------------|----|---------------------------------|-----------|-------------------|
| St. Ambrose School | 30 | 221 | \$ | 4,145.97 |
| St. Columba School | 18 | 162 | \$ | 3,039.13 |
| St. Jerome Academy | 28 | 250 | \$ | 4,690.01 |
| St. John the Evangelist | 22 | 220 | \$ | 4,127.21 |
| St. Joseph's Regional Catholic School | 23 | 170 | \$ | 3,189.21 |
| St. Mary of the Mills | 40 | 267 | \$ | 5,008.94 |
| St. Mary's School | 22 | 227 | \$ | 4,258.53 |
| St. Mary's of the Assumption | 31 | 218 | \$ | 4,089.69 |
| St. Mary's School of Piscataway | 25 | 165 | \$ | 3,095.41 |
| St. Matthias the Apostle School | 18 | 141 | \$ | 2,645.17 |
| St. Philip the Apostle | 21 | 166 | \$ | 3,114.17 |
| St. Pius X Regional School | 47 | 505 | \$ | 9,473.83 |
| St. Vincent Pallotti HS | 58 | 482 | \$ | 9,042.35 |
| Washington United Christian Academy | 7 | 30 | \$ | 562.80 |
| Woodstream Christian Academy | 52 | 203 | \$ | 3,808.29 |
| Archdiocese of Washington | | <i>included in above totals</i> | | |
| TOTAL | | 7,612 | \$ | 142,801.57 |

| | | |
|--|--|---------------|
| A. Number of Students | | |
| LEA enrollment | | 127,846 |
| Participating Private Schools Enrollment | | 7,612 |
| Total Enrollment | | 135,458 |
| B. Title IV, Part A Allocation | | |
| Total LEA allocation | | \$2,593,061 |
| Administrative Costs up to 2% (for public and private school programs) | | \$51,861 |
| LEA Allocation Minus Admin Costs | | \$2,541,200 |
| C. Per Pupil Rate | | |
| Per Pupil Rate | | \$ 18.7601 |
| D. Equitable Services | | |
| Amount LEA must reserve for equitable services for private school teachers and other educational personnel | | \$ 142,801.57 |

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)

PGCPS invited private school staff to a Consultation meeting held on May 29, 2018. Title I, II, III, and IV shared information at the meeting. A webinar is scheduled for October 3, 2018 in an effort to provide private school staff that did not participate in the Consultation meeting. The following agenda items will be reviewed for Title IV, Part A; purpose of Title IV, allowable activities for

4.0 Well-rounded Educational Opportunities, 5.0 Supporting Safe and Healthy Students, and 6.0 Effective Use of Technology, Supplement vs. supplanting, allocation of funds for the private schools, and completion of the Professional Development Plan.

- Private schools within PGCPs boundaries are identified on the MSDE website. Each school is contacted via email and/or U.S. mail. This correspondence gives the non-public schools an opportunity to express their interest in participating in equitable services.
- Schools were asked to respond and indicate their intention to participate for SY19 by April 6, 2018. They were asked to complete and submit a Letter of Intent form.
- At the end of the Consultation meeting, attendees completed the Affirmation of Consultation document to affirm that PGCPs engaged in timely and meaningful consultation.
- Private schools will be informed of their total allocations prior to the webinar scheduled for October 3, 2018.
- Private schools will be asked to conduct a thorough needs assessment, utilizing existing data.
- After receiving their allocations; they will be asked to submit their school's **Needs Assessment, Professional Development Plan, and Budget by October 9, 2018.**
- Private school officials determine the needs of students based on each school's assessment.
- If requested; PGCPs will review the **Professional Development Plan** with participants during the webinar on October 3, 2018. Time will be allotted to respond to questions in an effort to ensure accuracy with the contents of the Professional Development Plan.
- Results of the needs assessment will dictate how the students will be served.
- Services may be provided via a third party vendor.
- Grant manager or program managers will monitor the progress of program implementation in each school via email, phone or in-person consultation on a quarterly basis.
- A copy of the Professional Development Plan is attached.

Total Amount for Transfers:

\$142,801.57

Local Education Agency: Prince George's County Public Schools

Fiscal Year: 2019

8.0 ASSURANCES [ESEA, SECTION 4106(e)(2)]:

Each application shall include assurances that the local educational agency, or consortium of such agencies, will—

- (A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—
 - (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
 - (ii) have the highest percentages or numbers of children counted under section 1124(c);
 - (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
 - (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
 - (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;
 - (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
 - (C) use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107;
 - (D) use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108;
 - (E) use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b); and
 - (F) annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E).
- (f) SPECIAL RULE. —Any local educational agency receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)

Local Education Agency: Prince George's County Public SchoolsFiscal Year: 2019**9.0 INTERNET SAFETY [ESEA, SECTION 4121]:**

No funds made available under this part to a local educational agency for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

(i) obscene;

(ii) child pornography; or

(iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

(i) obscene; or

(ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE. —A local educational agency with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

By checking this box, the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.

Local Education Agency: Prince George's County Public SchoolsFiscal Year: 2019**10.0 BUDGET NARRATIVE:****Guidance for Completion of the Budget Narrative for Individual Grants**

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information:

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. Make absolutely sure your numbers add up.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

Personnel Costs:

- **For Salaries:** List the number of positions and the estimated annual salary rate or hourly rate for the employee and the number of hours to be devoted to the project. The amount should take into account time needed to establish and fill new positions and the changing demands for personnel during the course of the project. The narrative should justify the necessity for creating new positions. Could present staff be reallocated? Could volunteers be utilized? Do all positions need to be full time? Are salary scales consistent with similar state or local wage scales? The workload must justify creating full-time

positions. Employees who are paid in whole or part with grant funds must perform work for the grant-funded project in proportion to the amount of their pay provided by the grant.

- **For Employee Benefits:** Identify the percentages used for FICA, State Unemployment, Workers Compensation, Health Insurance, Life Insurance and other benefits and multiply by the total salary costs to determine the total Fixed Charges. **Please Note: Fixed Charges must always be calculated whenever there are salaries and wages identified in the budget.**

Contracted Services

- For individuals or organizations to be reimbursed for personal services on a fee basis. List each type of consultant or service, the proposed fee rate, and the amount of time to be devoted to such services. Costs for renting space, equipment, and other operating leases are included in this object.

Supplies and Materials

- All costs should be itemized within this object by major types (e.g., office supplies, training materials, research forms, instructional supplies, textbooks, library media, etc.). The basis for cost computations should be shown ("x" dollars per month for office supplies or "y" dollars per person for training materials).

Other Charges

- Estimated travel expenses of project personnel should be included in this object. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Equipment

- Each item to be purchased must be separately listed with unit cost. The budget narrative must thoroughly explain the relevance and importance of each item to the project.

Transfers

- Transfers are payments to other LEAs, Non-Public Schools or indirect costs that are shown as grant expenses but are not direct expenses of the LEA to the project.
- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity.

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

SALARIES & WAGES

| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
|-------------------|----------------------------------|---|---|---------------|----------------|--------------|
| 4.0/4.4 | 203-205-09/01 - Salaries & Wages | Arts Integration: Workshop Pay-AIMT to go to Partner Schools | \$175 x4 workshops x 30 teachers | \$ 21,000 | \$ - | \$ 21,000 |
| 4.0/4.4 | 203-205-09/01 - Salaries & Wages | Arts Integration: Substitute Pay | \$100 x 4 days x 30 teachers | \$ 12,000 | \$ - | \$ 12,000 |
| 4.0/4.4 | 203-205-09/01 - Salaries & Wages | Arts Integration: Workshop Pay | \$175 x 2 days x 30 teachers | \$ 10,500 | \$ - | \$ 10,500 |
| 4.0/4.5 | 203-205 - 09/01 - Salary & Wages | STEM Teacher/Student Professional Development: Teacher Participant Required PD Stipends | 80 Teachers (20 per content area) x \$175 | \$ 14,000 | \$ - | \$ 14,000 |
| 4.0/4.5 | 203-205 - 09/01 - Salary & Wages | STEM Teacher/Student Professional Development: HBOSC PD Facilitator Stipends | \$1,000 x 4 (8 instructors per content area x \$500/per instructor) | \$ 4,000 | \$ - | \$ 4,000 |
| 4.0/4.7 | 203-205-09/01 - Salaries & Wages | Conflict and Compromise: Agents of Change Through Social Movement | 40 Teachers x 3 days x \$175 workshop pay | \$ 21,000 | \$ - | \$ 21,000 |
| 4.0/4.7 | 203-205-09/01 - Salaries & Wages | Conflict and Compromise: Agents of Change Through Social Movement | 40 Teachers x 1 - half day workshop x \$87.50 | \$ 3,500 | \$ - | \$ 3,500 |
| 4.0/4.12 | 203-205-09/01 - Salaries & Wages | A Day with an AP Reader - Professional Development Workshop - Teachers | 30 teachers x 5 sessions @ \$175 (workshop pay per session) | \$ 26,250 | \$ - | \$ 26,250 |

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

| | | | | | | |
|----------|----------------------------------|---|---|------------|------|------------|
| 4.0/4.12 | 203-205-09/01 - Salaries & Wages | Fall SAT Training - ELA & math -3 hours/each - professional development | 20 teachers x \$175 | \$ 3,500 | \$ - | \$ 3,500 |
| 5.0/5.5 | 207 - 01 - Salaries & Wages | Screening, Brief Intervention & Referral to Treatment (SBIRT) - Counseling Intervention - 2nd Assignments | 10 Professional School Counselors @ \$60/per hour @ 4.5 hrs. x 45 weeks | \$ 121,500 | \$ - | \$ 121,500 |
| 5.0/5.5 | 207-01 - Salaries & Wages | Screening, Brief Intervention & Referral to Treatment (SBIRT) - 2 Secretaries | 2 secretaries @ \$24.88/hour x 4.5 hours x 44 weeks | \$ 9,852 | \$ - | \$ 9,852 |
| 5.0/5.6 | 207 - 01 - Salaries & Wages | Mental Health Coordinator – second assignment | 1 School Psychologist x 7.5 hours @ \$50/hr. x 20 days | \$ 7,500 | \$ - | \$ 7,500 |
| 5.0/5.10 | 208 - 01 Salaries & Wages | Immunization Compliance - School Nurses – Second Assignment | 81 nurses x 7.5 hours x \$43.69 x 10 days | \$ 265,417 | \$ - | \$ 265,417 |
| 5.0/5.13 | 207 - 01 - Salaries & Wages | Professional School Counselors – 10 addl. days -summer | 94 School Counselors x 7.5 hrs x \$60 (estimated hourly rate) x 10 days | \$ 423,000 | \$ - | \$ 423,000 |
| 5.0/5.14 | 207 - 01 Salaries & Wages | Increase attendance & reduce truancy- 2nd Assignments | 42 PPWs x 7.5 hrs x \$67.00 (estimated hourly rate) x 10 days | \$ 211,050 | \$ - | \$ 211,050 |
| 5.0/5.19 | 207 - 01 - Salaries & Wages | SWIS (School-Wide Information System) software training (substitutes) | 209 substitutes x 1 day X \$100 | \$ 20,900 | \$ - | \$ 20,900 |
| 5.0/5.19 | 207 - 01 - Salaries & Wages | Restorative Practice Coordinator – 15 addl. days - summer | 7.5 hours x \$60.00 x 15 days x 2 years | \$ 13,500 | \$ - | \$ 13,500 |
| 5.0/5.19 | 207 - 01 - Salaries & Wages | 1-day CPI Refresher sessions to crisis team members - Professional Development Workshop | 1 round of CPI Initial session in summer SY 19 - 30 participants x \$175 per day x 2 days | \$ 10,500 | \$ - | \$ 10,500 |
| 5.0/5.19 | 207 - 01 - Salaries & Wages | 1-day CPI Refresher sessions to crisis team members (2 rounds) | 2 rounds of one day Refresher sessions in summer SY 19 - 30 participants x \$175 per day x 2 days | \$ 10,500 | \$ - | \$ 10,500 |
| 5.0/5.20 | 208 - 01 - Salaries & Wages | Wellness Champion Stipends - Funds will be spent to provide each school with a stipend for the Wellness Champion. | \$300 stipend x 209 schools | \$ 62,700 | \$ - | \$ 62,700 |

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

| 6.0/6.1 | 203-205-09/01- Salaries and Wages | PLO: Digital Institute for School-Based Technology Teams (Workshop Pay) | 50 people/per session x 6 sessions (annually) = 300 x \$87.50 (1/2 day workshop pay rate) | \$ 26,250 | \$ - | \$ 26,250 |
|--|---|---|--|---------------|----------------|---------------------|
| 6.0/6.1 | 203-205-09/01- Salaries & Wages | 11 GenYES Instructors (Facilitator Pay) | 11 instructors x \$125 (facilitator pay) x 26 sessions | \$ 35,750 | \$ - | \$ 35,750 |
| 6.0/6.2 | 203-205-09/01 - Salaries & Wages | STEM/STEAM - Digital Transformation Schools (Workshops; Substitute coverage for teachers) | 1 substitute per school @ \$150 x 8 days x 20 schools x 5 sessions | \$ 120,000 | \$ - | \$ 120,000 |
| 6.0/6.3 | 203-205 - 02 / 01 - Salaries & Wages | PLO Google Level Training (2 day training) (Workshop/Staff Development Pay) | 4 instructional staff members x \$175 (workshop pay) x 2 | \$ 1,400 | \$ - | \$ 1,400 |
| 6.0/6.3 | 203-205 - 02 / 01 - Salaries & Wages | PLO Google Level Training (5 day training) (Workshop/Staff Development Pay) | 2 instructors x \$175 (workshop pay) x 5 | \$ 1,750 | \$ - | \$ 1,750 |
| 6.0/6.4 | 203-205 - 02 / 01 - Salaries & Wages | Digital Learning Continuing Professional Development Program (Workshop/Staff Development Pay) | 3 courses x 5 sessions = 15 x 5 instructors @ \$175 (workshop pay rate) | \$ 13,125 | \$ - | \$ 13,125 |
| 6.0/6.5 | 203-205 - 02 / 01 - Salaries & Wages | Digital Transformation School Professional Development (Workshop/Staff Development Pay) | 8 instructors x \$250 (instructor pay) x 6 days | \$ 12,000 | \$ - | \$ 12,000 |
| 6.0/6.5 | 203-205 - 02 / 01 - Salaries & Wages | Digital Transformation School Professional Development (Workshop/Staff Development Pay) | 25 teachers x \$87.50 (workshop pay) x 8 sessions | \$ 17,500 | \$ - | \$ 17,500 |
| Subtotal - Salaries & Wages | | | | | | \$ 1,499,944 |
| FIXED CHARGES | | | | | | |
| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| 4.0/4.4 | 212 - 04 - Other Charges | Arts Integration: Workshop Pay-AIMT to go to Partner Schools-Fringe Benefits | \$21,000 x .0765 (FICA) | \$ 1,607 | \$ - | \$ 1,607 |

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

| | | | | | | |
|----------|--------------------------|---|--------------------------|----------|------|----------|
| 4.0/4.4 | 212 - 04 - Other Charges | Arts Integration: Substitute Pay: Fringe Benefits | \$12,000 x .0765 (FICA) | \$ 918 | \$ - | \$ 918 |
| 4.0/4.4 | 212 - 04 - Other Charges | Arts Integration: Workshop Pay: Fringe (FICA) | \$10,500 x .0765 (FICA) | \$ 803 | \$ - | \$ 803 |
| 4.0/4.5 | 212 - 04 - Other Charges | STEM Teacher/Student Professional Development (Fringe) | \$14,000 x .0765 (FICA) | \$ 1,071 | \$ - | \$ 1,071 |
| 4.0/4.5 | 212 - 04 - Other Charges | STEM Teacher/Student Professional Development: HBOSC PD Facilitator Stipends (Fringes) | \$4,000 x .0765 (FICA) | \$ 306 | \$ - | \$ 306 |
| 4.0/4.7 | 212 - 04 - Other Charges | Conflict and Compromise: Agents of Change Through Social Movement-Fringe benefits | \$21,000 x .0765 (FICA) | \$ 1,607 | \$ - | \$ 1,607 |
| 4.0/4.7 | 212 - 04 - Other Charges | Conflict and Compromise: Agents of Change Through Social Movement-Fringe benefits | \$3,500 x .0765 (FICA) | \$ 268 | \$ - | \$ 268 |
| 4.0/4.12 | 212 - 04 - Other Charges | A Day with an AP Reader - Professional Development Workshop - Teachers (Fringes) | \$26,250 x .0765 (FICA) | \$ 2,008 | \$ - | \$ 2,008 |
| 4.0/4.12 | 212 - 04 - Other Charges | Fall SAT Training - ELA & math -3 hours/each - professional development - Fringe benefits | \$3,500 x .0765 (FICA) | \$ 268 | \$ - | \$ 268 |
| 5.0/5.5 | 212 - 04 - Other Charges | Screening, Brief Intervention & Referral to Treatment (SBIRT) - Counseling Intervention - Fringe Benefits | \$121,500 x .0765 (FICA) | \$ 9,295 | \$ - | \$ 9,295 |

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

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|----------|--------------------------|---|--------------------------|-----------|------|-----------|
| 5.0/5.5 | 212 - 04 - Other Charges | Screening, Brief Intervention & Referral to Treatment (SBIRT) - Secretaries - Fringe Benefits | \$9,852 x .0765 (FICA) | \$ 754 | \$ - | \$ 754 |
| 5.0/5.6 | 212 - 04 - Other Charges | Mental Health Coordinator - Fringe Benefits | \$7,500 x .0765 (FICA) | \$ 574 | \$ - | \$ 574 |
| 5.0/5.10 | 212 - 04 - Other Charges | Immunization Compliance - School Nurses – Second Assignment-Fringe Benefits | \$265,417 x .0765 (FICA) | \$ 20,304 | \$ - | \$ 20,304 |
| 5.0/5.13 | 212 - 04 - Other Charges | Monitoring & School Counseling - Fringe Benefits | \$423,000 x .0765 (FICA) | \$ 32,360 | \$ - | \$ 32,360 |
| 5.0/5.14 | 212 - 04 Other Charges | Improve School Dropout & Re-entry Programs - Fringe Benefits | \$211,050 x .0765 (FICA) | \$ 16,145 | \$ - | \$ 16,145 |
| 5.0/5.19 | 212 - 04 - Other Charges | SWIS (School-Wide Information System) software training - substitutes - Fringe Benefits | \$20,900 x .0765 (FICA) | \$ 1,599 | \$ - | \$ 1,599 |
| 5.0/5.19 | 212 04 - Other Charges | Restorative Practice Coordinator – 15 addl. days - summer -Fringe Benefits | \$13,500 x .0765 (FICA) | \$ 1,033 | \$ - | \$ 1,033 |
| 5.0/5.19 | 212 - 04 - Other Charges | 1-day CPI Refresher sessions to crisis team members - Professional Development Workshop (Fringe benefits) | \$10,500 x .0765 (FICA) | \$ 803 | \$ - | \$ 803 |

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

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|----------|--------------------------|---|-------------------------|----------|------|----------|
| 5.0/5.19 | 212 - 04 - Other Charges | 1-day CPI Refresher sessions to crisis team members (2 rounds) - Fringe Benefits | \$10,500 x .0765 (FICA) | \$ 803 | \$ - | \$ 803 |
| 5.0/5.20 | 212 - 04 - Other Charges | Wellness Champion Fringe Benefits - Funds will be spent to provide each school with a stipend for the Wellness Champion - fringe benefits | \$62,700 x .0765 (FICA) | \$ 4,797 | \$ - | \$ 4,797 |
| 6.0/6.1 | 212-04-Other Charges | PLO: Digital Institute for School-Based Technology Teams (Workshop Fringes) | \$26,250 x .0765 (FICA) | \$ 2,008 | \$ - | \$ 2,008 |
| 6.0/6.2 | 212-04 - Other Charges | STEM/STEAM - Digital Transformation Schools (Workshops; Substitute coverage for teachers - Fringe Benefits) | \$120,000 x .0765 | \$ 9,180 | \$ - | \$ 9,180 |
| 6.0/6.3 | 212 - 04- Other Charges | PLO Google Level Training (2 day training) (Workshop/Staff Development Pay - Fringe Benefits) | \$1,400 x .0765 | \$ 107 | \$ - | \$ 107 |
| 6.0/6.3 | 212 - 04- Other Charges | PLO Google Level Training (5 day training) (Workshop/Staff Development Pay - Fringe Benefits) | \$1,750 x .0765 | \$ 134 | \$ - | \$ 134 |
| 6.0/6.4 | 212 - 04- Other Charges | Digital Learning Continuing Professional Development Program (Workshop/Staff Development Pay - Fringe Benefits) | \$13,125 x .0765 | \$ 1,004 | \$ - | \$ 1,004 |
| 6.0/6.5 | 212 - 04- Other Charges | Digital Transformation School Professional Development (Workshop/Staff Development Pay-Fringe Benefits) | \$12,000 x .0765 | \$ 918 | \$ - | \$ 918 |

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

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|---------|-------------------------|---|------------------|----------|------|----------|
| 6.0/6.5 | 212 - 04- Other Charges | Digital Transformation School Professional Development (Workshop/Staff Development Pay-Fringe Benefits) | \$17,500 x .0765 | \$ 1,339 | \$ - | \$ 1,339 |
|---------|-------------------------|---|------------------|----------|------|----------|

Subtotal - Fixed Charges \$ 112,011

CONTRACTED SERVICES

| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
|------------|---|---|---|------------|---------|------------|
| 4.0/4.5 | 203-205 - 02/02 - Contracted Services | STEM Champs Team Technology Materials (Software Licenses) (Elementary, Middle & High Schools) | Based on vendor quotes | \$ 11,500 | \$ - | \$ 11,500 |
| 4.0/4.6 | 203 - 205 - 02/02 - Contracted Services | Turnitin Online Platform Application - Contracted Services | Turnitin Feedback Studio Full Suite for 2 years | \$ 97,858 | \$ - | \$ 97,858 |
| 4.0/4.7 | 203-205-09/02 - Contracted Services | Restorative Justice Program Consultants | 5 Consultants @ \$5,000 per consultant | \$ 25,000 | \$ - | \$ 25,000 |
| 4.0/4.7 | 203-205-09/02 - Contracted Services | Restorative Justice Program - Facilities Usage - Contracted Services | Facilities Usage Fee - \$2,500 | \$ 2,500 | \$ - | \$ 2,500 |
| 4.0/4.12 | 203-205 - 02/02 - Contracted Services | AP Summer Institute | 10 courses @ \$11,500/each course | \$ 115,000 | \$ - | \$ 115,000 |
| 4.0/4.12 | 203-205 - 09/02 - Contracted Services | A Day with an AP Reader - Consultant Fee | 5 workshops x \$4,500 (per workshop) | \$ 22,500 | \$ - | \$ 22,500 |
| 4.0/4.12 | 203-205-09/02 - Contracted Services | Fall SAT Training - ELA & math -3 hours/each | Consultant Training fee - \$12,500 | \$ 12,500 | \$ - | \$ 12,500 |
| 5.0/5.19 | 203-205-02/02 - Contract Services | SWIS (School-Wide Information System) software to collect student behavior data for PBIS | \$280.00 x 209 schools x 1 years | \$ 58,520 | \$ - | \$ 58,520 |
| 5.0/5.19 | 207 - 02 - Contracted Services | Crisis Prevention Instructor Certifications (CPI) - Contracted Services (outside vendor) | 10 instructor certifications @ \$3,049/per instructor | \$ 30,490 | \$ - | \$ 30,490 |
| 6.0/6.1 | 203-205-09/02- Contract Services | Educational Technology Consultant (Digital Innovation & Training) | Based on vendor quote | \$ 20,000 | \$ - | \$ 20,000 |
| 6.0/6.2 | 203-205 - 02/02 - Contract Services | STEAM Mobile Learning - Bus Skin (Overlay used instead of painting the mobile bus.) | Estimated allocation based on vendor quote | \$ 7,500 | \$ - | \$ 7,500 |

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

Subtotal - Contracted Services

\$ 403,368

SUPPLIES & MATERIALS

| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
|-------------------|---|--|-----------------------------------|---------------|----------------|--------------|
| 4.0/4.4 | 203-205-02/03 - Supplies & Materials | Arts Integration: Classroom Teacher Supplies (Items to include but not be limited to - 12- piece rhythm instrument assortment, high fire moist non-toxic clay, complete guide to primary dance, curriculum based readers theatre scripts (Language Arts, Science & Math)) | \$200x30 Teachers | \$ 6,000 | \$ - | \$ 6,000 |
| 4.0/4.5 | 203-205-09/03 - Supplies & Materials | Flash Forge 3D-FFG- ABSBU ABS (Acrylonitrile Butadiene Styrene) Creator Series Filament, Spool, 1.75mm diameter (blue) | 2 x \$23.95 (per unit) | \$ 48 | \$ - | \$ 48 |
| 4.0/4.5 | 203-205-09/03 - Supplies & Materials | Flash Forge PLA Yellow Filament 1.75mm / 2.2lb. (1KG) for Creator Series (yellow) | 2 x \$29.00 (per unit) | \$ 58 | \$ - | \$ 58 |
| 4.0/4.5 | 203-205-09/03 - Supplies & Materials | Flash Forge PLA Red Filament 1.75mm / 2.2lb. (1KG) for Creator Series (red) | 2 x \$29.00 (per unit) | \$ 58 | \$ - | \$ 58 |
| 4.0/4.5 | 203-205 - 02/03 - Supplies & Materials | STEM CHAMPS Team Supplies (Elementary, Middle & High Schools) (Items to include but not be limited to - notebooks, backpacks, folders, pens, pencils, etc.) | Based on various vendor quotes | \$ 21,275 | \$ - | \$ 21,275 |
| 4.0/4.7 | 203-205-02/03 - Supplies & Materials | Conflict and Compromise: Agents of Change Through Social Movement-Civil Activism Symposium (Classroom Supplies/Materials) (Items to include but not be limited to - pens, pencils, notebooks, glue, markers, etc.) | Based on various vendor quotes | \$ 5,370 | \$ - | \$ 5,370 |

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

| | | | | | | |
|----------|---|--|--|-----------|------|-----------|
| 4.0/4.7 | 203-205-09/03- Supplies & Materials | Professional Development Materials - Conflict and Compromise: Agents of Change Through Social Movement (Items to include but not be limited to - Power banks, notebooks, etc.) | 40 teachers x \$50 per teacher | \$ 2,000 | \$ - | \$ 2,000 |
| 4.0/4.7 | 203-205-02/03 - Supplies & Materials | Youth Justice in America: Be a Change maker - textbooks | 50 books @ \$47 each | \$ 2,350 | \$ - | \$ 2,350 |
| 4.0/4.7 | 203-205-02/03 - Supplies & Materials | How to Start Something That Matters: It's Your World - textbooks | 50 books @ 10.99 each | \$ 550 | \$ - | \$ 550 |
| 4.0/4.7 | 203-205-02/03 - Supplies & Materials | If You Don't Like It, Change It: Activism for Teens | 50 books @ 10.99 each | \$ 550 | \$ - | \$ 550 |
| 4.0/4.7 | 203-205-09/03 - Supplies & Materials | Restorative Justice Workshop Materials (Items to include but not be limited to - backpacks, Power banks, notebooks, folders, pens, binders, etc.) | \$150 (workshop materials) x 50 students | \$ 7,500 | \$ - | \$ 7,500 |
| 5.0/5.19 | 207 - 03 - Supplies & Materials | 2-day CPI Initial professional development training sessions to crisis team members at all schools - training books | 25 Initial sessions x 30 participants = 750 CPI training books x \$17 per book | \$ 12,750 | \$ - | \$ 12,750 |
| 5.0/5.19 | 207 - 03 - Supplies & Materials | 1-day CPI Refresher sessions to crisis team members at all schools | 900 CPI Refresher books x \$14/book | \$ 12,600 | \$ - | \$ 12,600 |
| 6.0/6.1 | 203-205/09-03- Supplies & Materials | Mobile Makerspace Station (Misc. Materials to include; but not be limited to - Coin cell batteries, 5mm Diffused LEDs, Coding & Mineral Collection Challenge Bot Kit, Lego Mindstorms Kits, Glue Sticks, Construction Paper, Wood Chips, etc.) | \$50.00 per kit x 225 kits | \$ 11,250 | \$ - | \$ 11,250 |
| 6.0/6.2 | 203-205-02/03 - Supplies & Materials | STEM/STEAM - Fitted Green Screen (Screen/backdrop that will be used to display recorded/documentated results from various experiments.) | 1 fitted green screen x \$100 (per unit) | \$ 100 | \$ - | \$ 100 |

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

| | | | | | | |
|--|--|---|--|---------------|----------------|-------------------|
| 6.0/6.2 | 203-205-02/03 - Supplies & Materials | STEM/STEAM - Projection Screen (Screen that will be used to display recorded/documented results from the experiments on the Green Screen.) | 1 projection screen x \$100 (per unit) | \$ 100 | \$ - | \$ 100 |
| 6.0/6.2 | 203-205-02/03 - Supplies & Materials | STEM/STEAM - Webcam Recorder (Recorder will be used to record/document results from the experiments on the Green Screen.) | 1 webcam recorder x \$250 (per unit) | \$ 250 | \$ - | \$ 250 |
| 6.0/6.2 | 203-205-02/03 - Supplies & Materials | STEM/STEAM - Makerspace Supplies & Materials and Microcontroller Kits (Items to include but not be limited to - MaKey MaKey standard kits with alligator clips, USB Cable, connector wires, conductive copper tape, conductive items such as fruit, play-doh, assorted markers, wool roving, bubble wrap, etc.) | Estimated allocation based on various vendor quotes | \$ 35,450 | \$ - | \$ 35,450 |
| 6.0/6.2 | 203-205-02/03 - Supplies & Materials | STEM/STEAM - Sphero SPRK+Steam Educational Robot | \$125 per unit x 100 units | \$ 12,500 | \$ - | \$ 12,500 |
| 6.0/6.2 | 203-205 - 02/03 - Supplies & Materials | STEAM Mobile Learning - Misc. Materials/Supplies to outfit the bus (Various materials for overall mobile bus, items to include but not be limited to - stationary desks/tables, chairs/lab stools, etc.) | Estimated allocation based on vendor quote | \$ 23,157 | \$ - | \$ 23,157 |
| Subtotal - Supplies & Materials | | | | | | \$ 153,915 |
| OTHER CHARGES | | | | | | |
| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| 5.0/5.10 | 207 - 04 - Other Charges | 2019 Urban School Wellness Coalition Conference - Registration Fees | 4 staff members x \$500 per person for registration (based on 2018 registration rates) | \$ 2,000 | \$ - | \$ 2,000 |

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

| 5.0/5.10 | 207 - 04 - Other Charges | 2019 Urban School Wellness Coalition Conference - Non-Local Travel (Hotel, Transportation, Misc. Expenses (meals, parking, etc.)) | Hotel - 4 staff members x 3 nights @ \$250/per night Airfare - 4 staff members @ \$1,076/per person (estimated; conference location TBD) Misc. Expenses - Meals/Parking, etc. - 4 staff members @ \$125/per person (estimated) | \$ 7,805 | \$ - | \$ 7,805 |
|---------------------------------|-----------------------------|---|--|---------------|----------------|------------------|
| 5.0/5.19 | 207 - 04/Other Charges | SY2020 Annual Fee for 13 CPI certified Trainers - Certification Fee (Dues; Subscriptions) | 13 Certified Trainers @ \$150/per trainer | \$ 1,950 | \$ - | \$ 1,950 |
| 5.0/5.19 | 207 - 04/Other Charges | SY2021 Annual Fee for 23 CPI certified Trainers - Certification Fee (Dues; Subscriptions) | 23 Certified Trainers @ \$150/per trainer | \$3,450 | \$ - | \$ 3,450 |
| 6.0/6.1 | 203-205-09/04-Other Charges | ISTE Group Membership/Registrations | 20 schools x \$3,500 (membership/registration fee per school) | \$ 70,000 | \$ - | \$ 70,000 |
| Subtotal - Other Charges | | | | | | \$ 85,205 |
| EQUIPMENT | | | | | | |
| Activity # | Category/Object | Line Item | Calculation | Amount | In-Kind | Total |
| 4.0/4.5 | 203-205-09/05 - Equipment | 3-D Printing: Amazon Flash Forge 3-D Printers | 4 - 3-D Printers x \$899 (per unit) | \$ 3,596 | \$ - | \$ 3,596 |
| 5.0/5.21 | 208 - 05 - Equipment | Funds will be used to purchase 1 Vision Spot Screener to assist with screening students for vision issues | 1 Vision Spot Screener + 5-year warranty | \$8,000 | \$ - | \$ 8,000 |
| 6.0/6.2 | 203-205 - 02/05 - Equipment | STEM/STEAM - 16-unit Labdisc Portable STEM Labs (Enviro, Gensci, Physio, & Biochem) | 3 units x \$9,035 (per unit) & 1 unit @ \$10,440 = \$10,440 | \$ 37,545 | \$ - | \$ 37,545 |
| 6.0/6.2 | 203-205 - 02/05 - Equipment | STEM/STEAM - LCD Projector (Projector will be mounted in the mobile bus to display presentations.) | 1 projector x \$500 (per unit) | \$ 500 | \$ - | \$ 500 |
| Subtotal - Equipment | | | | | | \$ 49,641 |
| NON-PUBLIC TRANSFERS | | | | | | |

Prince George's County Public Schools Consolidated Budget Narrative

Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant

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|--|---------------------------|--|---|------------|------|--------------------|
| 5.0 | 203-205-07/08 - Transfers | Equitable Services to students in private (non-public) schools | See Section 7.0 - Calculation Information | \$ 142,779 | \$ - | \$ 142,802 |
| Subtotal - Non-Public Transfers | | | | | | \$ 142,802 |
| Total Costs | | | | | | \$2,446,886 |
| Total - Administrative Cost (201-23/02 - Contracted Services) | | | | | | \$ 51,861 |
| Indirect Costs (201-22/08 - Transfers) | | | | | | \$94,314 |
| Title IV, Part A Grand Total Requested | | | | | | \$2,593,061 |

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 conform to 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 12/4/2015 16:01:40 Notice of Grant Award 4 Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
 11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.
- I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.


Superintendent of Schools

Prince George's County Public Schools
Local Educational Agency

November 16, 2018
Date

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

| | | | | |
|-----------------------|--|-----------------------|---------------------------------------|---------------|
| ORIGINAL GRANT BUDGET | 2,593,061 | AMENDED BUDGET# | REQUEST DATE | 11/08/18 |
| GRANT NAME | Title IV, A Student Support & Academic Enrichment (SAES) Grant | GRANT RECIPIENT NAME | Prince George's County Public Schools | |
| MSDE GRANT# | | RECIPIENT GRANT # | 7109 | |
| REVENUE SOURCE | Federal | RECIPIENT AGENCY NAME | Prince George's County Public Schools | |
| FUND SOURCE CODE | | GRANT PERIOD | July 1, 2018 | June 30, 2020 |

| 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 | | | | | | 94,314.00 | 94,314.00 |
| Prog. 23 Centralized Support | | 51,861.00 | | | | | 51,861.00 |
| 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. | 45,775.00 | 290,378.00 | 107,651.00 | | 38,045.00 | | 481,849.00 |
| Prog. 03 Career & Tech Prog. | | | | | | | |
| Prog. 04 Gifted & Talented Prog. | | | | | | | |
| Prog. 07 Non Public Transfers | | | | | | 142,802.00 | 142,802.00 |
| Prog. 08 School Library Media | | | | | | | |
| Prog. 09 Instruction Staff Dev. | 297,750.00 | 82,500.00 | 20,914.00 | 70,000.00 | | | 471,164.00 |
| 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. | 826,302.00 | 30,490.00 | 25,350.00 | 15,205.00 | 3,596.00 | | 901,943.00 |
| 208 Student Health Services | 326,117.00 | | | | 8,000.00 | | 334,117.00 |
| 209 Student Transportation | | | | | | | |
| 210 Plant Operation | | | | | | | |
| Prog. 30 Warehousing & Distr. | | | | | | | |
| Prog. 31 Operating Services | | | | | | | |
| 211 Plant Maintenance | | | | | | | |
| 212 Fixed Charges | | | | 112,011.00 | | | 112,011.00 |
| 214 Community Services | | | | | | | |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | |
| Prog. 35 Buildings & Additions | | | | | | | |
| Prog. 36 Remodeling | | | | | | | |
| Total Expenditures By Object | 1,499,944.00 | 455,229.00 | 153,915.00 | 197,216.00 | 49,641.00 | 237,116.00 | 2,593,061.00 |

OK
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| | | | | |
|-----------------------------|---|--------------------------|----------|--------------|
| Finance Official Approval | Michael Herbstman, Chief Financial Officer | <i>Michael Herbstman</i> | 11/12/18 | 301-952-6099 |
| | Name | Signature | Date | Telephone # |
| Supt./Agency Head Approval | Monica E. Goldson, Ed.D., Interim Chief Executive Officer | <i>Monica Goldson</i> | 11/14/18 | 301-952-6008 |
| | Name | Signature | Date | Telephone # |
| MSDE Grant Manager Approval | Jonathan Turner, Division of Student Support, Academic Enrich. & Educ. Policy | | | 410-767-0288 |
| | Name | Signature | Date | Telephone # |

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Maryland's Reform Plan • Bridge to Excellence in Public Schools

SY 2018-2019

TITLE IV, PART A

REQUIRED

DOCUMENTATION

AND APPENDICES

Prince George's County Board of Education



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either fax or mail it by **April 6, 2018** to:

Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 Academy of St. Matthias the Apostle

Address 9473 Annapolis Rd, Lanham, MD 20706

Contact Person Ann O'Hare

Telephone Number 301-577-9412

Email Address ao'hare@stmatthias.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 18

Number of Students in Grades K through 12, as of September 1, 2017 141

Number of Students in Grade Pre-K, as of September 1, 2017 17

Signature of Authorized Non-Public School Official Ann O'Hare Date 3-15-18

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |

Gladys Whitehead, Ph.D., Executive Director

9201 East Hampton Drive | Capitol Heights, MD 20743 | Phone: 301.536.6240 | Website: www.PGCPS.org | Follow Us: @PGCPS, Facebook, YouTube



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

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Capitol Heights, MD 20743
Fax: 301-637-4491

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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 Bishop Mc Namara High School

Address 6800 Marlboro Pike Forestville MD 20747

Contact Person Dr. Nigel Traylor

Telephone Number 301 735 8401 Ext 109

Email Address nigel.traylor@bms.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 130

Number of Students in Grades K through 12, as of September 1, 2017 855

Number of Students in Grade Pre-K, as of September 1, 2017 0

Signature of Authorized Non-Public School Official [Signature] Date 3/14/18



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either fax or mail it by **April 6, 2018** to:

Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 De Matha Catholic High School

Address 4313 Madison St., Hyattsville, MD 20781

Contact Person Maureen Mc Cart

Telephone Number 240-764-2221

Email Address mme cart@demetha.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 114

Number of Students in Grades K through 12, as of September 1, 2017 868

Number of Students in Grade Pre-K, as of September 1, 2017 _____

Signature of Authorized Non-Public School Official Maureen Mc Cart Date 3/15/18

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |
Gladys Whitehead, Ph.D., Executive Director

9201 East Hampton Drive | Capitol Heights, MD 20743 | Phone: 301.896.8240 | Website: www.PGCPS.org | Follow Us: @PGCPS, Facebook, Youtube



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either fax or mail it by April 6, 2018 to:

Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kohan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 From the Heart Christian School

Address 4949 Allentown Road, Suitland, MD 20746

Contact Person Dr. Susie A. Long

Telephone Number 301-899-2968 opt 2

Email Address slong@fthem.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 41

Number of Students in Grades K through 12, as of September 1, 2017 216

Number of Students in Grade Pre-K, as of September 1, 2017 24

Signature of Authorized Non-Public School Official [Signature] Date 3/10/18

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |

Gladys Whitehead, Ph.D., Executive Director

9201 East Hampton Drive | Capitol Heights, MD 20743 | Phone: 201.506.6246 | Website: www.PGCPS.org | Follow Us: @PGCPS, Facebook, Youtube



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either fax or mail it by April 6, 2018 to:
Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahon
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-537-4491

- YES, we are interested in participating in one or more federal programs listed below.
- NO, we will NOT participate in any of the federal programs listed below
- 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 Grace Brethren Christian School
Address 3415 Golden Creek Ct.

Contact Person Linda Brooks

Telephone Number 301 818 1600 EXT 327

Email Address linda.brooks@gbcsragles.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 55

Number of Students in Grades K through 12, as of September 1, 2017 476

Number of Students in Grade Pre-K, as of September 1, 2017 32

Signature of Authorized Non-Public School Official Jada D'Faria Date April 3, 2018



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either fax or mail it by April 6, 2018 to:
Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

- YES, we are interested in participating in one or more federal programs listed below.
- NO, we will NOT participate in any of the federal programs listed below
- 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 Holy Family Catholic School
Address 2200 Callaway Street Hillcrest Heights, MD 20748
Contact Person Mrs. Michelle Taylor

Telephone Number (301) 894-2323
Email Address mtaylor@holymfamilymd.org
Number of Staff (Teachers, Administrators, & Paraprofessionals) 16
Number of Students in Grades K through 12, as of September 1, 2017 130
Number of Students in Grade Pre-K, as of September 1, 2017 22

Signature of Authorized Non-Public School Official Michelle Taylor Date 3/15/18



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either fax or mail it by April 6, 2018 to:
Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 Holy Redeemer School

Address 4902 Bernyn Road College Park, MD 20781

Contact Person Mrs. Maureen Murphy

Telephone Number 301-474-3993

Email Address maureen.murphy@holy-redeemer.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 31

Number of Students in Grades K through 12, as of September 1, 2017 253

Number of Students in Grade Pre-K, as of September 1, 2017 15

Signature of Authorized Non-Public School Official McBorch

Date 3/13/2018



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either fax or mail it by **April 6, 2018** to:

Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 Holy Trinity Episcopal School

Address 11902 Daisy Lane,
Glenn Dale, MD 20769

Contact Person Mr. Michael S. Mullin

Telephone Number 301-464-3215

Email Address mmullin@htrinity.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 91

Number of Students in Grades K through 12, as of September 1, 2017 448

Number of Students in Grade Pre-K, as of September 1, 2017 45

Signature of Authorized Non-Public School Official [Signature] Date 3/23/2018



**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and either fax or mail it by **April 6, 2018** to:

Prince George's County Public Schools
Department of Curriculum and Instruction

ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 LANHAM CHRISTIAN SCHOOL

Address 8400 GOOD LUCK ROAD

Contact Person VANESSA ANCHAN

Telephone Number 301.552.9102

Email Address vsanchan@lanhamchristian.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 30

Number of Students in Grades K through 12, as of September 1, 2017 198

Number of Students in Grade Pre-K, as of September 1, 2017 13

Signature of Authorized Non-Public School Official [Signature] Date 4.5.2018

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |
Gladys Whitehead, Ph.D., Executive Director

9201 East Hampton Drive | Capitol Heights, MD 20743 | Phone: 301.806.8240 | Website: www.PGCPS.org | Follow Us: @PGCPS, Facebook, Youtube



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either fax or mail it by April 6, 2018 to:

Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 NASA Goddard Child Dev Center

Address NASA/BSPC Code 200.9 Building 90 Greenbelt MD 20771

Contact Person Syretna O Stiles

Telephone Number 301-286-8588

Email Address Syretna.Stiles@nasa.gov

Number of Staff (Teachers, Administrators, & Paraprofessionals) 2

Number of Students in Grades K through 12, as of September 1, 2017 17

Number of Students in Grade Pre-K, as of September 1, 2017 10

Signature of Authorized Non-Public School Official Syretna O Stiles Date 4/6/18



**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and either fax or mail it by **April 6, 2018** to:

*Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491*

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 National Christian Academy

Address 6700 Bock Road Fort Washington, MD 20744

Contact Person Andrew Stewart

Telephone Number 301 567-9507

Email Address astewart@nationalministries.com

Number of Staff (Teachers, Administrators, & Paraprofessionals) 37

Number of Students in Grades K through 12, as of September 1, 2017 211

Number of Students in Grade Pre-K, as of September 1, 2017 54

Signature of Authorized Non-Public School Official Andrew C Stewart Date 5/21/18



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

- YES, we are interested in participating in one or more federal programs listed below.
- NO, we will NOT participate in any of the federal programs listed below
- 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 New Hope Academy
 Address 7009 Varnum St. Hyattsville, MD 20784
 Contact Person Marilyn S. Cohen
 Telephone Number 301 459 7311
 Email Address mcohen@newhopeacademy.org
 Number of Staff (Teachers, Administrators, & Paraprofessionals) 35
 Number of Students in Grades K through 12, as of September 1, 2017 130
 Number of Students in Grade Pre-K, as of September 1, 2017 32
 Signature of Authorized Non-Public School Official Marilyn S. Cohen Date 3/15/18



**Prince George's County Public Schools
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YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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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 Reid Temple Christian Academy

Address 11400 Glenn Dale Blvd
Glenn Dale, MD 20769

Contact Person Ginger King

Telephone Number 301-860-6570

Email Address gking@reidtempleacademy.com

Number of Staff (Teachers, Administrators, & Paraprofessionals) 58

Number of Students in Grades K through 12, as of September 1, 2017 209

Number of Students in Grade Pre-K, as of September 1, 2017 94

Signature of Authorized Non-Public School Official [Signature] Date 3/15/18



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 9201 East Hampton Drive
 Capitol Heights, MD 20743
 Fax: 301-637-4491*

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 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 Saint Ambrose School
 Address 6310 Jason St. Cheverly, MD 20785

Contact Person Nelson Abreu
 Telephone Number 301 773-0223
 Email Address nrabreusas@gmail.com

Number of Staff (Teachers, Administrators, & Paraprofessionals) 30
 Number of Students in Grades K through 12, as of September 1, 2017 221
 Number of Students in Grade Pre-K, as of September 1, 2017 18

Signature of Authorized Non-Public School Official [Signature] Date 3/15/2018



**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and either fax or mail it by **April 6, 2018** to:
Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

- YES, we are interested in participating in one or more federal programs listed below.
 NO, we will NOT participate in any of the federal programs listed below
 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 St. Columba School
Address 7800 Livingston Rd. Oxon Hill

Contact Person Katrina Fernandez

Telephone Number 301-567-6212

Email Address fernandezk@stcatholic.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 18

Number of Students in Grades K through 12, as of September 1, 2017 162

Number of Students in Grade Pre-K, as of September 1, 2017 10

Signature of Authorized Non-Public School Official [Signature] Date 3/23/18



Prince George's County Public Schools
Non-Public Schools Response Form
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9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

- YES, we are interested in participating in one or more federal programs listed below,
 NO, we will NOT participate in any of the federal programs listed below
 I have additional questions, please contact me at _____

Indicate the federal program (s) in which you are interested:

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 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 St Jerome Academy
Address 5207 42nd Place Hyattsville, MD 20781

Contact Person Daniel Flynn

Telephone Number 301-277-4568

Email Address d.flynn@stjeromes.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 28

Number of Students in Grades K through 12, as of September 1, 2017 250

Number of Students in Grade Pre-K, as of September 1, 2017 85

Signature of Authorized Non-Public School Official [Signature] Date 3.14.18



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Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491*

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 St. John the Evangelist

Address 8912 Old Branch Ave.

Contact Person Ann Gillespie

Telephone Number (301) 868-2010

Email Address principal@stjohnschool.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 22

Number of Students in Grades K through 12, as of September 1, 2017 220

Number of Students in Grade Pre-K, as of September 1, 2017 18

Signature of Authorized Non-Public School Official [Signature] Date 4/20/18



Prince George's County Public Schools
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Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 St. Joseph's Regional Catholic School

Address 11011 Montgomery Road, Beltsville MD 20705

Contact Person Dr. Janine Bertolotti

Telephone Number (301) 937-7154

Email Address principal@stjsrcs.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 23

Number of Students in Grades K through 12, as of September 1, 2017 170

Number of Students in Grade Pre-K, as of September 1, 2017 22

Signature of Authorized Non-Public School Official [Signature] Date 3-13-18

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |

Gladys Whitehead, Ph.D., Executive Director

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Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

- YES, we are interested in participating in one or more federal programs listed below.
 NO, we will NOT participate in any of the federal programs listed below
 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 St Mary of the Assumption School
Address 4610 Largo Road Upper Marlboro, MD 20772

Contact Person Tanua Campbell

Telephone Number 301-627-4170

Email Address tcampbell@stmaryum.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 31

Number of Students in Grades K through 12, as of September 1, 2017 218

Number of Students in Grade Pre-K, as of September 1, 2017 132

Signature of Authorized Non-Public School Official [Signature] Date 04-06-18



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

- YES, we are interested in participating in one or more federal programs listed below.
- NO, we will NOT participate in any of the federal programs listed below
- 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 St. Mary of the Mills
Address 106 St. Mary Place Laurel MD 20707

Contact Person Alicha Jordan

Telephone Number 301 498-1433

Email Address Ajordan@stmaryofthemills.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 40

Number of Students in Grades K through 12, as of September 1, 2017 267

Number of Students in Grade Pre-K, as of September 1, 2017 267

Signature of Authorized Non-Public School Official Alicha Jordan Date 3/14/18

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |
Gladys Whitehead, Ph.D., Executive Director
9201 East Hampton Drive | Capitol Heights, MD 20743 | Phone 301.637.4240 | Website: www.PGCPS.org | Follow Us: @PGCPS, Facebook, Youtube



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Non-Public Schools Participation in Federally Funded Grants

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Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 St. Mary's

Address 7207 Annapolis Rd, Landover Hills, MD 20784

Contact Person Chris Lochmeister

Telephone Number 301 577 0031

Email Address principal.stmarys@comcast.net

Number of Staff (Teachers, Administrators, & Paraprofessionals) 22

Number of Students in Grades K through 12, as of September 1, 2017 227

Number of Students in Grade Pre-K, as of September 1, 2017 36

Signature of Authorized Non-Public School Official [Signature] Date 3/15/18



**Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants**

Please complete this form and either fax or mail it by **April 6, 2018** to:
Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

- YES**, we are interested in participating in one or more federal programs listed below.
- NO**, we will NOT participate in any of the federal programs listed below
- 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: St. Mary's Piscataway

Address: 13407 Piscataway Road, Clinton, MD, 20735

Contact Person: Scott Farren

Telephone Number: 301-292-2522

Email Address: sfarren@stmaryspiscataway.org

Number of Staff (Teachers, Administrators, & Paraprofessionals): 25

Number of Students in Grades K through 12, as of September 1, 2017: 165

Number of Students in Grade Pre-K, as of September 1, 2017: 23

Signature of Authorized Non-Public School Official

Date 4/20/18



Prince George's County Public Schools
Non-Public Schools Response Form
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Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

- YES, we are interested in participating in one or more federal programs listed below.
 NO, we will NOT participate in any of the federal programs listed below
 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 St. Philip the Apostle

Address 5414 Henderson Way Camp Spring, MD 20746

Contact Person Stephen C. Lamont

Telephone Number 301-423-4740 ext. 102

Email Address Principal@stphiliptheapostlemd.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 21

Number of Students in Grades K through 12, as of September 1, 2017 166

Number of Students in Grade Pre-K, as of September 1, 2017 31

Signature of Authorized Non-Public School Official _____ Date _____



**Prince George's County Public Schools
Non-Public Schools Response Form
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*Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491*

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 St. Pius Regional School

Address 14710 Annapolis Rd. Bowie, MD 20715

Contact Person Janet Schrom

Telephone Number 301-262-0203 x29

Email Address jschrom@stpiusba.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 47

Number of Students in Grades K through 12, as of September 1, 2017 505 ~~505~~

Number of Students in Grade Pre-K, as of September 1, 2017 58

Signature of Authorized Non-Public School Official J. Schrom Date 3/13/18

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |

Gladys Whitehead, Ph.D., Executive Director

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Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

YES, we are interested in participating in one or more federal programs listed below.

NO, we will NOT participate in any of the federal programs listed below

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 St. Vincent Pallotti High School

Address 113 St. Mary's Place, Laurel, md 20707

Contact Person Renee Duckworth

Telephone Number 301-725-3228 x2212

Email Address rduckworth@pallottih.s.org

Number of Staff (Teachers, Administrators, & Paraprofessionals) 58

Number of Students in Grades K through 12, as of September 1, 2017 482

Number of Students in Grade Pre-K, as of September 1, 2017 NA

Signature of Authorized Non-Public School Official Jessy Tammy 4/3/18



Prince George's County Public Schools
Non-Public Schools Response Form
Non-Public Schools Participation in Federally Funded Grants

Please complete this form and either fax or mail it by **April 6, 2018** to:
Prince George's County Public Schools
Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

- YES, we are interested in participating in one or more federal programs listed below.
 NO, we will NOT participate in any of the federal programs listed below
 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 Washington United Christian Academy Inc.
Address 6421 Old Londoner Rd Hyattsville Md. 20784.
Contact Person Monica Nwosu
Telephone Number 240-565-5010
Email Address wuca16@yahoo.com
Number of Staff (Teachers, Administrators, & Paraprofessionals) 7
Number of Students in Grades K through 12, as of September 1, 2017 30
Number of Students in Grade Pre-K, as of September 1, 2017 15
Signature of Authorized Non-Public School Official [Signature] Date 4/9/18



Prince George's County Public Schools
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Department of Curriculum and Instruction
ATTN: Ms. Cecile Kahan
9201 East Hampton Drive
Capitol Heights, MD 20743
Fax: 301-637-4491

- YES, we are interested in participating in one or more federal programs listed below.
- NO, we will NOT participate in any of the federal programs listed below
- I have additional questions, please contact me at _____

Indicate the federal program (s) in which you are interested:

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- 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 Woodstream Christian Academy
 Address 9800 Lottsford Road Mitchellville, MD 20721
 Contact Person BONITA W. BAILEY
 Telephone Number 301.955.1160
 Email Address bbailey@woodstreamacademy.com
 Number of Staff (Teachers, Administrators, & Paraprofessionals) 52
 Number of Students in Grades K through 12, as of September 1, 2017 203
 Number of Students in Grade Pre-K, as of September 1, 2017 _____
 Signature of Authorized Non-Public School Official Bonita Bailey Date 4/6/18

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS | Department of Curriculum and Instruction |
Gladys Whitehead, Ph.D., Executive Director
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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Maryland's Reform Plan • Bridge to Excellence in Public Schools

SY 2018-2019

FINE ARTS

STATE GRANT

APPLICATION

Prince George's County Board of Education

FINE ARTS STATE GRANT APPLICATION



FINE ARTS

The updated Master Plan shall include goals, objectives, and strategies for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

1. Describe the progress that was made in 2017-2018 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the system's Master Plan Annual Update. Identify the programs, practices, or strategies and related resource allocations that are related to the progress.

The main goal of the Prince George's County Public Schools (PGCPS) Fine Arts Program is provide the opportunity for all students to participate in Fine Arts programs, and that they meet the content and achievement standards established by the State of Maryland. To assist local school systems to achieve this end, Maryland provides its local school systems with a Fine Arts Grant.

In PGCPS, fine arts instruction of some type occurs in every school. Practices related to progress include:

- Increase in the number of fine arts teachers in response to community concerns regarding equity and access for all students
- Administer informal and formal evaluation of teachers
- Conduct performance assessments
- Implement SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis
- Focus on Data Collection/Analysis
- Increase in Stakeholder Communication
- Attendance at Professional Conferences and Clinics

Programs related to progress include:

- Refined Curriculum Writing
- Implement needs based Professional Development
- Provide performance opportunities for students in all art forms
- Engage in educational partnerships with Universities, Teaching Artists, Arts Education Organizations, national and local

Strategies related to progress include:

- Implement Arts Integration
- Increase access to needed resources (textbooks, equipment, instructional materials)
- Efficient use of Human Resources (supervisors, mentor teachers, teacher leaders, instructional specialists, resource teachers)

The majority of goals set for the grant were fully implemented. Prince George's Artist/Teacher Institute (PGATI) was a huge success, with a waiting list for participants. Curricula were refined and completed. Many teachers are using the Student Learning Objectives (SLOs) and documents in their classrooms this fall. More schools participated in the Instrumental and Vocal Music Assessments, Dance Showcase, and Theatre Festival than in any previous year. More students were a part of the monologue and scene competition, with some of our comprehensive schools scoring at a competitive level with our Creative and Performing Arts Schools—a testament to the rigorous instruction based on the data from adjudicator scores and comments. Employing showcase coordinators allowed PGCPS to have the first all-County Visual Arts Showcase. This highly successful event will continue to evolve and include more students and adjudication opportunities.

In PGCPs, fine arts instruction of some type occurs in every school and the 733 teachers who provide the instruction are distributed across school levels as follows:

- 1) Drama – 31 teachers
- 2) Instrumental Music – 120 teachers
- 3) Visual Arts – 285 teachers
- 4) Vocal General Music – 237.

This does not include instrumental music teachers that also teach general music courses.

- 5) Dance –32 teachers
- 6) Arts Integration- Arts Integration model schools increased from 73-83 for the 2017-18 school year
- 7) Media Arts-28 teachers

The 733 teachers who provided fine arts instruction in SY2017-2018 represented an increase of 39 teachers over the SY2016-2017 staffing level (see Table A). The increase is attributed to community concerns regarding equity in the school system’s special education centers as well as the administration’s influence and support to provide additional fine arts teachers, especially in visual arts which has been historically underrepresented in schools. Staff worked diligently with Human Resources to fill vacancies related to increases in enrollment. In addition, principals requested additional dance and theatre instruction. Maryland State Department of Education (MSDE) recognized Media Arts as an art form in October 2017. An additional 28 teachers reflects instructors in Media Arts, with the expectation of adding an additional 50 to support middle school instruction.

| Table A | | | |
|---|------------------|------------------|-------------------------------|
| Change in Fine Arts Staffing by Program Area, SY2016-17 to SY2017-18 | | | |
| Subfield | SY2016-17 | SY2017-18 | Increase 2018 +/- 2017 |
| Dance | 26 | 32 | +6 |
| Drama | 31 | 31 | 0 |
| Instrumental Music | 120 | 120 | 0 |
| Visual Arts | 285 | 285 | 0 |
| Vocal and General Music | 232 | 237 | +5 |
| Media Arts | 0 | 28 | +28 |
| Arts Integration | N/A | N/A | N/A |
| Total | 694 | 733 | +39 |

The strategies and related resource allocations related to the progress of the fine arts discipline described in detail below (see Chart A):

Dance

Dance received an allocation of \$11,312. Grant funds supported strategies used by the Dance Education program to provide performance assessments for Fine Arts Programs. This year, PGCPs’ Talent Development Department hired four existing PGCPs teachers as mentor teachers. In their new roles

within the Talent Development Department, these individuals were able to provide targeted support for first year teachers. Each supervisor has several mentor teachers deployed through the second assignment process to support instruction in schools. This creative approach helps to retain art teachers by supplying content specific support.

The 21st Annual Secondary Showcase was held on Saturday, March 10, 2018 at Oxon Hill High School. PGCPs continued the Middle and High School Honors Dance Ensembles with rehearsals taking place from October 2017- March 2018. In conjunction with the High School Honors Dance Ensemble, dancers performed at the PGCPs Dance Matinee and Evening Showcase and the 2nd Annual PGCPs Arts Gala. This year, there was a collaborative piece choreographed on both the Middle and High School Honors Ensembles. Ten schools participated in the matinee showcase along with the PGCPs Middle and High School Honors Dance Ensembles.

The Dance Showcase Committee adjudicated all schools that submitted choreographed pieces, 10 schools were selected to perform at the PGCPs Dance Showcase matinee performance held on Friday, March 9, 2018. Elementary, middle, and high schools received an invitation to attend various performances to expose them to various dance genres, and to promote interest in dance education across the county. A new initiative to support student choreography was implemented this year. The inaugural PGCPs Student Choreography Showcase was held at Dr. Henry A. Wise Jr., High School where 14 students from various PGCPs high schools performed. The Student Choreography Showcase was a huge success. Students facilitated the showcase, and the Wise High School Dance Production students served as the crew for the Showcase.

Visual Art

Visual Art received an allocation of \$11,256. The grant funds supported the display of student work both within the county and statewide. This expanded the promotion of art education to various stakeholders i.e., policy-makers, parents, and community members. The PGCPs Visual Art Show Coordinators hung artwork from PGCPs' students in the following county and state shows: PGCPs Countywide Art Exhibit, Youth Art Month Show, the First Lady's Exhibit, the Maryland Art Education Association (MAEA) Student Exhibit, and the Baltimore Washington International Airport (BWI) Student Exhibit. Additionally, grant funds were used to hire 3 writers to write Art I curriculum jointly with AACPS.

Vocal and General Music

Vocal and General Music received an allocation of \$11,642. The allocations provided instructional support for the elementary All County Choral Ensemble. The culminating concert was held on December 7, 2017 at Northwestern High School's auditorium. The use of second assignment funds provided the necessary staff to assist with auditions, sectional rehearsals, registration and weekly attendance. Additionally, grant funds for professional development gave staff the opportunity to attend the National Association for Music Education national conference in Grapevine Texas. The supervisor and specialist participated in the Program Leadership track. Panel discussion and topics ranged from teacher retention to implementing meaningful professional development. The remaining registration funds were used to register the supervisor, specialist and nine teachers for the Voices United Conference in Virginia. This is a local conference associated with the American Choral Directors Association. Choral teachers from all instructional levels were extended the invitation.

Theatre Arts

Theatre Arts received an allocation of \$11,470. Grant funds were used to support the Theater Arts Office's Theatre Arts/Drama classes. These classes encourage students to be creative and provide opportunities

for them to demonstrate their creativity and imagination to themselves and others. Theatre teachers and students participated in the 2nd Annual Theatre Arts Assessments this year. Thirteen (13) middle and high school students participated and scores were shared with the teachers and their principal. The 8th Annual Theatre Festival was held on Saturday, March 17, 2018. Students and teachers from 10 high and middle schools participated in workshops conducted by leaders in the theatre field. The presenters are well known in the theatre world – Shakespeare Theatre, Paige in Full, Young Audiences of Maryland, and Toperzer Productions. PGCPs’ theatre, music and dance specialists also presented. Students performed monologues and scenes for parents, community, and administrators. Student performances were adjudicated to improve instructional practices. Adjudicators included Theatre Alliance, Inc. and former Kennedy Center staff. Teachers and selected students showcased their work in a culminating production.

Instrumental Music

Instrumental Music received an allocation of \$11,499. These funds provided instructional support to all secondary instrumental teachers that participated in the March County Performance Assessment Festivals. 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 and include after-school participation. Instructional material funds were spent to purchase new music for the Middle School Honor Band and Orchestra Students. Finally, the Instrumental Office staff attended the Midwest Band and Orchestra Clinic International Conference in order to continue to expose the instructional program to latest instructional techniques.

Arts Integration

Arts Integration received an allocation of \$10,966. The number of member schools in the Arts Integration Network expanded from 73 to 83 during 2017-2018. Grant funds were used to support workshops and provide classroom teacher supplies in those schools. The workshops, provided by Teaching Artists from our partner organizations, helped teachers develop essential curricular connections in each of the arts disciplines as well as in other content areas. School teams consisting of art and non-art teachers worked collaboratively to develop lesson seeds and unit plans, and shared the lessons through the arts integration Google site.

| Chart A | | |
|--|---|-----------------------------|
| Strategies and Resource Allocations Related to Progress | | |
| Fine Arts 2017-2018 | | |
| Fine Arts Disciplines | Strategies | Resource Allocations |
| Dance | <ul style="list-style-type: none"> • Hired additional staff • Choreographed Dance Collaboration with middle and high School • Introduced student led choreography | \$11,312 |
| Theatre Arts/Drama | <ul style="list-style-type: none"> • Supported teachers and students who participated in 2nd Annual Theatre Assessment • Supported students and teachers from 10 middle and high schools to participate in theatre workshops • Showcased students in culminating production | \$11,470 |

| Chart A | | |
|--|--|----------------------|
| Strategies and Resource Allocations Related to Progress Fine Arts 2017-2018 | | |
| Fine Arts Disciplines | Strategies | Resource Allocations |
| Instrumental Music | <ul style="list-style-type: none"> • Provided instructional support to all secondary instrumental teachers • Purchased new music for middle school honor band and orchestra students | \$11,499 |
| Visual Arts | <ul style="list-style-type: none"> • Expanded the promotion of art education by displaying of student's work in-county and state-wide • Increased staff capacity to support collaboration with AACPS to write the Art I curriculum | \$11,256 |
| Vocal and General Music | <ul style="list-style-type: none"> • Provided professional development • Provided Instructional support | \$11,642 |
| Arts Integration | <ul style="list-style-type: none"> • Expanded members in the Arts Integration network • Supported workshops for teachers and provided classroom teacher supplies • Provided environment for non-art and art teachers to develop lesson seeds and unit plans | \$10,966 |
| Total | | \$68,145 |

2. Describe which goals, objectives, and strategies included in the Master Plan Annual Update were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

The district was able to meet all goals, objectives and strategies included in the Master Plan and did not encounter any challenges. However, there were funds remaining in various budget line items for some content areas even after the aforementioned events. The reasons for the overages are attributed to: capacity of facility, number of schools and teachers participating and vendor cancellation. The district was able to reallocate the remaining resources to other established approved activities within the grant and each content area.

Dance

The Dance Office had funds remaining in substitute pay after the dance showcase was completed. Funds were allocated to draft the first Elementary Dance Curriculum. The design and structure of the Elementary Dance Curriculum will support any elementary generalist arts integration focused school as well as any K-5 dance program. Our final product will be a robust comprehensive collection of Dance standards, lesson seeds and lesson plans.

Visual Art

The Visual Art Office remaining funds were realigned to classroom teacher supplies and used to purchase paint brushes for schools.

Theatre Arts

The Theatre Office remaining funds were realigned to classroom teacher supplies and used to support classroom instruction.

Instrumental Music

The Instrumental Music Office was not able to spend all Professional Contracted Services Funds due to a vendor backing out last second before the contract was secured. Funds will be used to contract another vendor to provide professional development for teachers.

Arts Integration

Arts Integration reallocated remaining funds (contractual and supplies) to support the August 29th preschool professional development meeting for Arts Integration Lead Teachers.

- 3. Describe the goals, objectives, and strategies that will be implemented during 2018-2019, including plans for addressing any challenges identified in prompt #2 as well as plans for implementing COMAR 13A.04.16 Programs in Fine Arts by 2019-2020. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.**

The strategies and related resource allocations related to the progress of the fine arts discipline described in detail below (see Chart B):

Vocal and General Music

The Vocal and General Music's total FY2018/19 budget is \$11,611. The Vocal and General Music Office will continue to offer instructional support for the elementary All County Honors Ensemble(s). In addition, this office will continue to utilize funds for ongoing professional development of staff to attend national and/or regional conferences. Finally, the Vocal General Music Office will expand the Elementary Orff Solo and Ensemble Festival. Classroom teacher supplies will be utilized for this expansion.

Theatre

The Theatre Office's FY2018/19 budget of \$11,484 will continue to support the Theatre Festival. This office will also support the addition of a day allocated for performance assessments during the Theatre Festival. During this time, students will present monologues and scenes for adjudication. Students and teachers will receive immediate feedback and suggestions for improvement. Students will then be selected to perform for the culminating performance during the Theatre Festival.

Visual Art

The Visual Art Office's FY2018/19 budget of \$11,303 will continue to have showcase coordinators to prepare the display of student work in the community as well as statewide. This coming year, the grant will also be used to revise the Art 6, 7, 8 curricula for middle school in partnership with AACPS.

Instrumental Music

The FY2018/19 budget of \$11,559 for the Instrumental Music Office will be used to support workshops concerning performance assessment professional development. This will be done through increase in

school clinics prior to the assessment performance. Instrumental music supervisor, resource teacher and classroom teachers will also attend conferences and professional development clinics to report back to the general staff best practices in the field. Instructional supplies will also be purchased to support the addition of grade levels for the Summer Instrumental Music Enrichment Program.

Dance

The Dance Office’s FY2018/19 budget is \$11,016. These grant funds will continue to support the Dance Showcase. Grant funds will support the High School Honors Dance Ensemble as well as a continuing the Middle School Honors Dance Ensemble. Both groups will be provided with opportunities to perform at the showcase, and serve as advocacy teams for dance education. The Dance supervisor will receive membership in professional dance organizations that will provide additional instructional staff development as well as performance opportunities.

Media Arts

The Arts Integration Office will not use grant funding this year. However, the district will redirect the resources totaling \$10,785 to Media Arts.

Media Arts was approved as an art form and Media Arts standards were adopted by MSDE this past December. The grant will be used to support workshops—providing teachers a deep-dive into “All About Media Arts.” Teachers of middle school technology classes and high school teachers who primarily focus on TV production, will be able to attend the workshops with the grant providing resources for substitutes. An opportunity will be provided for Creative Performing Arts (CPA) schools/K-8 (Thomas G. Pullen and Benjamin D. Foulois) to explore integrating makerspace materials and technology into the development of Media Artworks such as Interactive Art Installations, Art Films, or participatory Media Arts Performances. All new students attending the district’s CPA schools/K-8 (Thomas G. Pullen K-8, Benjamin D. Foulois, Hyattsville MS) for arts majors will have access to a personalized learning program with the online tool Thrively (thrively.com). Thrively, as an online tool (1) allow students to learn more about their strengths, set/track goals, learn more about career paths in the arts, and most importantly begin a digital portfolio and (2) allow adults to support students to be successful with a useful data point. Additionally, grant funds will be used to pay registration fees for Media Arts staff to attend conferences that highlight Media Arts and evaluation in the arts.

| Chart B | | |
|--|--|-----------------------------|
| Strategies and Resource Allocations Related to Progress | | |
| Fine Arts 2018-2019 | | |
| Fine Arts Disciplines | Strategies | Resource Allocations |
| Dance | <ul style="list-style-type: none"> Continue to support the Dance Showcase Support the Middle and High School Honors Dance Ensembles Provide staff development | \$11,016 |
| Theatre Arts/Drama | <ul style="list-style-type: none"> Continue to support the Theatre Festival. Support the addition of a day performance assessment during the Theatre Festival | \$11,484 |
| Instrumental Music | <ul style="list-style-type: none"> Support performance assessment and professional development workshops Purchase instructional supplies | \$11,559 |
| Visual Arts | <ul style="list-style-type: none"> Continue to have showcase coordinators | \$11,303 |

| Chart B | | |
|--|--|----------------------|
| Strategies and Resource Allocations Related to Progress Fine Arts 2018-2019 | | |
| Fine Arts Disciplines | Strategies | Resource Allocations |
| | <ul style="list-style-type: none"> Revise the Art 6,7,8 curricula for middle school in partnership with AACPS | |
| Vocal and General Music | <ul style="list-style-type: none"> Continue to offer instructional support for elementary All County Honors Ensembles Support ongoing professional development of staff attending the national and/or regional conferences Expand Elementary Orff Solo and Ensemble Festival. | \$11,611 |
| Arts Integration | The Arts Integration Office will not use funding this year. | \$0 |
| Media Arts | <ul style="list-style-type: none"> Support "All About Media Arts" workshops for teachers Provide resources for substitutes Integrate makerspace materials and technology into the development of Media Artworks for the CPGA schools/K-8 Access to personalized learning program using the online tool Thrively for CPA schools/K-8 Pay for registration fees for Media Arts staff to attend conferences highlighting Media arts and evaluation of the arts | 10,785 |
| Total | Total Before Indirect Cost | \$67,758 |

A. BUDGET NARRATIVE

1. 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 Individual Grants*, *Sample Fine Arts Budget*, and *Fine Arts Budget Categories*. The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. MSDE budget forms are available in Excel format through the local finance officer. **All expenditures must be directly linked to the goals, objectives, and strategies identified in State Grant Application.**

Budget Narrative, Prince George's County SY2018-2019 FY 2018-2019

Attachment 13

| Category/ Object | Line Item | Calculation | Amount | In-Kind | Total |
|--|--|---|-----------------|----------------|-----------------|
| DANCE | | | | | |
| Instr. Staff Dev. - Salaries and Wages | Annual Dance Secondary Showcase | 20 teachers x 1 session x \$175 (full day workshop pay) 14 teachers x 1 session x \$100 (substitutes for matinee) 5 teachers x 2 sessions x \$100 (substitutes) | \$5,900 | | \$5,900 |
| Instr. Staff Dev. - Contracted Services | Annual Dance Secondary Showcase | 10 consultants @ \$300/per consultant | \$3,000 | | \$3,000 |
| Instr. Special Programs - Supplies and Materials | Annual Dance Secondary Showcase | Classroom Teacher Supplies | \$1,355 | | \$1,355 |
| Instr. Staff Dev. – Other Charges | Professional Development | Membership – National Dance Education Organization (\$185) and International Association of Blacks in Dance (\$125) | \$310 | | \$310 |
| Fixed Charges | (FICA) | \$5,900 x .0765 | \$451 | | \$451 |
| | | Total | \$11,016 | | \$11,016 |
| DRAMA/THEATRE | | | | | |
| Instr. Staff Dev. - Salaries and Wages | Annual Theatre Arts Festival | 15 teachers x 1 session x \$175 (full day workshop pay) 5 teachers x 3 sessions x \$100 (substitutes) Assessments - 15 teachers x \$100 (substitutes) | \$5,625 | | \$5,625 |
| Instr. Staff Dev. – Contracted Services | Annual Theatre Festival | 12 consultants @ \$300/per consultant | \$3,600 | | \$3,600 |
| Instr. Special Programs - Supplies and Materials | Annual Theatre Arts Festival | Classroom Teacher Supplies | \$1,609 | | \$1,609 |
| Instr. Staff Dev. – Other Charges | Professional Development (Membership Dues) | Membership – American Alliance for Theatre & Education (AATE - \$125) and Educational Theatre Association (EdTA - \$95) | \$220 | | \$220 |
| Fixed Charges | (FICA) | \$5,625 x .0765 | \$430 | | \$430 |
| | | Total | \$11,484 | | \$11,484 |

Budget Narrative, Prince George's County SY2018-2019 FY 2018-2019

Attachment 13

| Category/ Object | Line Item | Calculation | Amount | In-Kind | Total |
|--|--|---|-----------------|----------------|-----------------|
| INSTRUMENTAL MUSIC | | | | | |
| Instr. Staff Dev. - Salaries and Wages | Professional Development – Assessment & Pedagogy Workshops | 80 teachers @ ½ day workshop session pay 80 x \$87.50 | \$7,000 | | \$7,000 |
| Instr. Staff Dev. – Contracted Services | Assessment Clinic Adjudicators | 4 consultants @ \$350/per consultant | \$1,400 | | \$1,400 |
| Instr. Special Programs - Supplies and Materials | Instrument Supplies | Classroom Teacher Supplies | \$173 | | \$173 |
| Instr. Staff Dev.- Other Charges | Instrumental Music Professional Development Registration Fee | Mid-West International Conference 2 staff members @ \$155/per registration fee | \$310 | | \$310 |
| Instr. Staff Dev. - Other Charges | Instrumental Music Professional Development Non-Local Travel | Mid-West International Conference (airfare/hotel/misc.) | \$2,140 | | \$2,140 |
| Fixed Charges | (FICA) | \$7,000 x 0.765 | \$536 | | \$536 |
| | | Total | \$11,559 | | \$11,559 |
| VISUAL ARTS | | | | | |
| Instr. Special Programs – Salaries and Wages | Art Show Coordinators Stipends | 1 Lead Coordinator x \$3,000 1 Assistant Coordinator x \$2,500 | \$5,500 | | \$5,500 |
| Instr. Special Programs - Salaries and Wages | Curriculum Writing Stipends | 5 Writers @ \$1,000 each | \$5,000 | | \$5,000 |
| Fixed Charges | (FICA) | \$10,500 x .0765 | \$803 | | \$803 |
| | | Total | \$11,303 | | \$11,303 |
| VOCAL MUSIC | | | | | |
| Instr. Special Programs -Salaries and Wages | Elementary All County Honor Chorus Stipends | 1 directors @ \$3,000.00 | \$3,000 | | \$3,000 |
| Instr. Special Programs - Supplies and Materials | Elementary Orff Showcase | Orff Schulwerk Anthologies, boom whackers, and small instruments | \$2,971 | | \$2,971 |
| Instr. Staff Dev. - Other Charges | Professional Development – Registration Fee | NAfME Conference | \$550 | | \$550 |

Budget Narrative, Prince George's County SY2018-2019 FY 2018-2019

Attachment 13

| Category/ Object | Line Item | Calculation | Amount | In-Kind | Total |
|--|--|--|-----------------|----------------|-----------------|
| Instr. Staff Dev. - Other Charges | Professional Development - Non-Local Travel | NAfME Conference | \$4,860 | | \$4,860 |
| Fixed Charges | (FICA) | $\$3,000 \times .0765$ | \$230 | | \$230 |
| | | Total | \$11,611 | | \$11,611 |
| MEDIA ARTS | | | | | |
| Instr. Staff Dev. - Salaries and Wages | Professional Development for Teachers | Makerspace Training - 2 teachers x 5 sessions x \$87.50 (half day workshop pay) All About Media Arts - 15 teachers x 2 sessions x \$100 (substitutes) | \$3,875 | | \$3,875 |
| Instr. Special Programs - Contracted Services | Thrively Subscriptions | CPA Students/Teachers (new) | \$1,200 | | \$1,200 |
| Instr. Special Programs - Supplies and Materials | Makerspace & All About Media Arts | Classroom Teacher Supplies (related to professional development sessions) | \$714 | | \$714 |
| Instr. Special Programs - Other Charges | Professional Development (Non-Local Travel) | 2 staff members @ \$2,000/per staff member | \$4,000 | | \$4,000 |
| Instr. Special Programs - Other Charges | Professional Development (Registration Fees) | 2 staff members @ \$350/per staff member | \$700 | | \$700 |
| Fixed Charges | (FICA) | $\$3,875 \times .0765$ | \$296 | | \$296 |
| | | Total | \$10,785 | | \$10,785 |
| | | Total Before Indirect Cost | \$67,459 | | \$67,758 |
| Indirect Cost | | $\$70,367 \text{ (total grant)} - \$0.00 \text{ (equipment)} \times .0358 \times 1.0358 = \$2,609 \text{ (IDC amount)}$ | \$2,609 | | \$2,609 |
| | | Grand Total | \$70,367 | \$ - | \$70,367 |

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 12/4/2015 16:01:40 Notice of Grant Award 4 Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
 11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.
- I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.



Superintendent of Schools

Prince George's County Public Schools
Local Educational Agency

November 16, 2018
Date

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

| | | | | | |
|-----------------------|----------------------------|-----------------------|---------------------------------------|--------------|----------|
| ORIGINAL GRANT BUDGET | \$70,367 | AMENDED BUDGET # | | REQUEST DATE | 09/13/18 |
| GRANT NAME | Fine Arts Initiative Grant | GRANT RECIPIENT NAME | Prince George's County Public Schools | | |
| MSDE GRANT # | | RECIPIENT GRANT # | 3939 | | |
| REVENUE SOURCE | State | RECIPIENT AGENCY NAME | Prince George's County Public Schools | | |
| FUND SOURCE CODE | | GRANT PERIOD | 7/1/2018 | 6/30/2019 | |

| 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 | | | | | | 2,609.00 | 2,609.00 |
| 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. | 13,500.00 | 1,200.00 | 6,822.00 | 4,700.00 | | | 26,222.00 |
| 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. | 22,400.00 | 8,000.00 | | 8,390.00 | | | 38,790.00 |
| 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 | | | | 2,746.00 | | | 2,746.00 |
| 214 Community Services | | | | | | | |
| 215 Capital Outlay | | | | | | | |
| Prog. 34 Land & Improvements | | | | | | | |
| Prog. 35 Buildings & Additions | | | | | | | |
| Prog. 36 Remodeling | | | | | | | |
| Total Expenditures By Object | 35,900.00 | 9,200.00 | 6,822.00 | 15,836.00 | 0.00 | 2,609.00 | 70,367.00 |

OC
11/14/18

| | | | | |
|-----------------------------|--|--|-----------------|---------------------|
| Finance Official Approval | <u>Michael Herbstman, Chief Financial Officer</u> |  | <u>11/12/18</u> | <u>301-952-6099</u> |
| | Name | Signature | Date | Telephone # |
| Supt./Agency Head Approval | <u>Monica E. Goldson, Ed.D., Interim Chief Executive Officer</u> |  | <u>11/14/18</u> | <u>301-952-6008</u> |
| | Name | Signature | Date | Telephone # |
| MSDE Grant Manager Approval | <u>Alysia Lee, Division of Curriculum, Assessment & Accountability</u> | | | <u>410-767-0352</u> |
| | Name | Signature | Date | Telephone # |

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PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Maryland's Reform Plan • Bridge to Excellence in Public Schools

ADDITIONAL FEDERAL AND STATE REPORTING REQUIREMENTS

Prince George's County Board of Education



PRINCE GEORGE'S COUNTY BOARD OF EDUCATION

Maryland's Reform Plan • Bridge to Excellence in Public Schools

VICTIMS OF VIOLENT CRIMINAL OFFENSES (VVCOS) IN SCHOOLS REPORT

Prince George's County Board of Education

ADDITIONAL FEDERAL AND STATE REPORTING REQUIREMENTS



Guidance for Completing the SY 2017-18 Victims of Violent Criminal Offenses (VVCOs) in Schools Report

AUTHORITY:

Section 9532 (Unsafe School Choice Option) of the No Child Left Behind Act of 2001; and

Code of Maryland Regulations 13A.08.01.18-.20 (Unsafe School Transfer Policy).

A. Each local education agency shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:

(1) Attends a persistently dangerous public elementary or secondary school; or
(2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:

(a) During the regular school day; or

(b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.

B. The local education agency shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:

(1) Designation of a school as persistently dangerous; or

(2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.

C. To the extent possible, the local education agency shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.

NOTE 1: Show the number of offenses for which a perpetrator has been convicted or adjudicated, that occurred during the regular school day, or while attending a school-sponsored event in or on the grounds of a public elementary or secondary school that the student attends. (Convicted or adjudicated" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense).

NOTE 2: Show the total number of VVCOs who requested a transfer to another school after the perpetrator was convicted or adjudicated.

NOTE 3: Show the total number of VVCOs who did not request a transfer and were transferred prior to the conviction or adjudication of a perpetrator (**i.e. transferred in the interest of safety and/or good order and discipline**).

NOTE 4: Show the total number of VVCOs who were transferred to other schools.

Victims of Violent Criminal Offenses (VCOs) in Schools - SY 2017-18

| | |
|--|--------------------------------|
| Local education agency (LEA): <u>PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS</u> | |
| LEA Point of Contact: _____ | <u>Richard Moody</u> |
| Telephone: <u>301-749-4379</u> | Email: <u>rmoody@pgcps.org</u> |

| Violent Criminal Offenses | VCOs (Note 1) | VCOs Requesting Transfers (Note 2) | VCOs Transferred Prior to Final Case Disposition (Note 3) | Total # of VCOs Transferred to Other Schools (Note 4) |
|---|---------------|------------------------------------|---|---|
| Abduction & attempted abduction | | | | |
| Arson & attempted arson in the first degree | | | | |
| Kidnapping & attempted kidnapping | | | | |
| Manslaughter & attempted manslaughter, except involuntary manslaughter | | | | |
| Mayhem & attempted mayhem | | | | |
| Murder & attempted murder | *1 | 0 | 0 | 0 |
| Rape & attempted rape | | | | |
| Robbery & attempted robbery | 1 | 0 | 0 | 0 |
| Carjacking & attempted carjacking | | | | |
| Armed carjacking & attempted armed carjacking | | | | |
| Sexual offense & attempted sexual offense in the first degree | | | | |
| Sexual offense & attempted sexual offense in the second degree | | | | |
| Use of a handgun in the commission or attempted commission of a felony or other crime of violence | | | | |
| Assault in the first degree | 0 | 0 | 2 | 2 |
| Assault with intent to murder | | | | |
| Assault with intent to rape | | | | |
| Assault with intent to rob | | | | |
| Assault with intent to commit a sexual offense in the first degree | | | | |
| Assault with intent to commit a sexual offense in the second degree | | | | |
| TOTAL | 2 | 0 | 2 | 2 |

NOTE: * (Case closed/convicted as an adult)

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