



2020

Local ESSA Consolidated Strategic Plan

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

NOVEMBER 2020

Dr. Monica Goldson
Chief Executive Officer



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS • WWW.PGCPS.ORG

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2020 LOCAL ESSA CONSOLIDATED STRATEGIC PLAN FEDERAL AND STATE GRANT APPLICATIONS AND COMAR REQUIREMENTS

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

Due: November 16, 2020

Local School System Submitting this Report:

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Address:

14201 School Lane, Sasscer Administration Building, Upper Marlboro, Maryland 20772

**Local School System Point of Contact: Mrs. Veronica Harrison, Director,
Strategic Planning & Resource Management Department (SPRM)**

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 Federal and State grant applications and COMAR Requirements is correct and complete and adheres to the requirements of the ESSA and Section 5-401. We further certify that this submission has been developed in consultation with members of the local school system's current Local ESSA Consolidated Strategic Plan team and that each member has reviewed and approved the accuracy of the information provided in plan.

Dr. Monica Goldson, CEO



11/13/2020

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

Date

Mrs. Veronica Harrison, Director SPRM



November 13, 2020

Signature of Local Point of Contact

Date

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LOCAL ESSA CONSOLIDATED STRATEGIC PLAN PLANNING TEAM MEMBERS

Use this page to identify the members of the school system’s 2020 Local ESSA Consolidated Strategic Plan planning team. Please include affiliation or title where applicable.

Name	Affiliation/Title
Adesegun, Tracey	Director, ESSA and Title I
Bowman, Trinell	Associate Superintendent, Special Education
Coley, Helen	Chief of School Support and Leadership
Dougherty, J. Michael	Director, Financial Services
Faison, Elizabeth	Acting Associate Superintendent, Student Services
Goldson, Monica	Chief Executive Officer
Harrison, Veronica	Director, Strategic Planning and Resource Management
Herbstman, Michael	Chief Financial Officer
Hill, Raven	Associate Superintendent for Communications & Community Engagement
Holden, Kristi	Director, Office of Professional Learning and Leadership
Libby, Kara	Strategic Initiatives Officer
McDaniel, Kia	Coordinating Supervisor, Curriculum & instruction
Murphy, Kristi	Chief of Human Resources
Rease, David	Director, Office of Excellence and Equity
Rhodes, Christian	Chief of Staff
Spencer, Lisa	Director, Instructional Technology Support
Stanton, Barry	Chief Operations Officer
Strader, Douglas	Chief Accountability Officer
Watts, Wesley	Chief Information and Technology Officer
White, Judith	Chief Academic Officer

LIST OF THE ESSA FEDERAL AND STATE GRANT APPLICATIONS

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

FEDERAL GRANT APPLICATIONS	
Appendix A: Title I, Part A	Improving Basic Programs Operated by Local Education Agencies
Appendix B: Title I, Part A	Application and Tools Release Date (<i>Not applicable to School District</i>)
Appendix C: Title I, Part D	Application (<i>Not applicable to School District</i>)
Appendix D: Title II, Part A	Preparing, Training, and Recruiting High-Quality Teachers and Principals
Appendix E: Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement
Appendix F: Title IV, Part A	Student Support and Academic Grants
STATE GRANT APPLICATION	
Appendix G Fine Arts	
EQUITABLE SERVICES	
Appendix H:	Equitable Services to Private Schools Under ESSA Section
TRANSFERABILITY	
Appendix I:	Transferability of Funds
COMAR REQUIREMENTS	
Appendix J:	Gifted and Talented & Comprehensive Teacher Induction



EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

Prince George’s County Public Schools (PGCPS) is committed to what matters most— the quality education of our students and the safety of our entire school community. PGCPS is one of the nation’s 25 largest public PreK-12 school districts and the second largest in Maryland with 206 schools and centers, more than 136,000 students, and nearly 20,000 employees in SY2019-20. The requested FY 2021 Operating Budget for PGCPS totals \$2,302,225,600. This represents an overall increase of \$197.5 million or 9.7% above the FY 2020 approved operating budget of \$2,104,664,760.

PGCPS proudly serves a diverse student population from urban, suburban, and rural communities. As shown in the demographic snapshot of SY2019-20 enrollment (Table A), 55.2% of students are Black or African American and an increasing percentage of students (36.5%) represent Latino races. PGCPS’ Free and Reduced Meals (FARMS) student group comprises nearly 63.5% of the student population, while the Limited English Proficient (LEP) student group and Special Education student group remained relatively flat in SY20 compared to SY19 at 21% and 11% respectively.

This year’s Local ESSA Consolidated Strategic Plan, although abbreviated in content and structure, includes each of PGCPS’ federal ESSA and state Fine Arts grant applications. The needs assessment conducted and the *Areas of Focus* set forth in SY20: *Academic Achievement and Student Growth in ELA and Mathematics, and School Quality and Student Success (Student Attendance, Discipline, and Access to Well-Rounded Curriculum)* informed application development. These ESSA applications represent plans, activities, strategies, and interventions that will center on continuous improvement in teaching and learning with an equity orientation. Specifically, for SY21, the Title I, Part A application continues in its purpose to provide supplemental resources for additional academic support and learning opportunities to schools with high percentages of poverty—ensuring equitable and significant opportunities are afforded to students to obtain a high-quality education. Title II, Part A resources are fixed on providing professional development to teachers, teacher leaders, and school leaders with a particular focus on building teacher content capacity, effective use of curriculum, evidence-based strategies, and formative assessment processes. Title III, Part A funding concentrates on supplementing and enhancing the ESOL curriculum, supporting families of ESOL students, and recruiting, supporting, and developing ESOL teachers. Finally, PGCPS’ Title IV, Part A application centers on well-rounded educational supports at the secondary school level, school counseling, safety, and mental health supports, and significant enhancements to PGCPS’ virtual teaching and learning technology infrastructure. Of equal import to this year’s plan are sections presenting detailed discussions of PGCPS’ Talented and Gifted and Comprehensive Teacher Induction responses to COMAR requirements.

In the absence of SY20 assessments of student performance, PGCPS makes note of the gains realized and challenges that remain in student achievement based on SY19 data compared to SY18. In summary, modest gains in proficiency were realized in the PARCC/MCAP mathematics performance of ELL students, despite increased enrollment of over 1,000 students from SY18. In contrast, the overall percentage of middle school students performing at levels 4 and 5 (i.e. at or above expectations) on the PARCC/MCAP mathematics assessment declined slightly in SY19 from the percentage of students performing at those levels in SY18. With regard to English Language Arts, student performance improved slightly among the aggregate student population at the elementary and middle school levels; across most racial/ethnic student groups as well as FARMS students at the elementary school level; and across each of the three major special needs student subgroups at the middle school level. Although these improvements indicated positive gains, of continued concern is the substantially high percentage of students in the aggregate falling below expected performance levels for English Language Arts.

Table A: Demographic Snapshot PGCPS SY2019-20		
Student Group	Number	Percent
Latino – All Races	49,630	36.5%
Native American / Alaska Native	389	0.3%
Asian	3,645	2.7%
Black or African American	75,033	55.2%
Native Hawaiian/ Pacific Islander	259	0.2%
White	5,308	3.9%
Two or More Races	1,728	1.3%
Total	135,962	100.0%
Male	69,345	51.0%
Female	66,617	49.0%
Special Education (SPED)	14,956	11%
Limited English Proficient (LEP)	28,552	21%
Free and Reduced Meals (FARMS)	86,336	63.5%
<i>Source: FY20 PGCPS Enrollment as of September 30, 2019</i>		

EXECUTIVE SUMMARY

Determined to enrich the educational experience for its students and families, PGCPS implemented a number of improvements throughout SY20, despite the stark shift in our educational environment due to the coronavirus pandemic. With assistance from federal Coronavirus Aid, Relief, and Economic Security Act (CARES Act) funding, state Governor's Emergency Education Relief (GEER) funding, local government, and other funding sources; PGCPs is taking aggressive steps to close the digital divide by achieving a 1:1 student and technology device ratio, while simultaneously negotiating creative solutions to accessible broadband services for every PGCPs student/family. In addition, notwithstanding the abrupt shift to a virtual teaching and learning environment, PGCPs has remained steadfast in its commitment to transition to a more robust, intuitive, and dynamically accessible administration, scoring, and reporting assessment platform for monitoring student learning and provisioning data for instructional planning. In September of this year, PGCPs launched the inaugural Pearson Access Fall Bridging Diagnostic Assessments, administered 100% remotely and virtually, for students in grades three to twelve to examine learning needs and adapt distance learning practices accordingly. Nearly 200,000 tests were completed in the TestNav application and over 60% of students participated in the initial administration of the Fall Bridging Diagnostic Assessments.


Building on its commitment to transparency and continuous school improvement, PGCPs launched a newly designed school performance dashboard and plans for enhanced School Performance Plans. The School Performance Plan (SPP) Addendum is the catalyst for improvement of both adult practice and student learning and has succeeded in creating a bridge from SY20 improvement work to this year's efforts—amidst unprecedented times. Supporting data-driven decision-making, a newly designed school data dashboard includes enrollment, attendance, discipline, test scores, and graduation rates for each school. The dashboard is publicly accessible via the PGCPs website where summaries of each schools' performance plans may also be viewed.

Demonstrating its foresight and commitment to educational equity and related COMAR requirements, Prince George's County Public Schools proactively and systemically engaged in educational equity implementation efforts using a methodical, accountable, and inclusive approach to planning. In the Spring of 2019, the PGCPs Board of Education (BOE) approved the Educational Equity Policy 0101. The policy authorized the CEO to establish a structure to support the development and execution of an Administrative Equity Plan to be approved annually by the BOE by October 1 each year.


In SY20, a newly created Office of Excellence and Equity guided each division within PGCPs in the development of equity-focused goals that serve as the foundation for the SY21 Administrative Equity Plan. These goals, monitored by the CEO quarterly via a disciplined monitoring and accountability process, constitute many of the equity initiatives PGCPs will enact in SY21. Moreover, PGCPs CEO, Dr. Monica Goldson, and Board of Education Chairman, Dr. Alvin Thornton, jointly commissioned the development a new, five-year equity-focused strategic plan to include key performance indicators that will guide PGCPs's work moving forward. Thus, PGCPs has two aligned and current equity plans in process: the Annual Administrative Equity Plan, which sets the foundation for our emerging equity-focused work, and the 5-year equity-focused strategic plan, which will detail the data points PGCPs will analyze to inform our progress against our equity goals.

Guided by its commitment to excellence and educational equity, PGCPs is confident that proven strategies executed in tandem with new creative and innovative approaches to teaching and learning—demanded by the transformational environment that has emerged—will yield positive student outcomes in learning, achievement, and holistic student development.

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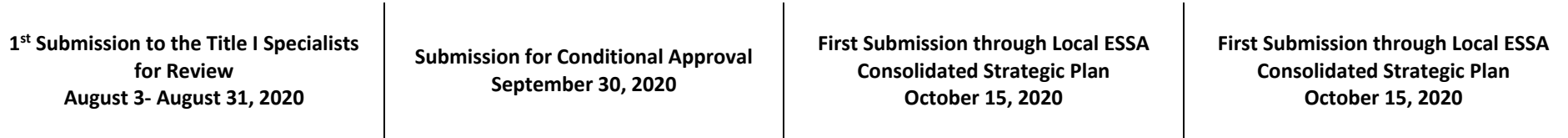


**APPENDIX A TITLE I, PART A
APPLICATION AND
APPENDICES: DEFINITIONS,
DATA TABLES, & CHECKLIST**





Title I, Part A: Improving Basic Programs
2020-2021 Title I, Part A Application and Monitoring Tool
Title I, Part A Application and Monitoring Tool Release Date:
June 15, 2020
Federal Grant Application Submission Timeline



Local School System:	Prince George’s County Public Schools
Title I Coordinator:	Tracey J. Adesegun, Ed.D
Telephone Number:	301-618-8390
Email Address:	adesegun@pgcps.org
Submission Date:	August 31, 2020

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2020-2021 Title I, Part A Application

ATTESTATION

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

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

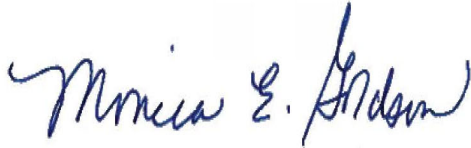
The LEA ensures that all parties, inclusive of, but not limited to: Human Resources, Finance, School administration and personnel, curriculum, assessment, etc. are involved in the oversight and administration of Title I, Part A Program Components listed above.

Monica M. Goldson, Ed.D		Prince George's County	11/13//2020
<i>LEA Superintendent Name (Please Print or Type)</i>	<i>LEA Superintendent Signature</i>	<i>Local Educational Agency</i>	<i>Date</i>

Tracey J. Adesegun, Ed.D		Prince George's County	11/9/2020
<i>Title I Coordinator Name (Please Print or Type)</i>	<i>Title I Coordinator Signature</i>	<i>Local Educational Agency</i>	<i>Date</i>

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

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

Monica M. Goldson, Ed.D		Prince George's County	11/13/2020
<i>LEA Superintendent Name (Please Print or Type)</i>	<i>LEA Superintendent Signature</i>	<i>Local Educational Agency</i>	<i>Date</i>

Tracey J. Adesegun, Ed.D		Prince George's County	11/9/2020
<i>Title I Coordinator Name (Please Print or Type)</i>	<i>Title I Coordinator Signature</i>	<i>Local Educational Agency</i>	<i>Date</i>

Attestation - Section 1112

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

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

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

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A. STAFF CREDENTIALS AND CERTIFICATIONS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. A written process to ensure the LEA:
 - has all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements.
 - coordinates certification and licensure notification between Human Resources, the Title I Office, and school administration.
 - identifies (using the previous school year data) 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. Per the Maryland ESSA Consolidated Plan, LEAs will be expected to address the data with a specific focus on how the support will differ for schools that receive Title I, Part A funds. Maryland uses a gap and threshold model to identify gaps. Any gap greater than 5% or any individual category that is over 5% is considered to have disparities.
 - has a timeline to notify parents.
2. Listing of the percentage and number of teachers who have not met licensure and certification status for the 2020-2021 school year in each Title I School including the area of certification. If applicable, provide a written action plan for teachers who meet conditional certification status with timeline to complete certification requirements.*
3. Listing of the percentage and number of paraprofessionals who have not met qualification status for the 2020-2021 school year.*
4. Data used to identify disparities (2019-2020), accompanied by communication from Human Resources demonstrating data was generated from Human Resource records. The data must include the number and percentage of inexperienced, ineffective, and out-of-field teachers teaching low-income & minority students. The data will be disaggregated for low income (Title I and non-Title I schools) and for minority students (major racial/ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic, Multiple, Native Hawaiian/Pacific Islander, and White). The MSDE has provided a [sample chart](#) that **may** be used in required attachment #4.

*The data will be submitted on the September 30th submission for Conditional Approval and updated, as needed, for the Final Submission with the Local ESSA Consolidated Strategic Plan on November 16th.

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

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Staff Credentials and Certification Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1. The LEA ensures that it has a written process that all teachers and paraprofessionals in Title I schools meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.</p> <p style="text-align: center;">(Required Attachment #1)</p> <ul style="list-style-type: none"> ● A.1.a State Certification & Licensure Requirements ● A.1.b Written Process - Human Resources Coordination & Timeline ● A.1.c Written Process for Addressing Disparities ● A.1.d Parent Notification Timeline <p>(Requirement Attachment #2)</p> <ul style="list-style-type: none"> ● Due 9/30/2020 Attachment 2: Percentage and Number of Teachers Not Certified 	1111(g)(2)(J) 1112(c)(6)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. List of teachers and their certification status for each Title I school including: <ul style="list-style-type: none"> ○ Number and percentage of teachers who have certification and licensure in Title I schools for the 2020-2021 school year. 2. Copies of 2020-2021 Principal Attestations with dates and signatures for each Title I school. 3. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. The LEA ensures it has a written process to include multiple coordinated efforts with certification and licensure notification between Human Resources, the Title I Office and school administration.</p> <p style="text-align: center;">(Required Attachment #1)</p> <ul style="list-style-type: none"> ● A.1.a State Certification & Licensure Requirements ● A.1.b Written Process - Human Resources Coordination & Timeline ● A.1.c Written Process for Addressing Disparities ● A.1.d Parent Notification Timeline 	1111(g)(2)(J) 1112(c)(6)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. Multiple* dated communications and meetings between Human Resources, the Title I Office, and school administration (SAN/emails) 2. Other documentation to support the LEA has implemented its written process, if applicable. <p>* regular ongoing collaboration throughout the year, including planning, interim check-in, analysis of outcomes.</p>
<input checked="" type="checkbox"/> YES	<p>3. The LEA ensures that all paraprofessionals working in Title I</p>	1112(c)(6)	<p>Documentation supporting the implementation of the written process which must include:</p>

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Staff Credentials and Certification Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>schools meet applicable State qualification requirements.</p> <p>Mark N/A if</p> <ul style="list-style-type: none"> there are no paraprofessionals in the Title I schools; paraprofessionals are not assigned instructional duties <p>(Required Attachment #1)</p> <ul style="list-style-type: none"> A.1.a State Certification & Licensure Requirements A.1.b Written Process - Human Resources Coordination & Timeline A.1.c Written Process for Addressing Disparities A.1.d Parent Notification Timeline (Requirement #3) <ul style="list-style-type: none"> Due 9/30/2020 	1111(g)(2)(J)	<ol style="list-style-type: none"> List of paraprofessionals and their qualifications - AA degree or higher, and/or PRAXIS to include: <ul style="list-style-type: none"> Number and percentage of paraprofessionals who have not met qualifications status Documentation demonstrating paraprofessional's assigned duties in Title I schools for the SY 2020-2021 must include: <ul style="list-style-type: none"> Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>4. The LEA ensures it has a written process and evidence of implementation to identify and address any disparities that result in low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced or out-of-field teachers.</p> <p>(Required Attachment #1)</p> <ul style="list-style-type: none"> A.1.a State Certification & Licensure Requirements A.1.b Written Process - Human Resources Coordination & Timeline A.1.c Written Process for Addressing Disparities A.1.d Parent Notification Timeline (Requirement #4) A.4 Disparity Data 	1111(g)(1)(B) 1112(b)(2)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> The implementation of the procedures (from 2019 - 2020 SY) for identifying and, if applicable addressing disparities. (e.g. race; poverty data; teacher evaluation data (ineffective-inexperienced, out-of-field teachers) Multiple* SAN and email documenting processes for the implementation of identifying and addressing disparities in collaboration with human resources, certification, or other LEA offices showing disparity data, teacher placement, etc. Other documentation to support the LEA has implemented its written process, if applicable. <p>* regular ongoing collaboration throughout the year, including planning, interim check-in, analysis of outcomes.</p>

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Staff Credentials and Certification Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>5. The LEA ensures it has a written process that includes timelines/dates used to annually notify parents about:</p> <p>a. that they may request information regarding professional qualifications of their child's teacher and of paraprofessionals who provide instructional services to their children.</p> <p>b. if their child has been assigned to a teacher or substitute for four or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. A timely notice has been provided to parents.</p> <p>c. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part.</p> <p style="text-align: center;">(Required Attachment #1)</p> <ul style="list-style-type: none"> ● <u>A.1.a State Certification & Licensure Requirements</u> ● <u>A.1.b Written Process - Human Resources Coordination & Timeline</u> ● <u>A.1.c Written Process for Addressing Disparities</u> ● <u>A.1.d Parent Notification Timeline</u> 	<p>1112(e)(1)(A)(i)(I-III)</p> <p>1112(e)(1)(B)(ii)</p> <p>1112(e)(1)(B)(i)</p>	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> 1. Multiple dated communications at the beginning of the school year which must include: <ul style="list-style-type: none"> ○ 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.) 2. Copies of requests for information from parents on teacher and/or paraprofessional qualifications, if applicable. 3. Evidence that parents have been provided information on the level of achievement and academic growth on State academic assessments of their students. 4. A dated written notice to parents regarding when their child has been assigned a teacher or substitute for 4 or more consecutive weeks who does not meet Maryland's certification and licensure requirements at the assigned grade level. This notice must include the teacher's name and content area. 5. Copies of the timely responses provided to parents, if applicable 6. Other documentation to support the LEA has implemented its written process, if applicable.

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B. SCHOOLWIDE PROGRAMS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

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

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

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

YES NO

If Yes, continue below. Check one:

Federal funds: Federal, State, local funds.

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

YES NO (Required Attachment #3) - **Not Applicable**

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Schoolwide Programs Assurances	Citation	Evidence of Implementation <small>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</small>
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>1. The LEA ensures that it consolidates and uses funds under this part, together with other Federal, State, and local funds, in order that the LEA ensures in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.</p> <p>i. Describe how the LEA will assist schools in consolidating funds for schoolwide programs.</p> <p>ii. If the LEA is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.</p>	1114(a)(1)	<ol style="list-style-type: none"> 1. SANE documentation demonstrating collaboration on the consolidation of funds 2. LEA Budget documents to support the consolidation of funds and the individual funding sources 3. Methodology of how percent contribution from each program was calculated 4. Disbursement method for consolidated funds
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. The LEA ensures the implementation of a Schoolwide Program includes the following four components:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment ● schoolwide program Reform Strategies* ● Parent, Family and Stakeholder Engagement ● If applicable, coordination and Integration of Federal, State, and Local services and programs. 	1114(b)(2) 34 C.F.R. § 200.26(a) 1114(b)(6) 1114(b)(2)(7)(i-iii)(I-V) 1114(b)(2) 1114(b)(5)	<ol style="list-style-type: none"> 1. Selected copies of Schoolwide Plans 2. A written process for the annual review of schoolwide program plans including the four components. <ul style="list-style-type: none"> ○ within the written process a description of how the LEA will examine relevant academic achievement; include data analysis charts, tools, and/or tables <p>Comprehensive Needs Assessment:</p> <ol style="list-style-type: none"> 1. Qualitative and quantitative data collected, including culture/climate, demographics, student performance, student attendance, behavior, and family and community involvement. 2. As needed, evidence of interviews, focus groups, or surveys.

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Schoolwide Programs Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
	<p>*MSDE's Title I Office strongly encourages LEAs to implement "evidence-based" interventions/ strategies/activities/programs, Tiers 1-3. At minimum the interventions/strategies/ activities/ program for non-CSI schools should demonstrate a rationale that meets the "Demonstrate a Rationale" requirement. (Level 4)</p> <p>To demonstrate a rationale, the intervention should include: 1) A well-specified logic-model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEAs, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention. (Non-Regulatory Guidance: NRG: Using Evidence to Strengthen Education Investments Schoolwide Program Non-Regulatory Guidance MSDE schoolwide program Checklist Early Learning in ESSA Non-Regulatory Guidance)</p>		<ol style="list-style-type: none"> 3. Tools or processes to identify the strengths and needs of students, teachers, school and community. 4. Examples of how the data is used by the administration, teachers and parents to guide decisions and instruction. 5. Examples of how data is reviewed in a disaggregated format to look at progress and needs of all student groups. 6. Examples of how the needs assessment is used for a cycle of ongoing continuous improvement engaging all stakeholders. <p>Schoolwide program Reform Strategies:</p> <ol style="list-style-type: none"> 1. Examples of how schoolwide program reforms increase the quality and quantity of instruction. 2. Evidence that the reform strategies align with the needs assessment and address the needs of all students including low achieving, accelerated, etc. 3. Evidence to demonstrate the effectiveness of reforms. 4. Applicable adjustments were made or are planned to be made to address students not making progress. <p>Parent, Family and Stakeholder Engagement:</p> <ol style="list-style-type: none"> 1. Evidence of the involvement of teachers, principals, and other school staff in the development of the schoolwide program plan must include: <ul style="list-style-type: none"> ○ SAN from School Improvement meetings ○ Written communication, including email, letters, newsletters, website ○ Surveys and survey data 2. <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> <ol style="list-style-type: none"> 1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.) 2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	3. The LEA ensures all schoolwide program plans and its implementation are regularly	1114(b)(3)	Documentation supporting the implementation of the written process and evidence of implementation of the LEA Monitoring Plan which must include : <ol style="list-style-type: none"> 1. Schoolwide program monitoring tool(s)

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Schoolwide Programs Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<input type="checkbox"/> N/A	monitored and revised as necessary based on student needs. (Required Attachment #1) <u>Schoolwide B.1 - Written Process</u>		<ol style="list-style-type: none"> 2. SAN from program monitoring visit(s) 3. LEA Schoolwide program monitoring visit(s) schedule 4. Schoolwide Program monitoring reports 5. Email communication 6. Documentation demonstrating how findings for the LEA annual review process are addressed at the school level (samples) 7. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	4. The LEA ensures it has a process for making the schoolwide program plan available to the LEA, parents, and the public.	1114(b)(4)	<ol style="list-style-type: none"> 1. Schoolwide Program Plan on school website; handbooks, etc. 2. Schoolwide Program plans available to the public
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	5. The LEA ensures that it has strategies for assisting preschool children in the transition from early childhood programs to local elementary school programs, if applicable. Required Attachment #2 <u>Schoolwide B.2 - MOU</u>	1114(b)(7)(A)(iii)(V)	<ol style="list-style-type: none"> 1. SAN from collaboration meetings regarding transitions 2. Timelines with evidence of implementation 3. Documentation of articulation meetings, if applicable
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	6. The LEA has a written process for how the LEA supports efforts to reduce the overuse of discipline practices that remove students from the classroom. Required Attachment #4 <u>Schoolwide B.4 - Overuse of Discipline</u>	1112(b)(11)	Documentation supporting the implementation of the written process, which may include: <ol style="list-style-type: none"> 1. SAN from collaboration meetings between Title I and Student Services/Discipline Office 2. Written communication between Title I and Student Services/Discipline Office 3. SANE from professional learning related to behavior support strategies (multi-tiered system of support (MTSS), restorative practices, positive behavioral interventions and supports (PBIS), etc.) 4. Data reports and analysis demonstrating the implementation of the written process 5. Other documentation to support the LEA has implemented its written process, if applicable.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	7. The LEA has a written process for how the LEA supports programs that coordinate and integrate (A) Career and	1112(b)(12)(A-B)	Documentation supporting the implementation of the written process, which may include: <ol style="list-style-type: none"> 1. SAN from collaboration meetings between Title I and CTE and/or Work-

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Schoolwide Programs Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<input type="checkbox"/> N/A	Technical Education (CTE) content through coordinated instructional strategies that may incorporate experiential learning and promote skill attainment, and (B) work-based learning opportunities that provide students in-depth interaction with industry professionals, and if appropriate, academic credit. Required Attachment #5 <u>SchoolwideB.5 - CTE</u>		Based Learning Office 2. Written communication between Title I and CTE and/or Work-Based Learning Office 3. SANE from professional learning related to CTE and/or Work-Based Learning 4. SANE from school events and/or LEA events related to CTE and/or Work-Based Learning 5. Data reports and analysis demonstrating the implementation of the written process 6. Other documentation to support the LEA has implemented its written process, if applicable.

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C. TARGETED ASSISTANCE SCHOOLS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

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

STAFF RESPONSIBLE: In addition to the Title I Coordinator, identify by name, title and department of person(s) responsible for ensuring compliance with this component. **Not Applicable - No TAS**

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>									
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1. The LEA ensures that it has a written process for transitioning a Targeted Assistance Program to a Schoolwide Program</p> <p>(Required Attachment #1) <u>Targeted Assistance C.1</u> (Required Attachment #4) <u>C.4 Letter of Intent</u></p> <p>List Title I school(s) and School ID number below OR attach a list of for Targeted Assistance Schools the LEA is proposing to transition to SW in SY 2021-22:</p> <table border="1" data-bbox="346 683 825 1016"> <thead> <tr> <th data-bbox="346 683 491 889">School Name</th> <th data-bbox="491 683 638 889">School Number</th> <th data-bbox="638 683 825 889">Indicate New Title I School or Current TAS School</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	School Name	School Number	Indicate New Title I School or Current TAS School							1114(a)(1)(B) 1114(b)(1)(A)	<p>Documentation supporting the implementation of the written process which must include:</p> <ol style="list-style-type: none"> LEA process for transitioning a Targeted Assistance Program to a Schoolwide Program Other documentation to support the LEA has implemented its written process, if applicable.
School Name	School Number	Indicate New Title I School or Current TAS School										
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1a. Abbreviated Planning Option for a new Title I school or an existing Targeted Assistance School Transitioning to a Schoolwide Title I Program</p> <p>The LEA has a new school that will enter Title I status in the 2021-2022 school year or an existing Targeted Assistance school that plans to transition from a Title I Targeted Assistance Program to a Schoolwide Program beginning in the 2021-2022 school year, and the school would like to undergo the abbreviated</p>	1114(b)(1)(A)	<p>Documentation of the planning process must include:</p> <ol style="list-style-type: none"> Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program A letter from the LEA to MSDE of the school's intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. SAN and SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> Planning meetings and lists of participants that show stakeholder participation in decision making Whole-school improvement orientation meetings for school community, including training for school staff, parents, and 									

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
	<p>planning process described by MSDE.</p> <p>(NOTE: see MSDE Targeted Assistance School Guidance for more details on this option).</p> <p><u>Required Attachment #4</u> <u>C.4 Letter of Intent</u></p> <p><u>MSDE Response - TAS Waiver</u></p>		<p>community members on the programmatic and compliance requirements of a Schoolwide program</p> <ul style="list-style-type: none"> ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents, and should work in coordination with the School Improvement Team) ○ Meeting schedule ○ Communications, including emails, communication log, notices on web pages, etc. <p>4. Documentation showing the results of the implementation of the LEA planning process and its recommendation for each school that is to become a Schoolwide Program.</p>
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>1b. Year Long Planning Option:</p> <p>The LEA has a school that is planning transitioning from a Title I Targeted Assistance Program in the 2020–2021 School Year to a Schoolwide Program beginning in the 2021-2022 School Year using the yearlong planning process described by MSDE.</p> <p>(NOTE: see MSDE Targeted Assistance School Guidance)</p> <p><u>Required Attachment #1</u> <u>Targeted Assistance C.1</u></p>	<p>1114(b)(1)</p>	<p>Documentation of the planning process must include (For each Targeted Assistance School transitioning):</p> <ol style="list-style-type: none"> 1. Evidence of the intent to either transition a Targeted Assistance School or have a newly entering Title I school operate as a Schoolwide Program 2. A copy of the letter from the LEA to MSDE of the school’s intent to enter Title I as a Schoolwide program or, if applicable, to transition from Targeted Assistance School to a Schoolwide Program. 3. SAN/SANE documents for the following evidence of planning and LEA technical assistance: <ul style="list-style-type: none"> ○ Planning meetings ○ Lists of participants that show stakeholder participation in decision making ○ Whole-school improvement orientation meetings for school community, including training for school staff, parents, and community members on the programmatic and compliance requirements of a Schoolwide program ○ Planning team roster (Planning team must consist of school staff, district staff, community leaders, and parents should work in coordination with the School Improvement Team) ○ Meeting schedule ○ Plan approval process ○ Communications, including emails, communication log, notices on web pages, etc.

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
			<p>4. LEA Process for Approving a Targeted Assistance School Transition Plan.</p> <p>5. At completion, the LEA planning process documentation and plan for each school to be submitted to MSDE.</p>
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>2. The LEA ensures it has a written process for developing, implementing, and monitoring requirements for Targeted Assistance Programs including a timeline for identifying eligible students who are at most in need of services, who are failing, or at risk of failing to meet the State’s challenging student academic achievement standards, including how students are ranked using multiple academic selection criteria.</p> <p style="text-align: center;">Required Attachment #2 <i>Not Applicable</i></p>	<p>1115(c)(1)(B)</p>	<p>If a LEA has any Targeted Assistance Schools at the time of its Annual Program Review, documentation supporting the implementation of the written process must include:</p> <ol style="list-style-type: none"> 1. Weighted selection criteria <ul style="list-style-type: none"> ○ Data sources for multiple selection criteria (by school) 2. Master ranking (all students ranked showing most needy students served by grade and subject area) 3. Targeted Assistance teachers and para schedules with matching student roster 4. Service delivery model 5. Description of how services will be delivered to Targeted Assistance students at each school. (Push-in, pullout, etc.) 6. Documentation that the school complies with Title I student-to-teacher ratio of no more than 8:1 in a small group setting 7. School master schedules 8. Exit criteria by school 9. Other documentation to support the LEA has implemented its written process, if applicable. <p>LEA School-level Monitoring:</p> <ol style="list-style-type: none"> 1. Evidence of implementation of the LEA School-level Monitoring Plan must include: <ul style="list-style-type: none"> ○ SAN from program monitoring ○ Program monitoring tool(s) ○ Program monitoring feedback reports ○ Email communication 2. LEA schedules with dates for regular review for each Title I Targeted Assistance Program.
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p>3. The LEA ensures the implementation of a Targeted Assistance Program includes the following seven components: Targeted Assistance Program Checklist</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> <ol style="list-style-type: none"> 1. Programs, activities, and academic courses necessary to provide a well-rounded education.

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<input checked="" type="checkbox"/> N/A	<ol style="list-style-type: none"> 1. Use program’s resources to help eligible children meet the state’s challenging academic standards; 2. Use methods and instructional strategies to strengthen the academic program of the school; 3. Coordinate with and support the regular educational program which may include services to preschool children in the transition from early childhood programs; 4. Provide Professional Development; 5. Strategies to increase the involvement of parents of eligible children; 6. If appropriate and applicable, coordinate with Federal, State, and local programs; 7. Each Title I Targeted Assistance School will provide the LEA assurances that it will: <ol style="list-style-type: none"> (i) help provide an accelerated, high quality curriculum; (ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part: and (iii) on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the 		<p>Methods and instructional strategies to strengthen the academic program of the school may include:</p> <ol style="list-style-type: none"> 1. Expanded learning time, before- and after-school, and summer programs and opportunities 2. A schoolwide program tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). <p>Coordination with the regular education program must include:</p> <ol style="list-style-type: none"> 1. SAN from collaboration meetings <ul style="list-style-type: none"> o Timelines with evidence of implementation 2. Documentation of coordination between regular education program and Title I <p>Professional Development:</p> <ol style="list-style-type: none"> 1. Data sources demonstrating the need for identified professional development 2. SANE documents from professional development 3. Professional development schedules, plans, and/or calendars 4. SANE from building capacity for school-level training to educate school personnel with parental assistance on how to work with parents as equal partners (see Parent and Family Engagement Checklist under Building Capacity requirements) <p><i>NOTE: these items may be available in component D – Parent and Family Engagement.</i></p> <p>Strategies to increase the involvement of parents of eligible children:</p> <ol style="list-style-type: none"> 1. <i>NOTE: these items may be available in component D – Parent and Family Engagement.</i> <p>If appropriate and applicable, coordination and integration of Federal, State, and Local programs:</p> <ol style="list-style-type: none"> 1. SAN from meetings involving other Federal, State, and local programs (Title III, Title IV, Judy Center, Headstart, Library, Health Department, Department of Social Services, etc.) 2. If applicable, evidence that federal, state, and local resources are braided to maximize the impact of the schoolwide program plan.

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Targeted Assistance Schools Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
	challenging State academic standards. Required Attachment #3 Not Applicable		
<input type="checkbox"/> YES <input type="checkbox"/> NO <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. Required Attachment #2 Not Applicable	1115 (b)(2)(G)(iii)	<ol style="list-style-type: none"> 1. LEA schedules with dates for regular review for each Title I Targeted Assistance Program 2. SAN documentation of data review meetings 3. Documentation of program adjustments based on data review and progress monitoring 4. Student progress monitoring (evidence of progress/lack of progress

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D. PARENT AND FAMILY ENGAGEMENT

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

1. A written process to ensure that the LEA monitors the implementation of Parent Family Engagement requirements specified in section 1116 including the requirements for Parent and Family Engagement Plan and School-Parent Compact.
2. LEA's [2020-2021](#) Title I Parent and Family Engagement Policy/Plan that is distributed to parents/families.
3. Tool used for annual evaluation of the content and effectiveness of the LEA's Parent and Family Engagement Policy/Plan.

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

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

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Parent and Family Engagement Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>Local Educational Agency</p> <p>1. The LEA ensures that the District Policy/Plan complies with all requirements including parent outreach, written policy, reservation, annual evaluation, and building capacity. Section 1116 (a)</p> <p>Parent and Family Engagement District-Level Checklist</p> <p>Required Attachment #2 <u>D.2 Title I Parent & Family Engagement Policy</u></p>	<p>Section 1116 (a)(1)(2)(A)(B)(C)(D)(3)(B)</p>	<p>LEA Parent and Family Engagement Plans Evidence:</p> <p>In General Evidence must include:</p> <ol style="list-style-type: none"> 1. Input from parents/families 2. SAN(E) from parent meetings 3. Announcements/Fliers 4. Parents feedback 5. Translated documents, if applicable 6. Receipts for accommodations/ interpreters, if applicable <p>Written Policy/Plan Evidence includes:</p> <ol style="list-style-type: none"> 7. Example of how the LEA's Parent and Family Engagement Policy/Plan is distributed and available. (Examples include district/school website, student handbook, or school newsletters, etc.) 8. Policy/Plan and compact sent home via backpack/ orientation packet 9. SANE from parent meetings with agendas that identify specific topics for input. 10. SANE from parent meetings specific to Section 1112. 11. SANE or other evidence that the LEA provides coordination, technical assistance, and other support to school 12. Completed district level evaluations/surveys addressing: <ul style="list-style-type: none"> ○ barriers to greater participation by parents; ○ the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; ○ strategies to support successful school and family interactions; ○ use of findings from evaluation to design/revise the policy/plan incorporating evidence-based strategies for more effective parental involvement. 13. Communication/outreach regarding evaluation/survey of LEA Parent and Family Engagement Policy/Plan 14. Results of data/feedback 15. Revisions to policy/plan are made, based on evaluation 16. SAN with meeting notes

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Parent and Family Engagement Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
			17. Evidence supporting the development of the evaluation tool, distribution and collection of parent surveys Reservation: Evidence must include: 18. SANE from parent meetings specifying agenda item on Title I PFE funds 19. Announcements/Fliers for meetings 20. Parents' feedback
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	School Level 2. The LEA ensures that Title I schools comply with all requirements including general requirements, reservation, policy involvement, shared responsibility, and building capacity. Parent and Family Engagement School-Level Checklist	Section 1116 (b)(c)(d)(e)	School Level Parent and Family Engagement Plans Evidence: General Requirements Evidence includes: 1. School level plan(s) 2. Example of how the school's Parent and Family Engagement Plan is distributed (Examples include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet) 3. SANE from parent input meetings 4. Announcements/Fliers 5. Parents feedback 6. Translated documents, if applicable 7. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable Reservation Evidence includes: 8. SANE from parent meetings specifying agenda item on Title I PFE funds 9. Announcements/Fliers for meetings 10. Parents feedback Policy Involvement Evidence must include: 11. SANE from annual meeting(s) specifying information about Title I and parents rights to be involved 12. Announcements/Fliers of outreach/events 13. Translated documents, if applicable 14. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Parent and Family Engagement Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
			<p>15. How parents are informed about the Schoolwide plan and can make comments if plan is not satisfactory</p> <p>Shared Responsibility (School-Parent Compact) evidence includes:</p> <ol style="list-style-type: none"> 1. School-Parent Compact(s) 2. SANE from parent meetings specifying agenda item for review and input on the school-parent compact 3. Announcements/Fliers for meetings 4. Parent feedback 5. Translated school-parent compacts, if applicable, 6. SANE from sharing school-parent compact with parents and family members 7. Example of how the school's School-Parent Compact is distributed. (Examples include school website, student handbook, school newsletters, plans sent home via backpack/ orientation packet)
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>3. Building Capacity for Involvement The LEA ensures that the Title I Office and all Title I schools build the capacity of parent/family, community and school personnel for effective involvement of parents and family members in improving student academic achievement.</p>	<p>1116(e)(1-6)</p>	<p>LEA and School-Level Documentation must include:</p> <ol style="list-style-type: none"> 1. SANE from LEA technical assistance to schools 2. SANE from building capacity for district and school-level (See Parent and Family Engagement Checklist under Building Capacity requirements) <p>Building Capacity evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from parent meetings, outreach or events with topic specific agenda items 2. Announcements/Fliers for outreach/events 3. Handouts/resources from parent outreach/events, staff development, etc., as appropriate 4. Translated documents, if applicable 5. Receipts for accommodations (transportation for parents, childcare, translation), interpreters, etc., if applicable
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>4. The LEA ensures that all Title I schools, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.</p>	<p>1116(f)</p>	<p>Accessibility evidence must include:</p> <ol style="list-style-type: none"> 1. SANE from LEA technical assistance to schools 2. Translated documents, if applicable 3. Receipts for accommodations/ interpreters, if applicable

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Parent and Family Engagement Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>5. The LEA ensures it has a written process for monitoring the implementation of Parent and Family Engagement requirements in Title I schools.</p> <p>(Required Attachments #1) <u>D.1 PFE Written Process</u> and (Required Attachments#3) <u>D.3 Annual Evaluation Tool</u></p>	<p>1116(a)(2)(B) 1116(e)(1-14)</p>	<p>Evidence of LEA monitoring processes of Parent and Family Engagement requirements must include:</p> <ol style="list-style-type: none"> 1. SANE from technical assistance, including topic specific agenda items 2. Training and/or evaluation feedback results 3. Data charts, tools, and/or tables demonstrating engagement of parents and family members in improving student academic achievement

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E. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

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

- NOTE: The school system must submit the following documents in Appendix H of the Local ESSA Consolidated Strategic Plan. These documents are not required attachments for the Title I application.

- Consultation timeline
- Signed Affirmation of
- Consultation
- Complaint procedures/dispute resolution process

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

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

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Participation of Children Enrolled in Private Schools Assurances	Citation	Evidence of Implementation <small>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</small>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>1. Delivery of Services The LEA ensures it (<i>check all that apply</i>):</p> <p><input type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Enters into a formal agreement (MOUs) with other LEA(s) to provide services to private school students.</p> <p>Please identify LEAs involved.</p> <ul style="list-style-type: none"> ● District of Columbia Public Schools ● Charles County Public Schools ● Howard County Public Schools ● Montgomery County Public Schools ● Anne Arundel County Public Schools <p>Provide the date(s) services will begin.</p> <ul style="list-style-type: none"> ● At the request of Private School Officials services will begin in October 2020 <p>Required Attachment #1c <u>E.1.c Formal Agreement (MOU)</u></p>	1117(b)(1)(C)(G)	<ol style="list-style-type: none"> 1. Copies of contracts or agreements with individuals under contract with the LEA (hourly employees) 2. Payroll lists for Title I staff providing Title I services to participating private school children 3. Third party vendor documentation that the LEA has transferred Title I funds to another LEA 4. If applicable, formal agreement (MOU) with other LEA to provide services to private school students. <ul style="list-style-type: none"> ○ If applicable, communication with other LEA(s) regarding timeline for formal agreement (MOU). ○ If applicable, signed MOU with other LEA.
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>2. Invitation to Private School Officials The LEA ensures it has a written process for inviting private schools to participate in the Title I, Part A program.</p> <p>Required Attachment #1a <u>E.1.a Inviting Private School Officials</u></p>	1117(a)(1)(A) 1117(b)(1)(b)(5)	<ol style="list-style-type: none"> 1. Approved list of private schools and approved church exempt schools 2. Other forms of outreach (emails, phone logs, or certified mail receipts, etc.) 3. List of addresses for low-income children generating funds provided by private school officials (this may be from surveys or actual FARMs, CEP or other data)

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

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Participation of Children Enrolled in Private Schools Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
	A program prior to escalation to the State Ombudsman.		
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>7. Supervision and Evaluation The LEA ensures it has a process for oversight, monitoring, supervising, and evaluating the Title I program serving private school students.</p> <p style="text-align: center;">Required Attachment #1 b & c <u>E.1.b Oversight, Monitoring, Supervising, & Evaluation</u> <i>and</i> <u>E.1.c Formal Agreement (MOU)</u></p>	1117(b)(1) 1117 (d)(1)	<p>Evidence LEA Supervises: LEA Program Oversight</p> <ol style="list-style-type: none"> 1. Schedules of Title I staff 2. Timeline/schedules for monitoring visits 3. LEA written process and procedures for monitoring private schools 4. Monitoring feedback on student progress to Title I staff providing services or private schools officials (including letters, emails, reports, or notes, if applicable) 5. Sample lesson plans and student work 6. Consultation between LEA and third-party vendor <p>Qualifications of staff providing services:</p> <ol style="list-style-type: none"> 1. Teachers providing services meet state certification and licensure requirements 2. Paraprofessionals providing instructional support are under direct supervision of teachers that meet state certification and licensure requirements <i>(May not apply to LEAs that use a provider, unless the LEA has required the provider/contractor to employ teachers that meet state certification and licensure requirements and qualified paraprofessionals.)</i> <p>Ordering and Storing of Materials and Equipment Oversight:</p> <ol style="list-style-type: none"> 1. Title I property labels 2. Inventory list <p>Evidence of Evaluation must include:</p> <ol style="list-style-type: none"> 1. Progress reports/EOY reports on effectiveness of services 2. SANE documenting modification to program, if applicable

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F. EDUCATION FOR HOMELESS CHILDREN AND YOUTH

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. A written process that includes how the Title I office will coordinate with the Homeless Education Liaison/Office, which includes:
 - a. how the LEA will provide educationally related support services in a coordinated effort, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education
 - b. the LEAs method for determining the homeless reservation set-aside, whether by a needs assessment or some other method.
2. If applicable,
 - a. a description of how the LEA calculated the excess costs of providing transportation to homeless students;
 - b. the calculations that the LEA used to arrive at the figure on this section.
3. Per COMAR 13A.05.09.03, **provide a list** of all currently active shelter sites in the county that serve homeless children and families.

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

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

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SHELTER HOUSING FOR CHILDREN AND YOUTH TRACKING CERTIFICATION
SY 2020-2021

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

Local School System: Prince George's County Public Schools

Homeless Education Coordinator/Liaison:

Natasha White Jones, PhD

(301) 925-2482

Name

Telephone

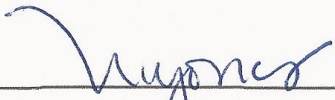
Cell

Homeless Education Coordinator / Liaison's Email:

Natasha.jones@pgcps.org

NAME OF SHELTER/ CONTACT PERSON/EMAIL	Natasha.jones@pgcps.org ADDRESS/TELEPHONE/	POPULATION SERVED
Arnold Place Tracy Arnold Tracy1arnold@aol.com	3112 Walters Lane Forestville, MD 20747 (202) 431-9811	women ages 16 - 62; accommodations for mothers with children also available
Family Crisis Center India Smith India.smith@fccpg.org	3601 Taylor Street, Brentwood, MD 20722 (301) 577-4839 ext. 1208	60 families
Family Emergency Shelter Ryan Harrison Ryan.harrison@maryland.gov	425 Brightseat Road, Landover, MD 20785 (301) 909-6140	families
House of Ruth Keisha Jordan kjordan@houseofruth.org	5350 D St SE, Washington, DC 20019 (202) 667-7001 ext. 282	women with children who are victims of domestic violence, substance abuse, or mental health issues
Laurel Advocacy & Referral Services Leah Paley lpaley@laureladvocacy.org	311 Laurel Avenue, Laurel, MD 20707 (301) 776-0442	permanent supportive housing for residents of Laurel, MD only

NAME OF SHELTER/ CONTACT PERSON/EMAIL	Natasha.jones@pgcps.org ADDRESS/TELEPHONE/	POPULATION SERVED
Promise Place Robert Bell rbell@sashabruce.org	1400 Doewood Lane, Capitol Heights, MD 20743 (240) 764-8253	20 beds (10 males/10 females); 12 - 24 years old (if under 18, must go through DSS)
Shepherd's Cove Christabel Okafor cokafor@ucappgc.org	1400 Doewood Lane, Capitol Heights, MD 20743 (301) 386-4444 ext. 226	single women with children (males under the age of 12)
St. Ann's Sister Bernadette Miller srbmiller@stanns.org	4901 Eastern Avenue Hyattsville, MD 20782 (301) 559-5500 ext. 171	teen mothers (18 - 24 year old) and older mothers
THP Transitional Housing Program Darlene Harris Darlene.harris@maryland.gov	9202 Springhill Lane, Greenbelt, MD 20770 (301) 220-4336	70-80 families; UHY 18 - 24 years old still in HS (roommates)



Signature Homeless Education Coordinator/Liaison

8/10/2020

Date

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G. SUPPORT FOR FOSTER CARE STUDENTS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

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

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	Support for Foster Care Students Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>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.</p> <p style="text-align: center;">Required Attachment # 1</p> <p style="text-align: center;"><u>G.1 Foster Care MOU</u></p>	1111(g)(1)(E)	<ol style="list-style-type: none"> 1. Collaboration with the child welfare agency, inclusive of the LEA foster care point of contact and the local education agency. (SAN) 2. Copy of signed and dated MOU/MOA (transportation, best interest, school of origin) 3. Email communication
<input type="checkbox"/> YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> N/A	<p>2.The LEA ensures that it uses a method for determining the foster care transportation set-aside, whether by a needs assessment or some other method (e.g., past foster care student enrollment and support services cost data), and how the foster care point of contact was consulted or involved in that process.</p> <p style="text-align: center;">Required Attachment #2</p> <p style="text-align: center;">(Not Applicable)</p>	1111(c)(5)	<ol style="list-style-type: none"> 1. Email or written communication regarding the needs of foster care students 2. Consultation Meetings with the LEA foster care point of contact and Title I Office (SAN) <ul style="list-style-type: none"> ○ copy of needs assessment used ○ copy of foster enrollment data ○ copy of support services data

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H. ENGLISH LEARNERS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. The LEA must include a written process for the coordinated effort to inform parents about the ESOL program placement, including the ESOL placement timeline
2. The LEA must include a written process for sharing the number and percentage of English learners achieving English language proficiency.

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

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

APPLICATION: <i>The LEA will respond to each assurance (Check One)</i>	English Learners Assurances	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A	<p>3. The LEA has a written process for sharing the number and percentage of English learners achieving English language proficiency.</p> <p style="text-align: center;">Required Attachment #2</p> <p style="text-align: center;"><u>H.2 Written Process - Sharing Proficiency Numbers & Percentages</u></p>	1111(h)(2)	<p>Documentation supporting the implementation of the written process, which must include:</p> <ol style="list-style-type: none"> 1. The number and percentage of English learners achieving English language proficiency 2. Sample of the LEA's report card 3. SAN and/or written communication documenting the ongoing collaboration between the Title III and Title I Coordinators 4. Other documentation to support the LEA has implemented its written process, if applicable.

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I. SCHOOL IMPROVEMENT – TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

1. The LEA must include a written process explaining how the LEA will carry out responsibilities under Section 1111(d) (TSI) (Section 1112(b)(1)(3))
 - Targeted Support and Improvement (Section 1111(d)(2))
 - i. For each school identified, in partnership with stakeholders, development and implement a school-level TSI plan to improve student outcomes for each student group identified for improvement (Section 1111(d)(2)(B)).
 - ii. Process for approving school-level TSI plans (Section 1111(d)(2)(B)(iii))
 - iii. Process for monitoring school-level TSI plans (Section 1111 (d)(2)(B)(iv))
 - iv. Process for identifying and addressing resources inequities impacting TSI schools (Section 1111(d)(2)(C)).

NOTE TO LEA: Prior to the LEA Annual Program Review, MSDE specialists will review selected Title I Targeted Support and Improvement Intervention Plan(s), which should be submitted prior to the Program Review date.

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

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

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

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J. FISCAL REQUIREMENTS

DIRECTIONS FOR COMPLETION OF REQUIRED ATTACHMENTS:

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

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

REQUIRED ATTACHMENTS:

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

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

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

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

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

J. FISCAL REQUIREMENTS

<p align="center">REQUIREMENTS <i>(align with the Fiscal Tables provided in Excel)</i></p>	<p align="center">Citation</p>	<p align="center">Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i></p>
<p>Requirement 1- Equitable Services Table 7-8 An LEA must reserve off the top of the LEA's Title I, Part A allocation the proportional share of funds for Title I services to eligible private school students based on consultation with private school officials. This includes costs associated with instructional support, family engagement, administrative costs, professional development, etc.</p>	<p>1117(a)(4)(A) Link to Non-regulatory Guidance</p>	<ol style="list-style-type: none"> 1. Evidence of Equitable Services Expenditures to show Proportional Share <ul style="list-style-type: none"> ○ School/LEA reservations are in the LEA budget and line items can be followed from the budget ○ Transaction level reports ○ Salary/wages information ○ Materials, instructional supplies ○ Invoices 2. Records of expenditures, i.e., inventory, Invoices for materials, purchase orders, instructional supplies <ul style="list-style-type: none"> ○ Transaction level reports 3. Evidence of professional development for teachers: <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, if applicable. 4. Evidence of family engagement activities: <ul style="list-style-type: none"> ○ Purchase orders, invoices, agendas, sign-in sheets for costs related to parent involvement activities, if applicable.
<p>Requirement 2- Parent and Family Engagement- Table 7-9.1 LEA must reserve at a minimum, 1% of its allocation (after Equitable Services is deducted from the total allocation) for parental involvement and at least 90% of those funds must be distributed to the schools with priority given to high-needs schools Parent input is required for expenditure Title I Parent and Family Engagement spending plan.</p> <p align="center">Required Attachment #10 <u>J10. Written Process - How Parent & Family Allocations Are Determined</u> <u>J.10.a Parent & Family Engagement Allocations</u></p> <p align="center"><u>J10. Written Process - How Parent & Family Allocations Are Determined</u></p>	<p>1116 (a)(3)(A) 1116(a)(3)(C))</p>	<p>Evidence of Parent and Family Engagement Expenditures</p> <ol style="list-style-type: none"> 1. Evidence of implementing the written process for allocating of 90% to schools 2. School/LEA reservations are in the LEA budget and line items can be followed from the budget 3. LEA Transaction Level Reports of Expenditures 4. Invoices, contracts, etc. <p>Cost related to professional development</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. <p>Cost related to parent and family engagement</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.

REQUIREMENTS <i>(align with the Fiscal Tables provided in Excel)</i>	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<p>Requirement 3 – Neglected & Delinquent Reservation - Not Applicable</p> <p>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>	<p>Evidence of Neglected & Delinquent Expenditures</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. 4. 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>Required Attachment #3 <u>F.1.b Method for Homeless Reservation Set-Aside</u></p>	<p>1113(c)(3)(A)(i)</p>	<p>Evidence of Homeless Children and Youth Expenditures</p> <p>Reservation:</p> <ol style="list-style-type: none"> 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc. <p>Instructional/Educational Support (If Applicable) – Costs associated with:</p> <ol style="list-style-type: none"> 1. Tutoring Services, especially in shelters or other locations where homeless students live 2. Extended learning time (before and after school, Saturday classes, summer school) 3. Counseling services to address mental health issues related to homelessness that is impeding learning 4. GED testing for school-age students 5. Parental involvement specifically oriented to reaching out to parents of homeless students 6. Fees for AP and IB testing 7. Items of clothing, student fees, required records, medical and dental services, outreach services <p>Homeless Liaison (If applicable):</p> <ol style="list-style-type: none"> 1. Cost associated with Homeless Education Coordinator/Liaison position 2. Reservation is in the budget 3. Job description 4. Schedules (note who monitors/oversight) <p>Transportation (If applicable):</p> <ol style="list-style-type: none"> 1. Cost associated with Homeless Education Transportation

REQUIREMENTS <i>(align with the Fiscal Tables provided in Excel)</i>	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
		2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation
Requirement 5 - Education for Foster Children - Not Applicable Table 7-9.1 Funds are reserved to provide support to children in foster care. The LEA has a plan for the use of the funds.	Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program	Transportation (If applicable): 1. Cost associated with Foster Care Student Transportation 2. Reservation is in the budget 3. LEA calculation of excess cost for providing transportation 4. Invoices/payment schedule for transportation 5. Contracts
Requirement 6- District Wide Title I Instructional Programs Table 7-9 .2 LEAs must reserve funds for Districtwide instructional programs for Title I schools.	34 CFR Part 200.77	Expenditures 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
Requirement 7 - District Wide Professional Development Table 7-9.2 Not Applicable LEAs may reserve funds for Districtwide professional development programs for Title I schools such as: Professional development for Title I schools that is above and beyond what the Local Educational Agency program provides for all schools.	34 CFR Part 200.77	Evidence of District Wide professional development Expenditures, if applicable: 1. LEA reservations are in the LEA budget and line items can be followed from the budget 2. LEA Transaction Level Reports of Expenditures 3. Invoices, contracts, etc.
Requirement 8- Administration Table 7-9.3: LEA may reserve funds for the cost of administering Title I Part A program. Funds reserved for Administration can only be used to administer the Title I Part A program in public	34 CFR Part 200.77	Evidence of Administration Expenditures, if applicable: LEA reservations are in the LEA budget and line items can be followed from the budget 1. LEA Transaction Level Reports of Expenditures 2. Invoices, contracts, etc. 3. Indirect costs at the approved yearly rate 4. Travel, Office Supplies, and technology for Title I

REQUIREMENTS <i>(align with the Fiscal Tables provided in Excel)</i>	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
schools. Indirect cost if charged to the grant is an administrative cost. Required Attachment #9 J.9 - Job Descriptions for Administration		5. Job Descriptions for Administrative Office/Personnel showing alignment of assigned duties to budget
Requirement 9 - Support for Title I TSI Schools Table 7-9.4	Section 1111(d)(2)	Expenditures 1. LEA Title I, Part A set-aside funding, if applicable, is in the LEA budget and line items can be followed from the budget 2. LEA non-Title I funding is listed, if applicable 3. LEA Transaction Level Reports of Expenditures 4. Invoices, contracts, etc.
Requirement 10 - Carryover Estimate Table 7-9.4	1127 1117(a)(4)(B)	1. LEA Financial Report showing status of carryover was redistributed to participating areas and schools in accordance with allocation procedures 2. Funds remaining resulting from school's unspent parent involvement funds are redistributed to Title I schools (if applicable) 3. Waiver intent indicated in the Title I Application
Requirement 11 –Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented.	Uniform Grant Guidance (UGG) 200.501(b)	1. Single audits are conducted annually 2. Copies of single audit reports (2 most recent) and Corrective Action (when applicable) 3. LEA response to findings 4. MSDE follow-up reviews of findings 5. All required corrective actions from the audit findings are fully implemented within the agreed timeline. 6. Independent auditor's report shows that the LEA has corrected all actions required.
Requirement 12 - Rank Order The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low income families who reside in an eligible school attendance area. Allocation to each eligible school is based on PPA.	1113(a)(3)(A) 34 CFR Part 200, 200.77-200.78 Code of Federal Regulations (CFR)	1. Local finance budget reports match amounts reported in the approved Allocation Worksheet. 2. If applicable, Charter Schools are included in the ranking 3. If applicable, Skipped Schools have been approved by MSDE. 4. LEA is providing and can document that skipped schools are receiving supplemental funds from other State or local resources that are at least equal to the PPA of the school that is below them in rank order. 5. If applicable, Continuing Eligibility schools meet the statutory definition.
Requirement 13 - Equipment and Related Property Equipment must-be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds.	EDGAR 34 CFR 80.32, UGG §200.314	1. LEA Inventory 2. Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment 3. Annual physical inventory of Title I equipment 4. Lease agreements 5. Expenditure Reports

REQUIREMENTS <i>(align with the Fiscal Tables provided in Excel)</i>	Citation	Evidence of Implementation <i>APPLICATION: Documentation listed is shared as a resource for LEA planning and preparation</i> <i>MONITORING: Documentation listed will be reviewed by the MSDE as part of the LEA's Annual Program Review</i>
<p>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. Adequate maintenance procedures must be developed to keep the property in good condition.</p>		<p>6. LEA Transaction Level Reports of Expenditures</p>
<p>Requirement 14- Use of Technology Devices Sub-grantees must adequately safeguard all assets and must ensure that they are used solely for authorized purposes</p>	<p>34 C.F.R. § 80.20 (added in SY 2015-2016)</p>	<ol style="list-style-type: none"> 1. Copy of acceptable use policy for staff and students stipulating constraints and practices of the user. 2. Documentation that the LEA has implemented their procedures for monitoring and enforcement of their acceptable use policies. 3. Staff Training (SANE) Corrective Actions, if applicable.

FISCAL TABLES
ALLOCATION WORKSHEET

Prince George's County Public Schools

Submission Date: August 31, 202 **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, S, C, CSI or TSI	SW or TAS	MSDE Sch ID #	Public School Name <i>(Must rank order by Percent of Poverty highest to lowest, include Skipped Schools)</i>	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/19)	Number of Low Income- Public School Children (as of 10/31/19)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/19)	CEP Direct Certification count multiplied by the 1.6 multiplier ¹	0.5	Percent of Poverty for Title I Allocations (I/H=M)	Number of Low-Income Private School Children Residing in this School's Attendance Area	0.5	Per Pupil Allocation (PPA)	Public School Allocation (L x P =Q)	
										FTE Low Income Public School Children used to Allocate Title I Funds			FTE Low Income Private School Children Residing in this School's Attendance Area			
1	SW	0647	CONCORD ELEMENTARY	PreK-6	Y	356	342	214.0	342.4	342.0	96.07%	3	3.0	\$900.00	\$307,800.00	
2	SW	1710	RIDGECREST ELEMENTARY	PreK-6	N	690	607	0.0	0.0	571.0	87.97%	6	5.0	\$900.00	\$513,900.00	
3	SW	1725	COOL SPRING ELEMENTARY	PreK-6	N	915	795	0.0	0.0	755.0	86.89%	2	2.0	\$900.00	\$679,500.00	
4	SW	1719	LANGLEY PARK- MCCORMICK ELEMENTARY	PreK-6	N	890	770	0.0	0.0	731.0	86.52%	6	6.0	\$900.00	\$657,900.00	
5	SW	1730	MARY HARRIS "MOTHER" JONES ELEMENTARY	PreK-5	N	1,091	918	0.0	0.0	894.0	84.14%	11	10.0	\$900.00	\$804,600.00	
6	SW	2007	WOODRIDGE ELEMENTARY	PreK-6	N	324	271	0.0	0.0	260.0	83.64%	5	4.5	\$900.00	\$234,000.00	
7	TSI	SW	1816	JOHN H BAYNE ELEMENTARY	PreK-5	Y	399	332	208.0	332.8	332.0	83.21%	8	7.5	\$900.00	\$298,800.00
8	TSI	SW	1231	J FRANK DENT ELEMENTARY	PreK-6	Y	284	233	146.0	233.6	233.0	82.04%	10	10.0	\$900.00	\$209,700.00
9	TSI	SW	1216	SAMUEL CHASE ELEMENTARY	PreK-5	Y	345	283	177.0	283.2	283.0	82.03%	1	1.0	\$900.00	\$254,700.00
10	SW	0210	ROGERS HEIGHTS ELEMENTARY	PreK-6	N	820	666	0.0	0.0	646.0	81.22%	14	13.0	\$900.00	\$581,400.00	
11	SW	1731	ROSA L PARKS ELEMENTARY	PreK-6	N	674	538	0.0	0.0	520.0	79.82%	6	6.0	\$900.00	\$468,000.00	
12	TSI	SW	1811	CARMODY HILLS ELEMENTARY	PreK-5	Y	423	336	210.0	336.0	336.0	79.43%	6	6.0	\$900.00	\$302,400.00
13	SW	1711	CAROLE HIGHLANDS ELEMENTARY	PreK-6	N	515	406	0.0	0.0	387.0	78.83%	0	0.0	\$900.00	\$348,300.00	
14	SW	1714	ADELPHI ELEMENTARY	PreK-6	N	775	606	0.0	0.0	587.5	78.19%	14	12.5	\$900.00	\$528,750.00	
15	TSI	SW	0217	PORT TOWNS ELEMENTARY	PreK-6	N	1,132	883	0.0	0.0	842.5	78.00%	5	4.0	\$900.00	\$758,250.00
16	TSI	SW	2113	SPRINGHILL LAKE ELEMENTARY	K-5	N	891	694	0.0	0.0	694.0	77.89%	1	1.0	\$900.00	\$624,600.00
17	SW	1901	RIVERDALE ELEMENTARY	PreK-5	N	720	557	0.0	0.0	536.5	77.36%	0	0.0	\$900.00	\$482,850.00	
18	TSI	SW	1908	WILLIAM WIRT MIDDLE	6-8	N	1,224	946	0.0	0.0	946.0	77.29%	15	15.0	\$900.00	\$851,400.00
19	TSI	SW	1604	EDWARD M FELEGY ELEMENTARY	PreK-5	N	807	619	0.0	0.0	591.5	76.70%	5	5.0	\$900.00	\$532,350.00
20	S	1732	INTERNATIONAL HIGH SCHOOL @ LANGLEY PARK	9-12	N	340	260	0.0	0.0	260.0	76.47%	0	0.0	\$0.00	\$0.00	
21	TSI	SW	0636	WILLIAM BEANES ELEMENTARY	PreK-5	N	481	364	0.0	0.0	340.0	75.68%	4	4.0	\$900.00	\$306,000.00
22	SW	0214	TEMPLETON ELEMENTARY	PreK-5	N	943	706	0.0	0.0	667.0	74.87%	2	2.0	\$850.00	\$566,950.00	
23	SW	1718	NICHOLAS OREM MIDDLE	6-8	N	1,129	835	0.0	0.0	835.0	73.96%	17	17.0	\$850.00	\$709,750.00	
24	S	2012	MARGARET BRENT	K-8	N	72	53	0.0	0.0	53.0	73.61%	0	0.0	\$0.00	\$0.00	
25	SW	1712	LEWISDALE ELEMENTARY	PreK-5	N	699	513	0.0	0.0	485.0	73.39%	9	9.0	\$850.00	\$412,250.00	
26	S	1313	KENMOOR E C C	PreK	N	288	211	0.0	0.0	211.0	73.26%	0	0.0	\$0.00	\$0.00	
27	TSI	SW	0645	ANDREW JACKSON ACADEMY	PreK-8	Y	504	369	231.0	369.6	369.0	73.21%	13	12.0	\$850.00	\$313,650.00
28	TSI	SW	0607	HILLCREST HEIGHTS ELEMENTARY	PreK-5	Y	474	347	217.0	347.2	347.0	73.21%	5	5.0	\$850.00	\$294,950.00
29	SW	2108	BUCK LODGE MIDDLE	6-8	N	1,302	949	0.0	0.0	949.0	72.89%	1	1.0	\$850.00	\$806,650.00	
30	SW	1706	THOMAS S STONE ELEMENTARY	PreK-5	N	557	405	0.0	0.0	387.5	72.71%	3	3.0	\$850.00	\$329,375.00	
31	SW	1310	DODGE PARK ELEMENTARY	PreK-6	N	597	434	0.0	0.0	415.5	72.70%	2	1.5	\$850.00	\$353,175.00	
32	TSI	SW	0613	DISTRICT HEIGHTS ELEMENTARY	PreK-5	Y	403	292	183.0	292.8	292.0	72.46%	3	3.0	\$850.00	\$248,200.00
33	TSI	SW	1828	ROBERT R GRAY ELEMENTARY	PreK-6	N	399	286	0.0	0.0	269.5	71.68%	1	1.0	\$850.00	\$229,075.00

Notations:		D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
N, S, C, CSI or TSI	SW or TAS	MSDE Sch ID #	Public School Name <i>(Must rank order by Percent of Poverty highest to lowest, include Skipped Schools)</i>	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/19)	Number of Low Income- Public School Children (as of 10/31/19)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/19)	CEP Direct Certification count multiplied by the 1.6 multiplier ¹	FTE Low Income Public School Children used to Allocate Title I Funds	Percent of Poverty for Title I Allocations (L/H=M)	Number of Low-Income Private School Children Residing in this School's Attendance Area	FTE Low Income Private School Children Residing in this School's Attendance Area	Per Pupil Allocation (PPA)	Public School Allocation (L x P = Q)	
34	TSI	SW	0661	SUITLAND ELEMENTARY	PreK-6	Y	578	414	259.0	414.4	414.0	71.63%	10	9.0	\$850.00	\$351,900.00
35		SW	1214	GLASSMANOR ELEMENTARY	K-5	N	319	227	0.0	0.0	227.0	71.16%	0	0.0	\$850.00	\$192,950.00
36		SW	1009	OAKLANDS ELEMENTARY	PreK-5	N	409	291	0.0	0.0	272.5	71.15%	1	1.0	\$850.00	\$231,625.00
37	TSI	SW	2014	LAMONT ELEMENTARY	PreK-5	N	543	386	0.0	0.0	351.5	71.09%	2	1.5	\$850.00	\$298,775.00
38		SW	1907	BEACON HEIGHTS ELEMENTARY	PreK-6	N	461	326	0.0	0.0	308.0	70.72%	4	4.0	\$850.00	\$261,800.00
39	TSI	SW	0205	BLADENSBURG ELEMENTARY	PreK-6	N	795	562	0.0	0.0	530.0	70.69%	6	6.0	\$850.00	\$450,500.00
40		SW	1208	FLINTSTONE ELEMENTARY	PreK-5	N	449	317	0.0	0.0	307.0	70.60%	2	1.5	\$850.00	\$260,950.00
41		SW	2006	GLENRIDGE ELEMENTARY	PreK-6	N	826	581	0.0	0.0	562.0	70.34%	13	12.0	\$850.00	\$477,700.00
42	S		0107	FRANCES R FUCHS E C C	PreK	N	324	227	0.0	0.0	227.0	70.06%	0	0.0	\$0.00	\$0.00
43		SW	1333	JUDGE SYLVANIA W WOODS, SR. ELEMENTARY	PreK-6	N	761	531	0.0	0.0	511.0	69.78%	12	12.0	\$850.00	\$434,350.00
44	TSI	SW	1204	FOREST HEIGHTS ELEMENTARY	PreK-6	N	330	230	0.0	0.0	212.0	69.70%	1	0.5	\$850.00	\$180,200.00
45	TSI	SW	0211	GLADYS NOON SPELLMAN ELEMENTARY	PreK-6	N	548	381	0.0	0.0	371.0	69.53%	8	7.5	\$850.00	\$315,350.00
46		SW	0105	CALVERTON ELEMENTARY	PreK-5	N	853	591	0.0	0.0	573.5	69.28%	12	11.5	\$850.00	\$487,475.00
47		SW	2121	CHEROKEE LANE ELEMENTARY	K-6	N	580	399	0.0	0.0	399.0	68.79%	14	14.0	\$850.00	\$339,150.00
48	S		0608	GREEN VALLEY ACADEMY	7-10	N	50	34	0.0	0.0	34.0	68.00%	0	0.0	\$0.00	\$0.00
49		SW	2013	JAMES MCHENRY ELEMENTARY	PreK-5	N	769	522	0.0	0.0	490.5	67.88%	7	6.5	\$850.00	\$416,925.00
50		SW	1802	SEAT PLEASANT ELEMENTARY	PreK-6	Y	395	267	166.0	265.6	267.0	67.59%	1	1.0	\$850.00	\$226,950.00
51		SW	1709	CHILLUM ELEMENTARY	PreK-5	N	379	256	0.0	0.0	238.5	67.55%	9	8.5	\$850.00	\$202,725.00
52	N, TSI	SW	0906	CLINTON GROVE ELEMENTARY	PreK-5	N	264	178	0.0	0.0	160.5	67.42%	4	4.0	\$850.00	\$136,425.00
53		SW	0213	COOPER LANE ELEMENTARY	PreK-6	N	527	354	0.0	0.0	336.5	67.17%	6	6.0	\$850.00	\$286,025.00
54		SW	1703	MT RAINIER ELEMENTARY	PreK-6	N	350	235	0.0	0.0	215.5	67.14%	5	5.0	\$850.00	\$183,175.00
55	S		1352	INTERNATIONAL HIGH SCHOOL @ LARGO	9-12	N	385	255	0.0	0.0	255.0	66.23%	0	0.0	\$0.00	\$0.00
56		SW	2005	CARROLLTON ELEMENTARY	PreK-5	N	623	411	0.0	0.0	377.0	65.97%	2	2.0	\$850.00	\$320,450.00
57	TSI	SW	0660	DREW-FREEMAN MIDDLE	6-8	N	868	570	0.0	0.0	570.0	65.67%	7	7.0	\$850.00	\$484,500.00
58	TSI	SW	1309	WILLIAM PACA ELEMENTARY	PreK-5	Y	619	406	254.0	406.4	406.0	65.59%	4	4.0	\$850.00	\$345,100.00
59	TSI	SW	0619	PRINCETON ELEMENTARY	PreK-6	N	366	240	0.0	0.0	225.0	65.57%	9	8.0	\$850.00	\$191,250.00
60		SW	2011	CHARLES CARROLL MIDDLE	6-8	N	1,329	871	0.0	0.0	871.0	65.54%	20	20.0	\$850.00	\$740,350.00
61		SW	2016	ROBERT FROST ELEMENTARY	K-5	N	287	188	0.0	0.0	188.0	65.51%	4	4.0	\$850.00	\$159,800.00
62		SW	1414	CATHERINE T REED ELEMENTARY	PreK-5	N	508	331	0.0	0.0	321.0	65.16%	8	8.0	\$850.00	\$272,850.00
63	TSI	SW	1219	BARNABY MANOR ELEMENTARY	PreK-5	N	501	326	0.0	0.0	303.0	65.07%	8	8.0	\$850.00	\$257,550.00
64		SW	0656	PANORAMA ELEMENTARY	PreK-5	N	587	381	0.0	0.0	363.5	64.91%	13	12.0	\$826.00	\$300,251.00
65		SW	0618	LONGFIELDS ELEMENTARY	PreK-6	N	296	192	0.0	0.0	185.5	64.86%	0	0.0	\$826.00	\$153,223.00
66	TSI	SW	1601	HYATTSVILLE ELEMENTARY	PreK-5	N	508	329	0.0	0.0	309.5	64.76%	9	8.5	\$826.00	\$255,647.00

Notations:		D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
N, S, C, CSI or TSI	SW or TAS	MSDE Sch ID #	Public School Name <i>(Must rank order by Percent of Poverty highest to lowest, include Skipped Schools)</i>	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/19)	Number of Low Income- Public School Children (as of 10/31/19)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/19)	CEP Direct Certification count multiplied by the 1.6 multiplier ¹	FTE Low Income Public School Children used to Allocate Title I Funds	Percent of Poverty for Title I Allocations (I/H=M)	Number of Low-Income Private School Children Residing in this School's Attendance Area	FTE Low Income Private School Children Residing in this School's Attendance Area	Per Pupil Allocation (PPA)	Public School Allocation (L x P =Q)	
67	TSI	SW	1830	WILLIAM W HALL ACADEMY	PreK-8	N	566	366	0.0	0.0	346.0	64.66%	5	4.5	\$826.00	\$285,796.00
68	TSI	SW	1218	VALLEY VIEW ELEMENTARY	PreK-5	N	416	268	0.0	0.0	259.0	64.42%	2	2.0	\$826.00	\$213,934.00
69	TSI	SW	0617	FRANCIS SCOTT KEY ELEMENTARY	PreK-5	N	490	314	0.0	0.0	297.0	64.08%	4	3.0	\$826.00	\$245,322.00
70		SW	1411	GAYWOOD ELEMENTARY	PreK-5	N	519	329	0.0	0.0	309.0	63.39%	7	6.0	\$826.00	\$255,234.00
71	TSI	SW	1307	HIGHLAND PARK ELEMENTARY	PreK-6	N	259	164	0.0	0.0	154.0	63.32%	3	2.5	\$826.00	\$127,204.00
72		SW	0606	BRADBURY HEIGHTS ELEMENTARY	PreK-6	N	496	314	0.0	0.0	294.5	63.31%	8	7.0	\$826.00	\$243,257.00
73	S		1822	H WINSHIP WHEATLEY E C C	PreK	N	301	190	0.0	0.0	190.0	63.12%	0	0.0	\$0.00	\$0.00
74		SW	1302	COLUMBIA PARK ELEMENTARY	PreK-6	N	546	340	0.0	0.0	321.5	62.27%	1	1.0	\$826.00	\$265,559.00
75		SW	0610	NORTH FORESTVILLE ELEMENTARY	PreK-6	N	351	218	0.0	0.0	208.0	62.11%	3	3.0	\$826.00	\$171,808.00
76	CSI	SW	0102	HIGH POINT HIGH	9-12	N	2,747	1,703	0.0	0.0	1,703.0	61.99%	90	90.0	\$826.00	\$1,406,678.00
77		SW	0615	BENJAMIN STODDERT MIDDLE	6-8	N	696	426	0.0	0.0	426.0	61.21%	16	16.0	\$826.00	\$351,876.00
78		SW	1234	OXON HILL MIDDLE	6-8	N	865	529	0.0	0.0	529.0	61.16%	9	9.0	\$826.00	\$436,954.00
79		SW	2003	SEABROOK ELEMENTARY	PreK-5	N	316	193	0.0	0.0	183.5	61.08%	1	1.0	\$826.00	\$151,571.00
80	N	SW	0648	SAMUEL P MASSIE ACADEMY	PreK-8	N	614	375	0.0	0.0	358.0	61.07%	8	7.0	\$826.00	\$295,708.00
81		SW	1001	LAUREL ELEMENTARY	PreK-5	N	619	378	0.0	0.0	358.0	61.07%	3	3.0	\$826.00	\$295,708.00
82	TSI	SW	1808	DOSWELL E BROOKS ELEMENTARY	PreK-6	N	247	150	0.0	0.0	140.5	60.73%	8	8.0	\$826.00	\$116,053.00
83		SW	2107	HOLLYWOOD ELEMENTARY	PreK-5	N	458	278	0.0	0.0	258.0	60.70%	5	5.0	\$826.00	\$213,108.00
84	TSI	SW	1320	G JAMES GHOLSON MIDDLE	6-8	N	898	545	0.0	0.0	545.0	60.69%	14	14.0	\$826.00	\$450,170.00
85		SW	1602	HYATTSVILLE MIDDLE	6-8	N	909	547	0.0	0.0	547.0	60.18%	13	13.0	\$826.00	\$451,822.00
86	TSI	SW	0208	BLADENSBURG HIGH	9-12	N	1,936	1,163	0.0	0.0	1,163.0	60.07%	40	40.0	\$826.00	\$960,638.00
87	S		0216	ANNAPOLIS ROAD ACADEMY	9-10	N	120	72	0.0	0.0	72.0	60.00%	0	0.0	\$0.00	\$0.00
88	TSI	SW	1201	OXON HILL ELEMENTARY	K-5	N	229	136	0.0	0.0	136.0	59.39%	4	4.0	\$826.00	\$112,336.00
				Total			37633.0	2265.0	3624.0	36549.0		623.0	602.0		#####	

Table 7-9

Table 7-8

*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.

REMOVED TITLE I SCHOOLS

Title I Schools in SY 2019-2020 removed from Title I in SY 2020-2021

MSDE School ID #	Official Public School Name	Status Last Year SW or TAS	Reason for Removal from the Title I List
0640	Arrowhead Elementary	SW	Below the LSS percentage to serve

TABLES 7-1 AND 7-2

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

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

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

PUBLIC SCHOOLS:

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

- X A. Free Lunch
- ___ B. Free and Reduced Lunch
- ___ C. Temporary Assistance for Needy Families (TANF)
Ages 5-17 in poverty as counted in the most recent LEA-level census poverty data approved by the Department; or
Note: Because census data are generally not available at the school level, if an LEA uses this measure, it would most likely be part of a composite with one or more of the above measures.
- ___ D. part of a composite with one or more of the above measures.
- ___ E. Children eligible to receive medical assistance under the Medicaid program
- X F. Community Eligibility Provision(CEP)
NEW as of 17-18: Explicit Authority to Use Feeder Patterns to Determine the Poverty Percentages of Secondary Schools (ESEA sections 1113(a)(5)(B) and (C)
- ___ G. Counted by the LEA using a composite of any of the above measures.
- ___ H.

PRIVATE SCHOOLS:

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

- ___ A. Use FARMS to identify low-income students

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

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

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

A. The following points summarize these requirements:

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

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

- Percentages** -- schools at or above the district-wide average must be served in rank order of poverty. Title I, Part A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- 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, 2019 to complete this table along with the **September 30, 2019** enrollment data.

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

$$\frac{69,191}{\text{Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2019)}} \div \frac{135,149}{\text{Total LEA Student Enrollment (September 30, 2019)}} = \frac{51.20\%}{\text{District Wide Average (percentages) of Low-Income Children}}$$

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW INCOME CHILDREN BY GRADE SPAN GROUPONGS (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 Write Grade Span in Spaces Below	Total Grade Span Enrollment of Low Income Students	/	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary (PreK-5)		/		#DIV/0!
Middle (6-8)		/		#DIV/0!
High (9-12)		/		#DIV/0!

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

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

$$\frac{\text{Local Educational}}{\text{Total Number of Low-}} \div \text{Per Pupil Amount} = \frac{\#DIV/0!}{\text{Per Pupil Amount}}$$

TABLES 7-6.1-7-6.3

Table 7-6.1 CONTINUED ELIGIBILITY (aka grandfather)			
<p>Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year a school that is not eligible, but was eligible and served during the preceding fiscal year.</u> <u>This provision applies to a newly ineligible school and not to an eligible school that has fallen in the poverty ranking compared to the previous year's ranking and does not receive a Title I allocation from its LEA because the LEA allocates its Title I funds to other eligible schools with higher poverty percentages.</u> LIST below any school(s) that the school system will serve for one additional year.</p> <p>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.</p>			
Name of School(s)	MSDE School ID	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
N/A			

Table 7-6.2 HIGH SCHOOL SERVED BETWEEN 50-75% POVERTY		
Ranking High Schools - ESEA Exceptions to the Ranking Requirement		
<p>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)).</p> <p>List the high schools that the LEA is choosing to serve under this exception.</p>		
Name of School(s)	MSDE School ID Number	Poverty Percent
N/A		

Table 7-6.3 Year of data exception: Newly opened and significantly expanded charter schools		
Newly Expanded Charter Schools- ESEA Exceptions to the Year of Data Requirement		
<p>If applicable, list the Charter Schools that the LEA is choosing to serve under this exception. The LEA must determine such a school's Title I allocation based on current year data and provide the school its allocation within five months of the school's opening or expansion. (ESEA section 4306(a); 34 C.F.R. 76.792(a)).</p>		
Name of Charter School(s)	MSDE School ID Number	Poverty Percent
N/A		

TABLE 7-7 SKIPPED SCHOOLS

<p>Table 7-7 TITLE I SKIPPED SCHOOLS</p> <p>LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Title I Application.</p> <p>Follow the directions in the Skipped School Addendum.</p>		
<p>Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:</p> <ol style="list-style-type: none"> 1. The school meets the comparability requirements of section 1118 (c); 2. The school is receiving supplemental funds from other State and local sources that are spent according the requirements of section 1114 and 1115; 3. The funds expended from such other sources equal or exceed the amount that would be provided by Title I, Part A. 		
<p>Number of Skipped Schools:</p>	<p>8</p>	<p>Note: The completed 2020-2021 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet must be submitted with the Title I Application.</p> <p>LEA must submit a copy of the approved request letter.</p>

SKIPPED SCHOOL ADDENDUM LINK

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

Click on ICON below for for Skipped School Addendum word document :

[Linked in the application](#)

SKIPPED SCHOOL ALLOCATION WS

Skipped School FY21 Allocation Worksheet (Compensatory Funds only--No Federal Funds)

Prince George's County Public Schools

Submission Date: August

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 9/30/19)	Number of Low Income-Public School Children (as of 10/31/19)	FTE Low Income Public School Children (10/31/19)	Per Pupil Allocation (PPA)	Local/State Allocation to Skipped Public Schools (J x K = L)
1	1	1732	INTERNATIONAL HIGH SCHOOL @ LANGLEY PARK	9-12	76.47%	340	260	\$7,215.00	\$1,875,900.00
2	3	2012	MARGARET BRENT	K-8	73.61%	72	53	\$32,437.00	\$1,719,161.00
3	3	1313	KENMOOR E C C	PreK	73.26%	288	211	\$16,357.00	\$3,451,327.00
4	3	0107	FRANCES R FUCHS E C C	PreK	70.06%	324	227	\$18,999.00	\$4,312,773.00
5	4	0608	GREEN VALLEY ACADEMY	7-10	68.00%	50	34	\$65,282.00	\$2,219,588.00
6	1	1352	INTERNATIONAL HIGH SCHOOL @ LARGO	9-12	66.23%	385	255	\$8,889.00	\$2,266,695.00
7	3	1822	H WINSHIP WHEATLEY E C C	PreK	63.12%	301	190	\$19,565.00	\$3,717,350.00
8	4	0216	ANNAPOLIS ROAD ACADEMY	9-10	60.00%	120	72	\$24,336.00	\$1,752,192.00
		Total				1,302	1302.0		\$21,314,986.00

Table 7-7 Skipped

Table 7-8

Table 7-8 EQUITABLE SERVICES			
COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1117(a) of ESSA and Sec 200.64 & 200.65 in 34CFR)			
1.a: Determining Proportional Share for Equitable Services			
623	/	38,256	= 0.016
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
0.016	x	\$34,320,753	= \$549,132
Proportion of reservation		Total Title I Allocation (Use # from C 125)	Proportional Share for Equitable Services
1.b: Determining Parental and Family Engagement Reservation			
\$549,132	x	1%	= \$5,491
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			
\$549,132	-	\$5,491	= \$543,641
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			
\$543,641	-	\$0	= \$543,641
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			
\$543,641	-	\$54,913	= \$488,728
Remaining for instruction and administration		Agreed amount of Administration (determined during consultation)	Proportional share remaining for equitable services instruction
<p>1.f: Determine Final PPA amount for all Private Schools (This includes all services, e.g. instructional, counseling, mentoring, etc.)</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Points of Clarification</p> <p>This information is needed to provide exchange of funds for students who may be attending private schools in neighboring districts</p> </div>			
\$488,728	/	623	= \$784.48
Remaining proportional share for instruction (Table 7-8, line 1e)		Number of private school students. (Use the total number reported in the Title I Allocation Worksheet, Column N)	PPA Allocation for eligible private school students

	DETAILED BUDGET DESCRIPTION	Calculation	Total
Parent & Family Engagement	Equitable Services for Parent & Family Engagement: Parent and Family engagement for Title I participating private schools will be provided by a third party contract; Title I students participating in Prince George's County	179 students x \$8.8138	\$1,578
	Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in Anne Arundel county private schools will be provided per MOU.	1 student x \$8.8138	\$9
	Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in Charles county private schools will be provided per MOU.	4 students x \$8.8138	\$35
	Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in District of Columbia private schools will be provided per MOU.	356 students x \$8.8138	\$3,138
	Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in Howard county private schools will be provided per MOU.	1 student x \$8.8138	\$9
	Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in Montgomery county private schools will be provided per MOU.	82 students x \$8.8138	\$723
	Professional Development	N/A	
Administration	Administrative Costs: Equitable services program costs for district and vendor administrative staff providing services, program monitoring, mailings, printing, and other administrative functions.	\$549,132 x 10.0% administrative costs	\$54,913

	DETAILED BUDGET DESCRIPTION	Calculation	Total
Instructional	Per Pupil Allocation (PPA):Instruction for PGCPS attendance area Title I students participating in Prince George's private schools will be provided after-school tutoring and supplemental materials. Students receive 2.0 hours weekly of instructional services in reading and/or mathematics based on eligibility is delivered by third-party vendor.	179 students x \$784.475	\$140,421
	Per Pupil Allocation (PPA):Instruction for PGCPS attendance area Title I students participating in Anne Arundel county private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	1 student x \$784.475	\$784
	Per Pupil Allocation (PPA):Instruction for PGCPS attendance area Title I students participating in Charles County private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	4 students x \$784.475	\$3,138
	Per Pupil Allocation (PPA):Instruction for PGCPS attendance area Title I students participating in District of Columbia private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	356 students x \$784.475	\$279,273
	Per Pupil Allocation (PPA):Instruction for PGCPS attendance area Title I students participating in Howard County private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	1 student x \$784.475	\$784
	Per Pupil Allocation (PPA):Instruction for PGCPS attendance area Title I students participating in Montgomery County private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	82 students x \$784.475	\$64,327
Total Equitable Share			\$549,132

Table 7-9.1

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION				
Before allocating funds to schools, a school system MUST reserve funds for certain services.				
LIST (calculate) the amount of funds the district will reserve from the Title I allocation for required (mandatory) and authorized activities. Provide a brief, budget description that explains how the mandatory and reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.				
Allocation - Proportional Share				
Total Title I 2019-2020 Allocation taken from the C-1-25 minus the Proportional Share in Table 7-8	\$ 33,771,621	Parent and Family Engagement Minimum Calculation at 1%. This is the minimum reservation and can be higher.	\$ 337,716	
		Minimum of 90% of 1% that must go to Schools	\$ 303,945	
	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	\$400,064	Districtwide: Workshops and trainings to build parent and family capacity to support home academics and achievement will occur November - June. Title I workshops with topics on English/Language Arts, Mathematics, Science, Social Emotional. (salaries)	40 half-day sessions x 3 facilitators x \$125	\$15,000
		Districtwide: Interpreter and translation services for additional outreach and opportunities at parent & family sessions and events which is supplemental to the LSS funded services that include telephonic interpreting, translation library, in-person interpreters, and translation services. (salaries)	80 schools x 8 sessions/events x 2 hours per session x 2 interpreters x \$25.50 per hour	\$65,280
		Districtwide: Interpreter and translation services for small group engagement at Parent & Family academy sessions.	40 Parent & Family sessions x 2.5 hours per session x 3 interpreters x \$25.50 per hour	\$7,650
		Districtwide: Fringe Benefits for workshop stipends	Fringe benefits \$87,930 x 0.0925	\$8,134
		School-based: Parent Engagement Assistant (2.0 FTEs)	\$43,719 x 2 FTE	\$87,438
		School-based: Fringe Benefits for full-time salaries - retirement, FICA, insurance, workman's compensation, and medical	\$18,950 x 2 FTEs	\$37,900

			School-based: Translation equipment (transmitters, receivers, headphones, and portable translator devices) for facilitation and utilization at Parent & Family Engagement workshops	9 schools x translation equipment @ \$7,105.11 avg	\$63,946
			School-based: Parent and Family Engagement resources, materials, and supplies:parent libraries, instructional resources, pens, paper, composition books, manipulatives, subscriptions, light refreshments. Approximately one event per quarter will occur at the schools	61 schools x \$1,880.59 avg	\$114,716
3	Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA	\$0			
	Must reserve funds if N & D programs exist.				
	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.				
4a	Required: Education for Homeless Children and Youth Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, March 2017, M1-M10.	\$384,339	Homeless Program:Latin American Youth Center/Maryland Multicultural Youth Center to provide year-round, intensive case management services to a maximum of 100 unaccompanied homeless youth in four targeted high schools to increase the school attendance and promotion rates of identified students. Services, supports, and opportunities to meet their education, workforce, and social goals for July 2020 - June 2021.	CONTRACTED SERVICES Salaries and fringes: caseworkers (4 FTEs) @ \$197,125 program manager (0.5 FTE) @ \$30,400 Supervisor/Director (0.35 FTE) @ \$24,300 fringes @ \$49,358 Administrative Costs: client costs, equipment, phones, supplies, transportation, staff training, evaluation @ \$27,312 Indirect costs: \$55,844	\$384,339
	Note: Required Attachment- Please include a description of how Title I funds provide educationally related support services as a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.				

4b	<p>Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento). Required Attachment if Applicable- Include a job description.</p>	\$0			
4c	<p>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.</p>	\$0			
5	<p>Optional: Education for Foster Children Sec. 1113(c)(3)(A)(i) of ESEA and Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care Program, June 2018, Question 30, page 19 An LEA MAY use Title I funds to pay for ADDITIONAL COSTS needed to transport children in foster care to their schools of origin. Please note, however, that funds reserved for comparable services for homeless children and youth under section 1113(c)(3)(A)(i) of the ESEA may not be used to provide transportation needed to maintain children in foster care in their schools of origin.</p>	\$0			

	<p>Required Attachment if Applicable- Include 1) description of how the LEA calculated the excess cost of providing transportation for Foster Care students; 2) the calculation that the LEA used to arrive at the amount in this section. Note: As part of developing and implementing its transportation procedures, an LEA must address any additional costs incurred in providing transportation to maintain children in foster care in their schools of origin. Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.</p>				
Total Mandatory Set Asides	\$784,403				

Table 7-9.2

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION					
<p>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.</p>					
Total Reservation		\$ -	Taken from the C-1-25		
		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	\$146,340	Districtwide: Speak Agent, research-based technology platform and multimodal digital toolset, for teaching and learning academic language and concepts in middle-grade mathematics. Site license per school and three half-day sessions for all grade 6-8 math instructional staff. Title I Schools: 3 academies, 9 middle, and 17 elementary. (contracted services). Trend analysis of 2018 PARCC assessment showed students fell substantially below the proficiency standard across content and grade bands. The digital tool platform Speak Agent will be used to accelerate the pace of student growth of performance on accountability assessments.	29 schools x \$5,046.21	\$146,340
Total Districtwide Set Asides		\$146,340			\$146,340

Table 7-9.3

Table 7-9 LEA RESERVATIONS FROM TITLE I ALLOCATION				
<p>Before allocating funds to schools, a school system MUST reserve funds for certain services. LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a brief budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-9.</p>				
Administration (including mid-level) for services to public school 34CFR Sec. 200.77 (f) .		<p>Only costs for administering and oversight of the Title I Program may be charged to this reservation (e.g. technical assistance around Title I program requirements and fiscal compliance). LEAs may not include costs for delivery of direct services to students or instructional professional development for school level staff in this reservation. District-level Administration: Include a job description for all centrally-funded district-level administration positions</p>		
	Reservations	DETAILED BUDGET DESCRIPTION	Calculation	Total
7	Management	Coordinating Supervisor will provide continual identification of departmental priorities and initiatives and assigning, guiding, monitoring, and assessing the workload of staff within the program. Supervisors (technology, and fiscal) coordinate and execute all related services sponsored through the administrative office; maintains strict adherence to federal and state guidelines in the <u>implementation of projects</u> . (3.0 FTE)	\$129,824.33 avg salary x 3 FTEs	\$389,473
		Fringe Benefits for Administration Salaries: Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits	(\$389,473 x .23675) + (\$8,600 x 3)	\$118,008
	Staff	Instructional Specialists assigned to work with schools and area offices, parents, community, system offices, non-public schools (1.0 FTE)	\$108,657 avg salary x 1 FTE	\$108,657
		Technology Instructional Specialists development, implement and evaluate strategies to expand the use of technology for Title I administrative office and schools. (1.0 FTE)	\$118,732 avg salary x 1 FTE	\$118,732
		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. (2.0 FTEs)	\$109,241.50 avg salary x 2 FTEs	\$218,483
		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. (2.0 FTEs)	\$71,400 avg salary x 2 FTEs	\$142,800
	\$507,481			
	\$967,533			

			Data Support technician 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. (2.0 FTEs)	\$69,008.50 avg salary x 2 FTEs	\$138,017
			Fringe Benefits for Administration Salaries: Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits	$(\$726,689 \times .23675) + (\$8,600 \times 8)$	\$240,844
	Administration	\$1,089,982	Indirect Costs Calculation (rate at 3.37%)	Indirect Costs Calculation (rate at 3.37%): $(0.0337 \times (\$34,320,753 - \$1,755,541 \text{ equipment})/1.0337)$	\$1,061,669
			Administrative Office Supplies: paper, notebooks, pens, pencils, binders, file storage, and other productivity supplies	10 months x \$841.30	\$8,413
			Registration fees for administrative staff to attend conferences for professional development to build capacity and stay abreast of grant requirements and regulations. Conferences may include Brustein & Manasevit, Grant Management Concepts, Learning Forward, National ESEA, and content-specific.	Brustein & Manasevit Fall Forum - 5 attendees x \$900 (\$4,500); Grant Management Concepts - 2 attendees x \$1,778 (\$3,556); Learning Forward - 6 attendees x \$597 (\$3,582); National ESEA Conference 18 attendees x \$459 (\$8,262)	\$19,900
Total Administrative Reservations		\$2,564,996			\$2,564,996

Table 7-9.4

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

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

	LIST of Comprehensive Support and Improvement (CSI) Schools	Total Reservations	CSI School (List each school on a separate line)	Total Amount of Allocation	DETAILED BUDGET DESCRIPTION	Calculation	Total
8	Does the LEA provide additional Title I Part A funds to support CSI Schools?	\$0					
	YES ___ NO __X___						
	LIST of Targeted Support and Improvement (TSI) Schools	Total Reservations	TSI School (List each school on a separate line)	Total Amount of Allocation	DETAILED BUDGET DESCRIPTION	Calculation	Total
9	Does the LEA provide additional Title I Part A funds to support Title I TSI Schools?	\$0					
	YES ___ NO __X___						
Total LEA Reservation		\$0					\$0

CSI SCHOOLS 7% SET ASIDE

List the **2019-2020** CSI school(s) and the total amount each school received from the 7% set aside from Title I, Part A Funds (1003).

LIST of Comprehensive Support and Improvement (CSI) Schools	CSI School (List each school on a separate line)	Total Amount of Allocation
The LEA has CSI Schools YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	High Point High School	\$1,675,670
	Northwestern High School	\$1,424,350
	Northwestern Evening School	\$293,410
Total		\$3,393,430

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

TSI DISTRICT LEVEL SET ASIDE

List the **2019-2020** TSI school(s) and the total amount each school received from the LEA
 District Level set aside (**not federal funds**)

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

LIST of Targeted Support and Improvement (TSI) Schools	TSI School (List each school on a separate line)	Total LEA district level set aside	DETAILED BUDGET DESCRIPTION	Calculation	Total
	Imagine Foundations at Leeland PCS	\$0			\$0
	Imagine Foundations at Morningside PC	\$0			\$0
	Indian Queen Elementary	\$0			\$0
	J. Frank Dent Elementary	\$0			\$0
	John H. Bayne Elementary	\$0			\$0
	Kettering Elementary	\$0			\$0
	Kingsford Elementary	\$0			\$0
	Lamont Elementary	\$0			\$0
	Largo High	\$0			\$0
	Laurel High	\$0			\$0
	Magnolia Elementary	\$0			\$0
	Mattaponi Elementary	\$0			\$0
	Melwood Elementary	\$0			\$0
	Northview Elementary	\$0			\$0
	Oxon Hill Elementary	\$0			\$0
	Oxon Hill High	\$0			\$0
	Parkdale High	\$0			\$0
	Port Towns Elementary	\$0			\$0
	Potomac High	\$0			\$0
	Princeton Elementary	\$0			\$0
	Robert R. Gray Elementary	\$0			\$0
	Rosaryville Elementary	\$0			\$0
	Rose Valley Elementary	\$0			\$0
	Samuel Chase Elementary	\$0			\$0
	Samuel P. Massie Academy	\$0			\$0
	Springhill Lake Elementary	\$0			\$0
	Suitland Elementary	\$0			\$0
	Suitland High	\$0			\$0
	Surrattsville High	\$0			\$0
	Tall Oaks High	\$0			\$0
	Tayac Elementary	\$0			\$0
	Thurgood Marshall Middle	\$0			\$0
	Valley View Elementary	\$0			\$0
	Walker Mill Middle	\$0			\$0
	William Beanes	\$0			\$0
	William Paca	\$0			\$0
	William W. Hall Academy	\$0			\$0
	William Wirt Middle	\$0			\$0

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

Table 7-10

Table 7-10			
BUDGET SUMMARY -- CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	----	\$ 34,320,753
2	Equitable share total reported in Table 7-8	minus	\$ 549,132
3	Mandated set-asides total reported in Table 7-9.1	minus	\$ 784,403
4	District-wide Reservations total reported in Table 7-9.2	minus	\$ 146,340
5	Administration total reported in Table 7-9.3	minus	\$ 2,564,996
6	Additional Support for CSI /TSI schools total reported in Table 7-9.4	minus	\$ -
7	<p>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.</p> <p><i>(LEAs serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA)</i></p>	equals	\$ 30,275,882

Table 7-11

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, 2018-September 30, 2019)

NOTE: Due to the COVID-19 Pandemic, there will be waivers in place for the 2019-2020 regarding the amount of carryover allowed for this year. LEAs may carryover more than 15% of the Title I, Part A funds for 2019-2020.

Updated Carryover guidance for Equitable Services:

In general, to ensure that equitable services are provided in a timely manner, an LEA must

Total amount of Title I 2019-2020 allocation: \$34,805,004

The estimated amount of Title I funds the school system will carryover: \$2,784,400

The estimated percentage of carryover Title I funds as of September 30, 2020: 8.00%

THIS IS A PROJECTION

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

Yes No

BUDGET NARRATIVE

FY 2021 Title I Budget Narrative								
Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1-25)	Budget Object Number	Line Item	Calculation	Total	Notes
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Equitable Services for Parent & Family Engagement: Parent and Family engagement for Title I participating private schools will be provided by a third-party contract; Title I students participating in Prince George's County	\$1,578		
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in Anne Arundel county private schools will be provided per MOU.	\$9		
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in Charles county private schools will be provided per MOU.	\$35		
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in District of Columbia private schools will be provided per MOU.	\$3,138		
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in Howard county private schools will be provided per MOU.	\$9		
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Equitable Services for Parent & Family Engagement: Parent and Family engagement for PGCPs attendance area Title I students participating in Montgomery county private schools will be provided per MOU.	\$723		

FY 2021 Title I Budget Narrative

Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1-25)	Budget Object Number	Line Item	Calculation	Total	Notes
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Administrative Costs: Equitable services program costs for district and vendor administrative staff providing services, program monitoring, mailings, printing, and other administrative functions.	\$54,913		
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in Prince George's private schools will be provided after-school tutoring and supplemental materials. Students receive 2.0 hours weekly of instructional services in reading and/or mathematics based on eligibility is delivered by third-party vendor.	\$140,421		
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in Anne Arundel county private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	\$784		
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in Charles County private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	\$3,138		
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in District of Columbia private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	\$279,273		
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in Howard County private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	\$784		

FY 2021 Title I Budget Narrative

Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1- 25)	Budget Object Number	Line Item	Calculation	Total	Notes
	District	Instruction Categories - Special Program	203-205 -07- Inst. Categories-Non-Public Transfer	08-Transfers	Per Pupil Allocation (PPA):Instruction for PGCPs attendance area Title I students participating in Montgomery County private schools will be provided after-school tutoring and supplemental materials. Instructional services provided per MOU.	\$64,327		
							\$549,132	TOTAL: Equitable Services Proportional Share
	District	Instruction Categories - Regular Program	203-205 -01- Inst. Categories-Regular Prog.	01-Salaries & Wages	Districtwide: Workshops and trainings to build parent and family capacity to support home academics and achievement. Title I workshops with topics on English/Language Arts, Mathematics, Science, Social Emotional. (salaries)	\$15,000		
	District	Instruction Categories - Regular Program	203-205 -01- Inst. Categories-Regular Prog.	01-Salaries & Wages	Districtwide: Interpreter and translation services for additional outreach and opportunities at parent & family sessions and events which is supplemental to the LSS funded services that include telephonic interpreting, translation library, in-person interpreters, and translation services. (salaries)	\$65,280		
	District	Instruction Categories - Regular Program	203-205 -01- Inst. Categories-Regular Prog.	01-Salaries & Wages	Districtwide: Interpreter and translation services for small group engagement at Parent & Family academy sessions.	\$7,650		
	District	Fixed Charges - Regular Program	212 - Fixed Charges	04-Other Charges	Districtwide: Fringe Benefits for workshop stipends	\$8,134		
	Schools	Instruction Categories - Regular Program	203-205 -01- Inst. Categories-Regular Prog.	01-Salaries & Wages	School-based: Parent Engagement Assistant (2.0 FTEs)	\$87,438		
	Schools	Instruction Categories - Regular Program	212 - Fixed Charges	04-Other Charges	School-based: Fringe Benefits for full-time salaries - retirement, FICA, insurance, workman's compensation, and medical	\$37,900		

FY 2021 Title I Budget Narrative

Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1-25)	Budget Object Number	Line Item	Calculation	Total	Notes
	Schools	Instruction Categories - Regular Program	203-205 -01- Inst. Categories-Regular Prog.	05-Equipment	School-based: Translation equipment for facilitation and utilization at Parent & Family Engagement workshops.	\$63,946		
	Schools	Instruction Categories - Regular Program	203-205 -01- Inst. Categories-Regular Prog.	03-Supplies & Materials	School-based: Parent and Family Engagement resources, materials, and supplies: parent libraries, instructional resources, pens, paper, composition books, manipulatives, subscriptions, light refreshments	\$114,716		
							\$400,064	TOTAL: Parent and Family Engagement
	District	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	02-Contract Services	Homeless Program: Latin American Youth Center/Maryland Multicultural Youth Center transition program that address youths' social, academic, and career needs.	\$384,339		
							\$384,339	TOTAL: Education for Homeless Children and Youth
	District	Instruction Categories - Inst. Staff Development	203-205 -09- Inst. Categories-Instruction Staff Dev.	02-Contract Services	Districtwide: Speak Agent, research-based technology platform and multimodal digital toolset, for teaching and learning academic language and concepts in middle-grade mathematics. (contracted services)	\$146,340		
							\$146,340	TOTAL: Districtwide Professional Development
	District	Administration - Business Support	201-22 - Admin-Business Support	04-Other Charges	Indirect Costs Calculation (rate at 3.37%): $(0.0337 \times (\$34,320,753 - \$1,755,541)/1.0337)$	\$1,061,669		

FY 2021 Title I Budget Narrative

Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1- 25)	Budget Object Number	Line Item	Calculation	Total	Notes
	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16 - Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	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.(3.0 FTE)	\$389,473		
	District	Fixed Charges - Administration	212 - Fixed Charges	04-Other Charges	Fringe Benefits for Administration Salaries: Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits	\$118,008		
	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16 - Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	Instructional Specialists assigned to work with schools and area offices, parents, community, system offices, non-public schools (1.0 FTE)	\$108,657		
	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16 - Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	Technology Instructional Specialists development, implement and evaluate strategies to expand the use of technology for Title I administrative office and schools. (1.0 FTE)	\$118,732		
	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16 - Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	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. (2.0 FTEs)	\$218,483		
	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16 - Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	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. (2.0 FTEs)	\$142,800		

FY 2021 Title I Budget Narrative								
Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1- 25)	Budget Object Number	Line Item	Calculation	Total	Notes
	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16 - Mid-level Admin-Inst. Admin. & Supv.	01-Salaries & Wages	Data Support Technician 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. (2.0 FTEs)	\$138,017		
	District	Fixed Charges - Administration	212 - Fixed Charges	04-Other Charges	Fringe Benefits for Administration Salaries: Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits	\$240,844		
	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16 - Mid-level Admin-Inst. Admin. & Supv.	03-Supplies & Materials	Administrative Office Supplies: paper, notebooks, pens, pencils, binders, file storage, and other productivity supplies	\$8,413		
	District	Mid-Level Administration - Inst. Admin. & Supv.	202-16 - Mid-level Admin-Inst. Admin. & Supv.	04-Other Charges	Registration fees for administrative staff to attend conferences for professional development to build capacity and stay abreast of grant requirements and regulations. Conferences may include Brustein & Manasevit, National ESEA, National Grant Management Concepts, and content-specific.	\$19,900		
							\$2,564,996	TOTAL: Administration
	Schools	Instruction Categories - Regular Program	203-205 -01- Inst. Categories-Regular Prog.	01-Salaries & Wages	School-based: Stipends for teachers conducting/facilitating and paraprofessional support at Parent & Family Engagement Workshops	\$252,805		<i>School-based Allocation: Additional Resources for Parent & Family, schools allocated more than the required set-aside</i>
	Schools	Instruction Categories - Regular Program	203-205 -01- Inst. Categories-Regular Prog.	02-Contract Services	Parent and Family Engagement catering for sessions focused on instruction and academic achievement.	\$1,100		<i>School-based Allocation: Additional Resources for Parent & Family, schools allocated more than the required set-aside</i>
	Schools	Instruction Categories - Regular Program	203-205 -01- Inst. Categories-Regular Prog.	05-Equipment	Translation equipment and laptops for facilitation and utilization at Parent & Family Engagement workshops.	\$53,461		<i>School-based Allocation: Additional Resources for Parent & Family, schools allocated more than the required set-aside</i>

FY 2021 Title I Budget Narrative

Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1- 25)	Budget Object Number	Line Item	Calculation	Total	Notes
	Schools	Instruction Categories - Regular Program	212 - Fixed Charges	04-Other Charges	Fringe Benefits for School-based Salaries (full-time and part-time): Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits (203-205/02)	\$23,388		<i>School-based Allocation: Additional Resources for Parent & Family, schools allocated more than the required set-aside</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	01-Salaries & Wages	Provides for instruction of students by developing, selecting, and modifying instructional plans and materials and presenting them using instructional techniques which meet the needs of all students, Elementary Classroom Teachers (110 FTEs) @ Avg. Salary of \$67,733	\$7,450,630		<i>School-based Allocation: Elementary Classroom Teachers</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	01-Salaries & Wages	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, Secondary Classroom Teachers (46 FTEs) @ Avg. Salary of \$71,859	\$3,305,514		<i>School-based Allocation:Secondary Classroom Teachers</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	01-Salaries & Wages	Support the teaching-learning process by assisting one or more teachers in the planning and conducting of programs to reinforce the teacher's initial instructions, Paraprofessional Educators (52.0 FTEs) @ Avg. Salary of \$34,208	\$1,778,816		<i>School-based Allocation: Paraprofessional Educators</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	01-Salaries & Wages	Provide support, training, and required assistance to successfully implement program and professional development, Resource Teachers (43.0 FTEs) @ Avg. Salary of \$80,877	\$3,477,711		<i>School-based Allocation: Resource Teachers</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	01-Salaries & Wages	Facilitate change in instructional practices of teachers that will enable teachers to diagnose student needs more analytically; plan more productively; and teach more effectively, Instructional Coaches/Lead Teachers (18.0 FTEs) @ Avg. Salary of \$83,304	\$1,499,472		<i>School-based Allocation: Instructional Coaches</i>

FY 2021 Title I Budget Narrative

Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1- 25)	Budget Object Number	Line Item	Calculation	Total	Notes
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	01-Salaries & Wages	Provide counseling services that are comprehensive in scope, preventive in design and developmental in nature in the areas of academic achievement, college and/or career readiness and personal/social development for all students, Professional School Counselors (2.0 FTEs) @ Avg. Salary of \$80,877	\$161,754		<i>School-based Allocation: Professional School Counselors</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	01-Salaries & Wages	Provide oversight of the School-based Peer Mediation Program inclusive of, but not limited to, providing instructions to students in the area of conflict resolution, anger management, anti-bullying and harassment, and peer mediation skills through classroom instruction, small/large group instruction and scheduled classroom visitations, Peer Mediators (1.0 FTE) @ Avg. Salary of \$83,304	\$83,304		<i>School-based Allocation: Peer Mediators</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	01-Salaries & Wages	Responsible for intervention services for the school's most at-risk populations, Student Advocates (6.0 FTEs) @ Avg. Salary of \$45,357	\$272,142		<i>School-based Allocation: Student Advocates</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	01-Salaries & Wages	Teacher and paraprofessional part-time salaries for Extended Day/Week/Year Programs	\$609,754		<i>School-based Allocation: Temporary Employees</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	01-Salaries & Wages	Substitutes to release classroom teachers for collaborative planning/training	\$84,452		<i>School-based Allocation: Part-time Substitutes</i>
	Schools	Fixed Charges - Special Program	212 - Fixed Charges	04-Other Charges	Fringe Benefits for School-based Salaries (full-time and part-time): Retirement, FICA/Medicare, Life Insurance, Workman's Compensation, and Medical Benefits (203-205/01)	\$6,716,170		<i>School-based Allocation:</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	02-Contract Services	Contracted services for instructional services and student assemblies for cultural enrichment.	\$22,211		<i>School-based Allocation: Cultural Enrichment</i>

FY 2021 Title I Budget Narrative

Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1- 25)	Budget Object Number	Line Item	Calculation	Total	Notes
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	02-Contract Services	Cost to purchase network version of educational software.	\$642,485		<i>School-based Allocation: Instructional Software</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	02-Contract Services	Maintenance and repairs of technology devices for instructional use.	\$70,804		<i>School-based Allocation: Maintenance & Repairs</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	03-Supplies & Materials	Instructional materials consumed in the classroom: leveled readers, calculators, maps, dictionaries, workbooks	\$696,517		<i>School-based Allocation: Classroom Teacher Supplies</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	03-Supplies & Materials	Cost to purchase student journals, agenda books, certificates, and supplies	\$812,401		<i>School-based Allocation: Student Supplies</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	04-Other Charges	National, Regional, Local Magazines for students: National Geographic, Time for Kids, Scholastic News	\$30,486		<i>School-based Allocation: Student Dues/Subscriptions</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	05-Equipment	Classroom equipment, such as: video visualizers, LCD projectors, digital cameras	\$637,167		<i>School-based Allocation: Education Communication Equipment</i>
	Schools	Instruction Categories - Special Program	203-205 -02- Inst. Categories-Special Prog.	05-Equipment	Computers, laptops, and tablets for classroom instruction	\$1,000,967		<i>School-based Allocation: Computers, Instruction</i>
	Schools	Instruction Categories - Inst. Staff Development	203-205 -09- Inst. Categories-Instruction Staff Dev.	01-Salaries & Wages	Stipends for professional development	\$390,755		<i>School-based: Temporary Employees</i>
	Schools	Fixed Charges - Instructional Staff Development	212 - Fixed Charges	04-Other Charges	Fringe Benefits for workshop stipends (203-205/09)	\$36,142		<i>School-based Allocation:</i>

FY 2021 Title I Budget Narrative

Title I Table 7-8, 7-9 Crosswalk	School / District	Description/Purpose: Include Expected Outcome	Category / Program Number (Aligns with C- 1-25)	Budget Object Number	Line Item	Calculation	Total	Notes
	Schools	Instruction Categories - Inst. Staff Development	203-205 -09- Inst. Categories- Instruction Staff Dev.	02-Contract Services	Professional Development Workshop Facilitators: Contracted consultants to provide professional development for staff capacity building.	\$42,672		<i>School-based Allocation: Educational Consultants</i>
	Schools	Instruction Categories - Inst. Staff Development	203-205 -09- Inst. Categories- Instruction Staff Dev.	03-Supplies & Materials	Professional development materials for staff trainings: instruction based for lesson studies, post-its, binders, manipulatives	\$43,927		<i>School-based Allocation: Staff Development Supplies</i>
	Schools	Instruction Categories - Inst. Staff Development	203-205 -09- Inst. Categories- Instruction Staff Dev.	04-Other Charges	National, Regional, Local Magazines for Teachers: EdWeek, NSTA, NCTM, ASCD	\$18,810		<i>School-based Allocation: Dues & Subscriptions</i>
	Schools	Instruction Categories - Inst. Staff Development	203-205 -09- Inst. Categories- Instruction Staff Dev.	04-Other Charges	Attend conferences and workshops for professional development to build capacity. Conferences may include ASCD, NSTA, NCTM, IRA, SOMIRAC, Common Ground, ESSA	\$53,313		<i>School-based Allocation: Conference Registration Fees & Travel</i>
	Schools	Student Transportation	209 - Student Transportation	02-Contract Services	Student Transportation for extended learning programs	\$6,752		<i>School-based Allocation: School and Chartered Bus Transportation Services</i>
							\$30,275,882	TOTAL: School-based Allocation Programs

TOTAL: \$34,320,753

MSDE C-125 BUDGET REQUEST

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

ORIGINAL GRANT BUDGET	\$34,320,753	AMENDED BUDGET #		REQUEST DATE	08/31/20
GRANT NAME	Title I, Part A	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	1811		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Title I		
FUND SOURCE CODE	5019	GRANT PERIOD	7/1/2020	9/30/2022	

FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,061,669.00	1,061,669.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	1,116,162.00		8,413.00	19,900.00			1,144,475.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	428,173.00	1,100.00	114,716.00		117,407.00		661,396.00
Prog. 02 Special Prog.	18,723,549.00	1,119,839.00	1,508,918.00	30,486.00	1,638,134.00		23,020,926.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						549,132.00	549,132.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	390,755.00	189,012.00	43,927.00	72,123.00			695,817.00
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.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		6,752.00					6,752.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				7,180,586.00			7,180,586.00
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	20,658,639.00	1,316,703.00	1,675,974.00	7,303,095.00	1,755,541.00	1,610,801.00	34,320,753.00

Finance Official Approval: Michael Herbstman, Chief Financial Officer *Michael Herbstman* 11/13/20 301-952-6099
 Name Signature Date Telephone #

Supt./Agency Head Approval: Monica E. Goldson, Ed.D., Chief Executive Officer *Monica E. Goldson* 11/13/2020 301-952-6008
 Name Signature Date Telephone #

MSDE Grant Manager Approval: Paula M. Harris, Director, PIFS 410-767-0321
 Name Signature Date Telephone #

Grant Budget C-1-25 Rev: 11/29/07

RECIPIENT ASSURANCES

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

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

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

Monica E. Goldson, Ed.D., Chief Executive Officer



11/13/2020

Superintendent of Schools or Head of Grantee Agency

Date

Addendum: Progress Monitoring through Growth Measures and Outcomes

PROGRESS MONITORING REQUIRED ATTACHMENT

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

PROGRESS MONITORING EVIDENCE OF IMPLEMENTATION

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

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

Title I, Part A Application 2020-2021 Program Strategies and Evidence-based intervention(s) Growth Measures and Outcomes

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

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

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

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

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

YES NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.
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Area of Growth for Title I, Part A- Needs assessment driven for Mathematics

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

YES NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.
Speak Agent	By June 30, 2021, 75% of Title I Middle School English Language Learners (ELs) satisfying the minimum time on task activities (8 hours) per quarter using the Speak Agent program, will demonstrate an increase in contextual knowledge by applying mathematical	Reverse the decline in aggregate student performance in state accountability mathematics testing across all grade bands Title I and Title III in collaboration with the Middle School RELA department will provide a Speak	Quarterly data review will be used to monitor students' concept growth and to determine implementation support needs based on how students are progressing. District and school leadership will monitor students' progress towards meeting the June 30 th goal of 75% of the students achieving	Title I, Part A and Title III	Speak Agent Reports	Quarterly monitoring meetings will occur between vendor and district leaders to discuss the # of concepts achieved by students. Each course and unit has a unique total number of new math concepts students can achieve each quarter.	Baseline data will be collected at the end of the 1st quarter.

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.
	concepts in written responses.	Agent for all Middle School teachers who will provide support for enhancing vocabulary and academic language for ELs aligned to the curriculum.	50% of the total math concepts.				

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

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

YES NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.

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

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

YES NO

If Yes, complete the table below:

Districtwide Strategies and Evidence-based interventions	Goals	Provide Rationale-through an equity lens	Timeline and monitoring dates	List Funding Source(s) to include Title I, Part A funding	Metric used to measure growth	What measures will be used at intervals to check for progress	Baseline and final outcome measures. Were goals met, was strategy effective.
Title I Early Literacy Family Academy	By June 30, 2021, achieve a 75% satisfaction rate that the learning activities were meaningful and contributed to helping their students academically.	To provide families of Kindergarten and Grade 1 students with play-based learning activities to build, develop, and/or strengthen literacy, numeracy & emotional skills for at home learning. Parents will receive hands on resources and manipulatives and guidance to continue learning strategies at home. The intended outcome is to close the achievement gap of students in reading and math by equipping family households with appropriate skills/strategies to bridge school and home learning connections.	November, 2020- June, 2021	Title I, Part A	Participants' evaluation survey and District's Formative Assessments	SANE	
Parent -Family Advocacy Council (P-FAC)	By June 30, 2021 establish a Parent and Family Advisory Council that represents 10% of parents and families of Title I schools.	To provide information to Title I parents/families regarding the district's Title I spending plan in consultation with P-FAC members to obtain recommendations on the district's mandated parent and family engagement allocation. Also, to ensure the LSS is in compliance with the federal program requirements.	November, 2020 April, 2021	Title I, Part A	Parent/Family Feedback	SANE	

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APPENDIX D

**TITLE II, PART A- PREPARING,
TRAINING, AND RECRUITING
HIGH-QUALITY TEACHERS
AND PRINCIPALS**



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APPENDIX D

Revised April 2020



Title II, Part A
Systems of Support for Excellent Teaching and Leading

Local School System: Prince George’s County Public Schools

Fiscal Year: 2021

Title II-A Coordinator: Clarence Parker

Telephone: 301-808-8275

E-mail: clarence.parker@pgcps.org

Title II, Part A - Application

- Data Profile (MSDE will collect data. The local school system does not have to respond. Data should be part of the needs assessment to identify local priorities.)
 - Identified Needs
 - Identified Priorities
- 1.0: Targeted Supports and Consultation (**Required**)
 - 2.0: Administrative Costs (Allowable)
 - 3.0: Ensuring Equitable Access (**Required**)
 - 4.0: Systems of Professional Growth (Allowable)
 - 5.0: Alignment to Challenging State Academic Standards (**Required**)
 - 6.0: Private School Services (**Required**)
 - 7.0: Assurances (**Required**)

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

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

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

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

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

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

Local School System: Prince George’s County Public Schools	Fiscal Year: FY2021
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1.0 TARGETED SUPPORTS AND CONSULTATION – Required

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

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

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

Please provide a description of how the local school system meaningfully consults with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of the title.

Prince George’s County Public Schools (PGCPS) maintains a transparent and meaningful ESSA consultation and engagement process. Integral to the process is PGCPS’ ability to convene key school and community stakeholders (i.e., school leaders, teachers, paraprofessionals, parents, community organizations, institutions of higher education, and local government agencies). To enhance its traditional consultation processes, In January 2020, PGCPS launched the *ESSA Strategic Planning Collaborative (ESPC)*.

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

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

- Utilizing information from climate surveys administered to all schools.
- Examining professional development evaluations given to stakeholders who attend training sessions.
- Seeking out round table discussions with principals, teachers and central office leaders on professional

1.0 TARGETED SUPPORTS AND CONSULTATION – Required

development needs based on their experience, observation, and need of what is seen in the field.

- Working internally with our Human Resources, Office of Professional Learning and Leadership (OPLL), Business Affairs, Early Childhood and Family Institute departments 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 school system will use data and ongoing consultation to continually update and improve activities supported by Title IIA.

PGCPS requires those utilizing Title IIA funds to develop and submit request on the use of funds to the Director of Curriculum and Instruction. These plans must demonstrate a commitment to identifying the purpose of the professional development and an explanation of its implementation, and impact through quality evaluation and reflection. Additionally, all title programs work together to ensure that collaboration is held across each to address appropriate needs of our staff and students.

Additionally, each year KRA, MCAP, SAT, AP and IB data and teacher survey feedback are reviewed to determine which Title II, Part A allowable activities can best facilitate improved student academic performance. The monitoring tool completed each year is also used to assist with modifying both the plan and the activities supported. The Office of Accountability provides support to the Title II, Part A team members in analyzing and synthesizing these data annually—allowing the team to provide and monitor activities for staff that will result in student growth and increased student achievement.

To develop and maintain an accounting system for Title II funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant and are necessary to for the performance of the project. Position(s) may also monitor expenditures including the private school base.

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

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

3.0 ENSURING EQUITABLE ACCESS – Required

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

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

An examination of data trends for the last two years with recent attrition and hiring trends can provide an indication of areas where equity gaps may currently still exist. In addition to having programs that support new teachers and leader preparation, PGCPS must also acknowledge that there are gaps in subgroups for reading and mathematics. Both areas are crucial to impact made on student achievement. Professional development opportunities for teachers, teacher leaders, mentors and administrators must focus on the strategies that will scaffold instructional material that allows multiple entry points for various subgroups, in particular the FARM groups. PGCPS will begin to close the gaps that exist, as the district builds its instructional capacity through quality hiring, retention, and sound professional development practices.

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

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

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

Staffing Information for School Years 2018-2019 and 2019-2020

	2018-2019	2019-2020
New Teachers	1,017	1,617
New Hires with Conditional Teacher Certificate	43.76%	60%
New Teacher Academy PEIP 2.0	378 attendees (kick off)	224 attendees kick off)
New Teacher Academy PEIP 2.0 Average Monthly Participation	160 (160 was the average over nine monthly sessions. The highest	124 was the average over 7 monthly sessions. The highest enrollment rate was

3.0 ENSURING EQUITABLE ACCESS – Required

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

	enrollment rate was 378 in the month of September. The PEIP 2.0 team had an average of 31% enrollment increase from SY 17-18 to SY 18-19	224 in the month of September. Due to Covid-19, there were no sessions in March and April. We hosted a May virtual PEIP 2.0 session in which 163 participants attended.
Attrition (Retirement, Resignation, Promotions, Dismissal or Non-Renewal of Contract)	1,500 (Approximately)	600 (Approximately)

Retention Strategies are as follows:

- **Conditional Educator Program:** Assessment preparation and discounted course offering for conditional teachers
- **Retention Focus Groups:** To include a small group of new teachers contemplating resignation within the first year
- **Retention Profiles:** Data collection tool used to document rationale and information for new teacher resignations
- **Affinity Groups:** Affinity Groups provide a forum for teachers to meet and discuss issues related to a shared interest. Affinity Groups can be seen 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

Professional Development:

In order for PGCPs to continue moving toward academic achievement and growth 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 (MCAP) data below further shows the need to not only hire and retain quality teachers but to place efforts into providing aligned professional development around implementation of standards across content areas.

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

- 29.6% of PGCPs students in third through fifth grades who participated in the ELA PARCC exam met or exceeded expectations. This result is 1.5 percentage points higher than the 2018 results.
- Among ELA PARCC participants in grades six through eight, 33% met or exceeded expectations in 2019 compared with 30.9% in 2018.
- Over twenty percent of the students who took the Mathematics PARCC exam in grades three through five met or exceeded expectations in 2019, which is an increase from 2018.
- Among the grade six through eight Math PARCC participants, 12% met or exceeded expectations, which is a slight decrease from the 2018 results of 13.3%.

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

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

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

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

3.0 ENSURING EQUITABLE ACCESS – Required

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

Table 2–Percent of students that Met or Exceeded Expectations on PARCC (MCAP)

High School Course Tests, 2017, 2018, and 2019

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

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

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

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

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

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

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

3.0 ENSURING EQUITABLE ACCESS – Required

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

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

ELA, Grades 6 through 8	2017	2018	2019	Percentage Point Change
ALL STUDENTS	29.0%	31.1%	33.0%	+1.9
African American Students*	28.8%	31.5%	34.2%	+2.7
Asian Students*	59.6%	56.1%	59.4%	+3.3
Hispanic or Latino Students of any race	23.0%	24.4%	26.0%	+1.6
White Students*	52.8%	53.9%	56.0%	+2.1
Students of Two or More Races*	40.5%	43.3%	51.8%	+8.5
Students with Disabilities (Special Education)	2.6%	3.4%	4.2%	+0.8
Limited English Proficient Students	1.4%	1.4%	2.7%	+1.3
Free & Reduced-Price Meal Eligible Students	23.0%	24.6%	26.7%	+2.1
Math, Grades 6 through 8	2017	2018	2019	Percentage Point Change
ALL STUDENTS	13.0%	13.3%	12.0%	-1.3
African American Students*	11.9%	12.9%	11.8%	-1.1
Asian Students*	38.3%	34.9%	35.6%	+0.7
Hispanic or Latino Students	10.5%	10.0%	8.7%	-1.3
White Students*	34.7%	34.6%	31.6%	-3.0
Students of Two or More Races*	18.3%	23.1%	26.7%	+3.6
Students with Disabilities (Special Education)	1.9%	2.0%	1.8%	-0.2
Limited English Proficient Students	1.1%	1.4%	1.3%	-0.1
Free & Reduced-Price Meal Eligible Students	10.0%	10.0%	8.9%	-1.1

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

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

Item #	US Ed Allowable Activities	Brief Description of Your Activity including: <ul style="list-style-type: none"> ▪ anticipated outcomes ▪ implementation plan ▪ intended audience ▪ specific timeline ▪ plan for evaluation 	Cite: <ul style="list-style-type: none"> ▪ the level of evidence ▪ study or studies that support this activity/series ▪ the rationale for your rating 	Total Public School Costs
1. Strategies and Activities to Recruit and Hire Effective Teachers and Principals				
1.1	<p>Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).</p> <p>The LSS may develop initiatives that provide:</p>			
1.1.1	<p>expert help in screening candidates and enabling early hiring [Section 2103](b)(3)(B)(i)</p>	<p>Activity 1: The Professional Development School Partnership (PDS)</p> <p>The Professional Development School Partnership (PDS) is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns, and the continuous professional development of both school system and Institutions of Higher Education (IHE) faculty.</p> <p>Anticipated Outcome: The Professional Development School Partnership will collaboratively create, conduct and assess strategies to effectively train student interns and to determine pre-service mentor effectiveness via needs-based professional development to improve instruction to positively impact student achievement.</p>	<p>This is a level 4 program. While no empirical studies have been conducted on PGCPs' Professional Development School Partnership (PDS) there is a rationale that PDS partnerships are likely to improve relevant outcomes based on the high-quality research findings cited. A Plan to Expand Clinically Oriented Teacher Preparation Programs</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>	\$196,869

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		<p>Implementation: Student-teacher interns are scheduled for a year-long internship with designated PDS school sites in PGCPs. PDS interns are offered teaching positions in the school system upon completion of their internships and their university course of study.</p> <p>A significant focus of the PDS partnership is improved student performance through research-based teaching and learning. Professional development opportunities offered through the PDS program are a result of PGCPs and the universities engaging in planning that aligns university criteria for training interns with the mission of the school district as it relates to teacher effectiveness and student learning. Interns as well as teachers are engaged in action research, professional learning communities, and instruction-based workshops that target school improvement areas. Partnership goals include: 1) supporting high-quality learning experiences for interns and teacher mentors; 2) refining and redefining processes and procedures for PDS partnerships in PGCPs.</p> <p>PGCPs partners with neighboring Bowie State University and the University of Maryland College Park for the Professional Development Schools initiative. Annually, the program accommodates up to 175 interns (field observations and internships) and over 125 mentor teachers.</p>	<p>As part of the continuing PDS partnership, it will be imperative to ensure collaboration around school site selection procedures to explore expanded opportunities for differentiated teacher preparation in the PGCPs PDS network.</p> <p>Maryland’s colleges and universities routinely do not produce enough education graduates to supply school systems in the state with sufficient numbers of fully certified teachers. As a result, school systems are forced to look outside the state to meet this demand. Annually, PGCPs conducts a national search to identify and recruit talented, certified educators. Part of the recruitment strategy involves offering qualified teachers financial assistance to relocate to the county. Approximately 61% of the teachers hired annually are recruited from outside the State of Maryland.</p>	
		<p>Audience: Interns</p>		

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

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		<p>Timeline: These funds will be used to support these activities all year.</p> <p>Evaluation: The following methods will be used to measure the effectiveness of the initiative: a) overall collaboration with partnering universities and b) survey instruments and c) field observations and end-of-year evaluations of PDS interns and partnering teachers at local school sites.</p> <p>Surveys will be conducted to measure intern satisfaction, intern preparedness, mentor teacher development and IHE and school faculty collaboration.</p> <p>Overall program collaboration with partnering universities will be evaluated according to Maryland Professional Development Schools Guidelines around the following Standards.:</p> <p>I-Collaboration (PDS Partners work together to carry out, the collaboratively defined mission of PDS)</p> <p>II-Accountability (PDS accepts the responsibility of and is accountable for upholding professional standards for preparing and renewing teachers in accordance with the Redesign of Teacher Education)</p> <p>III-Organization, Roles and Resources (Partner institutions allocate resources to support the continuous improvement of teaching and learning)</p> <p>To assess continuous program improvement ratings such as Beginning, Developing, and At Standard will be given for each component.</p>		

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		Specific program components to be rated include student intern’s level of development as it relates to: <ul style="list-style-type: none"> ▪ Continuing Professional Development. ▪ Research and inquiry; and ▪ Student Achievement. 		
		<p>Activity 2: Relocation</p> <p>Anticipated Outcome: Human Resources will implement this initiative to assist the increased numbers of highly qualified teachers in critical shortage areas, high needs schools, and district wide. Since FY2008, 1,441 teachers have received relocation reimbursements.</p> <p>For SY20, relocation reimbursements of up to \$1,500 were processed for approximately 43 qualified teachers in hard-to-fill content areas.</p>	<p>This is a level 4 program. While no empirical studies have been conducted to determine the impact of the funds provided through the relocation program, the school system continues to provide additional supports to sustain and increase teacher retention.</p>	\$60,000
		<p>Implementation: Human Resources will implement this initiative to assist the increased numbers of highly qualified teachers in critical shortage areas, high needs schools, and district wide.</p> <p>Audience: Teachers (New Hires)</p> <p>Timeline: Relocation reimbursements will be made throughout the year until exhausted.</p>		
		<p>Evaluation: The effectiveness of the initiative will be measured by the following data: a) the number of teachers that utilized these services, b) survey instruments, c) end-of-year retention data.</p>		

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

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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>	NA	NA	NA
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)	NA	NA	NA
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: 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 33 candidates participated in a MAAPP-required Pre-Employment Training (PET), which consists of a 6-week pre-service summer training program designed to prepare candidates for teaching in SY2019-20.	This is a level 4 program. While no empirical studies have been conducted for the PGCPs Resident Teacher Program, there is a rationale that the Resident Teacher Program is likely to improve relevant outcomes based on the high-quality research findings cited in Teaching Residency Programs and Exploring the Potential of Teacher Residencies .	\$394, 200

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		<p>Anticipated Outcome: The Resident Teacher Program is intended to develop Resident Teacher candidates' pedagogical skills, and classroom-readiness, and socialize them to PGCPs systemic, initiatives, priorities, and effective teaching and learning standards.</p>		
		<p>Implementation: The PGCPs Pre-Employment Training program was implemented for the 13 PGCPs /Notre Dame of Maryland University Special Education Dual-Certification Program candidates and the 20 Teach For America candidates over the summer at an off-site location.</p> <p>Mentor teachers and Retired-Rehired Supervising Teachers will assist candidates in the Pre-Employment Training, supervised internship, and residency phases of the programs. Both Mentor Teachers and Supervising Teachers are trained in andragogy, effective mentoring and coaching techniques, strengths-based leadership, and strategies for organizing for collaborative work.</p> <p>PGCPs/NDMU Resident Teacher Program is an alternative preparation program, implemented through a partnership with PGCPs and Notre Dame of Maryland University, which allows dual certification in the critical shortage area of Special Education and either elementary education or secondary education. Teach For America partners with Johns Hopkins University to provide either a certification-track and Master's degree program for the TFA Resident Teachers to obtain their SPCI. Content areas for Teach For America include the following critical</p>		

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

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		<p>shortage areas: Early childhood education, elementary, biology, mathematics, English, and Spanish.</p> <p>As an internal recruitment and retention strategy, Conditional teachers, paraprofessionals, and substitute teachers are recruited and encouraged to apply for PGCPs alternative preparation programs. Local recruitment events for PGCPs alternative preparation programs occur in the community and schools throughout the county with the goal of attracting diverse candidates who have roots in the community and an understanding of the socio-cultural-political dynamics of the school system. For example, 54 percent of the 2019-20 PGCPs/NDMU Resident Teacher cohort was internal employees: three (3) Conditional Teachers, two (2) paraprofessionals, and two (2) substitute teachers.</p> <p>Audience: Resident Teacher Candidates</p> <p>Timeline: These programs are serviced over the course of the calendar year. Pre-Employment Training (PET) spans the entire months of July and August. Once school begins, Supervising Teachers coach Resident Teachers daily for the first month of school, and then a Mentor Teacher supports the Resident Teacher on a weekly or bi-weekly basis for the remainder of the two-year residency phase.</p>		
		<p>Evaluation: The effectiveness of the initiative will be determined by the following measures: a) the diversity of the MAAPP cohort; b) the quality of supervisory and mentor support provided to resident</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</p>	

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

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		teachers as measured by participant and principal surveys; c) end-of-year retention rate of program participants; and d) end-of-year performance evaluations of resident teachers by school leaders.	ratings from Resident Teachers, Mentor Teachers, and principals on various components of program implementation and Resident Teacher performance. Annually, the end-of-year performance data of Resident Teachers, comprised of Framework For Teaching (FFT) classroom observations and Student Learning Objectives (SLOs), are collected from the Office of Employee Performance and Evaluation.	
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	NA	NA	NA
	Other Evidence-Based Activities Related to Recruiting and Hiring Effective Teachers and Principals:	NA	NA	NA
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			

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

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	<p>other school leaders, that is focused on improving teaching and student learning and achievement.</p> <p>The LSS may develop initiatives that:</p>			
2.1.1	<p>help all students develop the skills essential for learning readiness and academic success;</p>	<p>Prince George’s County Public Schools (PGCPS) identified one central goal for the school system, <i>Outstanding Academic Achievement for All Students</i>. The school system’s Strategic Plan for 2016-2020 identified academic excellence as one of the five key pillars in achieving that goal. PGCPS will attempt to touch all content teachers and teacher leaders around the knowledge, skills, and implementation of curriculum materials and standards. In addition to the system’s well-rounded curriculum approach, it supports specific programming around arts integration, reading recovery, the <i>Literacy Institute</i> and <i>National Teachers Network</i> professional development.</p>		
		<p><u>Activity 1: Arts Integration</u></p> <p>Anticipated Outcomes:</p> <ol style="list-style-type: none"> 1) Teachers engage in Arts Integration (AI) professional development that is relevant to their curriculum, replicable in the classroom, and rewarding for themselves and their students; 2) Teachers successfully implement arts integration strategies in the classroom; and 3) Establish a roster of Arts Integration Master Teachers (AIMT). 	<p>This is a level 4 program. While no empirical studies have been conducted for our Arts Integration, there is a rationale that Arts Integration is likely to improve relevant outcomes based on the high-quality research findings cited at Arts Integration through the lens of ESSA</p> <p>A National Endowment for the Arts (NEA) study found a strong correlation between experience with arts education and positive student outcomes. For example, teenagers and young adults of low socioeconomic status (SES) who have a history of in-depth arts involvement show better academic</p>	\$110,000

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		<p>Implementation Plan: Interested and passionate teachers that have attended previous AI professional development will engage in increasingly deepened professional development in arts integration to include:</p> <p><i>Introduction to Arts Integration</i> through the Prince George’s Artist/Teacher Institute (PGATI)</p> <p>Level 1 support including additional arts integration workshops, planning, observation, and feedback for AI lesson implementation, and demonstration teaching</p> <p>Arts Integration Master Teacher (AIMT) support including two 3-4 session courses diving deeply into a chosen arts integration strategy, observation and feedback of AI lesson implementation in the classroom</p> <p>AIMT recognition of completion which will add vetted teachers to a roster of Arts Integration leaders who can lead professional development, support planning for AI, and offer feedback to novice arts integration teachers.</p>	<p>outcomes than do low-SES youth who have less arts involvement. They earn better grades and demonstrate higher rates of college enrollment and attainment (NEA, 2012). Gazzaniga (2008) found evidence that arts exploration impacts brain functioning by influencing the development of sequencing, manipulation of semantic information, and motor learning skills. Individual art forms provide separate benefits. Podlozny (2000) identified a causal relationship between drama and the improvement of reading readiness, oral language skills, and story understanding. Music programs where students experimented with instruments and improvisation improved their performance on some paper and pencil spatial tasks (Hetland, 2000). Those academic gains have been documented in increased achievement on standardized tests (Gullatt, 2008)</p> <p>A 2002 study by Chicago Arts Education Partnerships (CAEP) found that “Arts-integrated instruction: 1) created more independent and intrinsically motivated investments in learning, 2) fostered learning for understanding as opposed to recall of facts for tests, 3) transformed students’ characterizations of “learning barriers” into “challenges” to be solved, and 4) inspired students to pursue further learning opportunities outside of class.” (K. Demoss & T. Morris, 2002).</p> <p>A Johns Hopkins study found that students retained more content taught over a longer period of time when the arts were integrated into science</p>	

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

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			<p>classroom instruction (Hardiman, Rinne, & Yarmolinskaya, 2014).</p> <p>In AACPS, a study of school-wide arts integration in middle school found that integrating the arts positively impacted achievement in reading and math and improved school climate (Snyder, L., P. Klos and L. Grey-Hawkins, 2014).</p>	
		<p>Audience: PreK-12 classroom teachers with an interest in integrating the arts with other content areas.</p> <p>Arts teachers with PreK-12 certification in other content areas, with an interest in integrating the arts with other content areas.</p> <p>Timeline: Follow up observation, support, and feedback for planning AI implementation. Up to 15 PGATI 2020 participants, Fall 2020.</p> <p>Three (3) four-day demonstration teaching residencies with professional teaching artists. Up to 15 PGATI 2020 participants, Spring 2021.</p> <p>Participation in a minimum of four (4) evening arts integration workshops throughout the 2020-21 school year. Up to 15 PGATI 2020 participants.</p> <p>Participation in two arts integration courses consisting of 3-4 evening workshops with follow up in classroom observation and feedback coaching. Up to 15 AIMT teachers. Courses to take place Fall 2020 and in Spring 2021.</p>		

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		<p>Arts Integration Leaders (AIMT graduates) lead workshops, demonstration teaching, and offer school support in arts integration planning beginning 2nd quarter of 2020-21 school year.</p> <p>PGATI 2021 - Three-four full day arts integration institute for up to 100 teachers, July 2021.</p>		
		<p>Evaluation:</p> <ul style="list-style-type: none"> ▪ Document participation in AI professional development ▪ Pre-and-Post teacher surveys for PGATI ▪ Teacher surveys after each professional development workshop ▪ Feedback form completed by DCPA staff when observing AI lessons in the classroom ▪ Student products on AI lessons ▪ Pre-and-Post student assessment data from AI Lessons and Residencies <p>Teacher reflections on student engagement through AI</p>		
		<p><u>Activity 2: Reading Recovery</u></p> <p>Anticipated Outcome: Teachers engage Reading Recovery® (RR) professional development that is relevant to learning the mechanics of teaching reading and learning ways to individually design and deliver lessons to build on a child’s strengths.</p> <p>Teachers will increase their knowledge and ability to provide responsive individualized instruction so that students will improve their performance.</p>	<p>This is a level 2 program. The What Works Clearinghouse (WWC), an initiative of USDE’s Institute of Education Sciences, is a central, trusted source of information for decision makers. Established in 2002, the WWC reviews and assesses research evidence for educational programs, products, practices, and policies. The WWC identified three (3) studies of Reading Recovery® that both fall within the scope of the Beginning Reading topic area and meet WWC evidence standards. RR achieved strong results, receiving</p>	<p>\$40,000</p>

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			positive or potentially positive ratings across all four outcomes — alphabets (phonics and phonemic awareness), fluency, comprehension, and reading achievement. Among programs reviewed, Reading Recovery received the highest improvement index in reading achievement and fluency. * Research link from What Works Clearinghouse	
		<p>Implementation: Teachers’ continued study involves demonstration teaching behind a one-way glass, analysis of teacher-student interactions, collaborative opportunities for teachers to remain responsive to individual students, to question the effectiveness of their practices, to get help from peers on particularly hard-to-teach students, and to consider how new knowledge in the field may influence their practice.</p> <p>The key to the successful implementation of Reading Recovery resides in the professional development model. Three levels of professional staffing provide a stable training structure: university trainers who train and support teacher leaders; district- or site-level teacher leaders who train and support teachers; and school-based teachers who work with the hardest-to-teach students. This model employs university-district partnerships with Ohio State and Clemson Universities, intensive district/school embedded training through coaching, and ongoing professional learning.</p> <p>Audience: Teachers and Teacher Leaders</p>		

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		Timeline: There will be PD sessions for the teachers and teacher leaders throughout the year 2020-2021.		
		Evaluation: Reading Recovery offers district coordinators and Reading Recovery teacher leaders with both process and product data. Reading Recovery teachers enter data on a secure website for each child they serve. A site report is generated with the data collected on student performance and implementation factors that may influence effectiveness and efficiency. Data are collected throughout the school year to assist with the monitoring of implementation. Surveys are also collected quarterly from teachers to ensure that they are continuing to reflect on their practice and their ability to deliver responsive, individualized instruction.		
		Activity 3: Literacy Institute Anticipated Outcome: Participants will demonstrate understanding of the most current research-based strategies on how to teach reading/writing to students in grades 6-8, in all content areas. As part of PGPCS Rigorous Literacy Plan there are two goals: <ul style="list-style-type: none"> ▪ Continuous Building of Disciplinary Literacy/Continuous Building of Knowledge in All Contents ▪ Reading to Write/Writing to Read: Close Reading of Complex Text/Text-Based Writing Across All Contents/Integration of 	This is a level 4 program. While no empirical studies have been conducted on the PGPCS Literacy Institute, there is a rationale that teaching literacy strategies across the content areas is likely to improve relevant outcomes based on the high-quality research findings cited for improving student achievement in high stakes testing areas. The big shift will be the change in pedagogical practices with a focus on disciplinary literacy. The professional development opportunities provided during the institute will focus on developing a deeper understanding of the content, as well as demonstrate the types of strategies that would foster that understanding for students in ELA, Social	\$460,000

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		<p>Academic Vocabulary, Language and Speaking/Listening Standards</p> <p>Participants will select and implement appropriate research-based and writing strategies when designing and delivering instruction.</p>	<p>Studies, and Science in both middle school and high school.</p> <p>The following have assisted with strategy identification:</p> <ul style="list-style-type: none"> • <u>252 Influences related to student achievement</u> • <u>Visible Learning Research</u> • Beers, K.& Probst, R. (2013). Notice and Note Strategies for Close Reading. Portsmouth, NH: Heinemann. • Beers, K.& Probst, R. (2016). Reading Nonfiction. Notice & Note Stances, Signposts, and Strategies. Portsmouth, NH: Heinemann. 	
		<p>Implementation: The purpose of the <i>Literacy Institute</i>, which consists of 600 teachers, is to improve the teaching of literacy skills such as reading, writing, listening and speaking across the disciplines. Participants will learn the most current research-based strategies on how to teach reading/writing to students in grades 6-8. in all content areas. As part of PGCPs Rigorous Literacy Plan there are two goals:</p> <ol style="list-style-type: none"> 1) Continuous Building of Disciplinary Literacy/Continuous Building of Knowledge in All Contents; 2) Reading to Write/Writing to Read: Close Reading of Complex Text/Text-Based Writing Across All Contents/Integration of Academic Vocabulary, Language and Speaking/Listening Standards 		

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		<p>During the <i>Literacy Institute</i>, participants attend a series of professional development sessions over four full days in the summer on topics such as digital literacy, using technology in the classroom, library media, arts integration, and reading and writing across the content areas. The goal of the <i>Literacy Institute</i> is to build the teaching capacity of our secondary teachers which will have a positive impact on student achievement in literacy across the district.</p> <p>Audience: Secondary Reading/English Language Arts, Social Studies, Science, SPED and ESOL teachers</p> <p>Timeline: July 2021</p>		
		<p>Evaluation: The following data collection tools will measure understanding and implementation of research-based reading/writing instructional strategies: a) teacher reflection logs; b) teacher observations and c) MCAP performance data of students whose teachers attended the <i>Literacy Institute</i>.</p>		
		<p><u>Activity 4: Content Professional Development of Teachers, Teacher Leaders and School Leaders</u></p> <p>Anticipated Outcome: Throughout the year, participants from different content areas will engage in content related professional development around understanding standards, curriculum development, and instructional implementation.</p> <p>These PD sessions will develop school-based knowledge, skills, and pedagogy for all teachers,</p>	<p>This is a level 4 program. While no empirical studies have been conducted of leadership coaching in PGCPs, there is a rationale that leadership coaching around practices and content is likely to improve relevant outcomes based on the high-quality research findings cited (Leadership Coaching)</p>	<p>\$1,066,114</p>

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		teacher leaders (early childhood/elementary content coordinators, elementary reading specialists, middle school department chairs, and high school teacher coordinators), and school leaders in accountability-tested and rounded curriculum content areas grades PreK – Grade 12, inclusive of special programs of Talented and Gifted (TAG), International Baccalaureate (IB, AVID, Montessori and Advanced Placement (AP)		
		<p>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>Audience: Teachers, Teacher Leaders, School Leaders</p> <p>Timeline: The PD sessions for teacher leaders will be held monthly during school year 2020-2021</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 development trainings and materials for teachers.</p> <p><i>The Public Consulting Group Curriculum Audit</i> examined elementary level curriculum. It, too, recommended additional teacher training and staff materials.</p>	
		<p>Evaluation: The effectiveness of the initiative will be measured by the following data collection tools: a) collaborative planning notes, b) PD professional development surveys, and c) informal observations.</p>		
2.1.2	use data to improve student achievement and understand how to ensure individual student privacy is protected, as required	NA	NA	NA

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	under section 444 of the General Education Provisions Act (commonly known as the 'Family Educational Rights and Privacy Act of 1974') (20 U.S.C. 1232g) and State and local policies and laws in the use of such data;			
2.1.3	effectively engage parents, families, and community partners, and coordinate services between school and community;	NA	NA	NA
2.1.4	effectively integrate technology into curricula and instruction (including education about the harms of copyright piracy);	NA	NA	NA
2.1.5	provide opportunities for experiential learning through observation	NA	NA	NA
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)	NA	NA	NA
2.1.7	developing and providing professional development and other comprehensive	<p><u>Activity 1: National Teacher Network</u></p> <p>Activity Description:</p>	<p>This is a level 4 program. While no empirical studies have been conducted on the National Training</p>	\$225,000

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	<p>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</p>	<p>Teacher leaders across schools work collaboratively in professional learning communities. During this time, emphasis is placed on teacher leaders finding solutions to challenges rather than having solutions provided for them. Additionally, participants will engage in performance and activity tasks to see how they relate to each component of the domains in the FFT observation tool: Planning and Preparation; Instruction; Classroom Environment; and Professional Responsibilities in preparation to turnkey this and model best practices in demonstration classrooms during future inter-visitations. In addition, participants will analyze student baseline data and collaborate on ways to improve student performance through the provision of research-based practices, to achieve high expectations and rigor, looking at the different styles of learners.</p> <p>Anticipated Outcomes:</p> <p>1. School-based mathematics teachers who receive National Training Network (NTN) coaching support will develop a deeper understanding of mathematics content and have at their disposal strategies that have proven to be effective in enhancing students’ understanding of mathematics content.</p> <p>Strategies include:</p> <ul style="list-style-type: none"> ▪ Engaging in real world problems using various pathways, ▪ Learning to intentionally and consistently select rich tasks that which requires the use of 	<p>Network, there is a rationale that coaching partnerships are likely to improve relevant outcomes based on the high-quality research findings cited for coaching around instructional strategies. The big shift will be the change in pedagogical practices and a focus on content. The training and coaching to be provided by NTN focuses on developing a deeper understanding of the content, as well as demonstrates the types of strategies that will foster that understanding for students in math 3-5, and at the middle and high school levels.</p> <p>The Research of Darling-Hammond, L., Hyler, M.E., & Gardner, M. (with Espinoza, D.). (2017). Effective teacher professional development. Palo Alto, CA: Learning Policy Institute; defines effective professional development “as structured professional learning that results in changes in teacher practices and improvement in student learning outcomes.” The research sets out to demonstrate a positive link between teacher professional development, teacher practices and student outcomes. The research is retrieved from: https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective_Teacher_Professional_Development_REPORT.pdf</p>	

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		<p>reading, writing, modeling and reasoning strategies, and</p> <ul style="list-style-type: none"> ▪ Planning rich learning experiences that are content focused and engages students in the behaviors of SMPs 3 and 6. <p>2. New teacher leaders will be developed as a result of bi-weekly coaching support received from NTN-trained coaches.</p> <p>3. Participants will consistently integrate content knowledge and Standards for Mathematical Practices (SMPs) in the classroom to support student engagement and reasoning skills. Strategies include:</p> <ul style="list-style-type: none"> ▪ Teacher use of high-level questioning to promote students displaying high mathematical proficiency evident in the perseverance in problem solving ▪ Creating access points to provide students with the opportunity to apply reasoning to content being covered ▪ Providing opportunities for engagement in multiple representations. 		
		<p>Implementation: The Mathematics Department will provide additional monthly coaching support to selected school-based math teacher leaders through the National Training Network (NTN). The intent is to develop a cadre of highly trained mathematics coaches to sustain teachers' and students' literacy development in mathematics and support the development of lab-sites with exemplar classrooms</p>		

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		<p>demonstrating best practices in mathematics. National Training Network coaches will aid these selected teachers in delivering instruction that emphasizes the Standards for Mathematical Practices and supports a literacy-rich environment that builds student skills for mathematical reasoning. NTN will provide individual and group coaching support to teachers in elementary (3-5), middle (6-8), and high school (Algebra and Algebra 2).</p> <p>This coaching support will help develop new teacher leaders and provide them with strategies to foster a literacy-rich classroom experience for students in math 3-5, MS, and HS. NTN coaches will provide individual and group coaching support to teachers in elementary (3-5), middle (6-8), and high school (Algebra and Algebra 2).</p> <p>Audience: Teachers - grades 3-5, middle school grades 6-8 and high school (Algebra and Algebra 2)</p> <p>Timeline: This training will take place during the 2020-2021 school year.</p>		
		<p>Evaluation: The following methods and data collection tools will be used to evaluate activity effectiveness:</p> <ul style="list-style-type: none"> • Create and monitor attendance logs to determine the consistency of teacher leader attendance at bi-weekly coaching training sessions. • Two quarterly walkthroughs using ATLAS (data tool) will capture coaches' student's use of SMPs. 		

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		<ul style="list-style-type: none"> • Feedback from coaching surveys will capture teacher’s literacy knowledge and skills learned during professional development and coaching sessions. • Quarterly coaching reports will capture teacher’s---- application of SMPs -strategies (high level questioning, creating access points, and opportunities for multiple representation) to support student engagement. • Coaching summaries will capture coaching support and observation of teacher and student's engagement in the Standards for Mathematical Practices (SMPs). 		
2.2	<p>Developing programs and activities that increase the ability of teachers to effectively teach all children, including children with significant cognitive disabilities, English learners, gifted and talented students, and students affected by trauma, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children can meet the challenging State academic standards</p> <p>The LSS may develop initiatives that increase:</p>			
2.2.1	<p>the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing;</p>	<p>Activity 1: Early Learning Trainings</p> <p>Anticipated Outcome: Participants will demonstrate understanding of the social/emotional needs of students and how those needs impact student achievement.</p>	<p>Diamond, A., “The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes, Not Just Content.” Early Education and Development, 2: 780-793 (2010)</p> <p>This is a level 4 program. While no empirical studies</p>	\$56,875

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			<p>have been conducted in an attempt to measure the impact of Montessori content focused PD blended with a social and emotional focus, there is a rationale that learning is enhanced and likely to improve relevant outcomes based on the high-quality of the above-referenced research findings. Programs that address the whole child (cognitive, emotional, social and physical needs) are the most successful at improving any single aspect – for good reason. For example, if you want to help children with academic development, you will not realize the best results if you focus only on academic achievement (though at first glance doing that might seem the most efficient strategy); counter-intuitively, the most efficient and effective strategy for advancing academic achievement is to also nurture children’s social, emotional, and physical needs.”</p>	
		<p>Implementation: The Early Learning Department will provide professional development support with input from the American Montessori Society. Training will be provided through use of electronic resources and materials that will support Montessori methods and strategies that emphasize the Standards for R/ELA and Mathematical Practices and supports a literacy-rich environment that builds student skills for reading and mathematical reasoning.</p> <p>This program shows teachers and administrators how to improve academic achievement by focusing on the social and emotional needs of children in addition to</p>		

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		<p>the MSDE content standards for R/ELA and Mathematics.</p> <p>Emphasis will also be given to using the Arts to support instruction.</p> <p>Training will be provided for schools participating in the <i>Circle of Security</i> program from the University of Maryland. This program shows teachers and administrators how to improve academic achievement by focusing on the social and emotional needs of children.</p> <p>Audience: Administrators, Coordinators, Primary and elementary teachers of Montessori</p> <p>Timeline: Throughout the school year September 2020 – June 2021</p>		
		<p>Evaluation: The following data collection tools will measure the effectiveness of the initiative: a) survey instruments and b) end-of-year data, MCAP data of teachers who participated in the training.</p>		
2.2.2	<p>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;</p>	NA	NA	NA

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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	NA	NA	NA
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	NA	NA	NA
2.2.5	the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate	NA	NA	NA
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	NA	NA	NA
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	NA	NA	NA

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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)	NA	NA	NA
2.2.9	Other Evidence-Based Activities Related to Improving the Quality of the Teaching Force:	NA	NA	NA
3. Strategies and Activities to Retain and Provide Support to Effective Educators				
3.1	<p>Developing and implementing initiatives to promote retention of effective new teachers and principals, particularly in schools with a high percentage of low-achieving students</p> <p>The LSS may develop initiatives that:</p>			
3.1.1	provide new teacher, principal, or other school leader induction and mentoring programs that are designed to improve classroom instruction and student learning and achievement; and increase the retention of effective teachers, principals, or other school leaders	<p>Activity 1: Alternative Teacher Preparation (ATP)</p> <p>The Resident Teacher Program:</p> <p>The Resident Teacher Program is a Maryland Approved Alternative Preparation Program (MAAPP) for individuals who have <i>not</i> received any teacher training, but possess at least a Bachelor’s degree and a commitment to developing a career in the teaching profession. A total of 33 candidates participated in a MAAPP-required Pre-Employment Training (PET), which consists of a 6-week pre-service summer training program designed to prepare candidates for teaching in SY2019-20.</p>	<p>This is a level 4 program. While no empirical studies have been conducted for our Resident Teacher Program, there is a rationale that the Resident Teacher Program is likely to improve relevant outcomes based on the high-quality research findings cited in Teaching Residency Programs and Exploring the Potential of Teacher Residencies.</p>	\$796,912

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

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Item #	US Ed Allowable Activities	Brief Description of Your Activity including: <ul style="list-style-type: none"> ▪ anticipated outcomes ▪ implementation plan ▪ intended audience ▪ specific timeline ▪ plan for evaluation 	Cite: <ul style="list-style-type: none"> ▪ the level of evidence ▪ study or studies that support this activity/series ▪ the rationale for your rating 	Total Public School Costs
		<p>Anticipated Outcome:</p> <p>Participants will be able to implement standards-based instruction aligned with PGCPs curriculum standards.</p> <p>Participants will be able to effectively conduct both short term and long-term planning.</p> <p>Participants will be able to effectively implement their school-wide discipline policy and all other facets of classroom and behavior management.</p> <p>Mentors will provide professional development through modeling, demonstrations, and co-teaching of effective teaching practices and instructional strategies in classrooms.</p>		
		<p>Implementation: The Resident Teacher Program is intended to develop Resident Teacher candidates' pedagogical skills, and classroom-readiness, and socialize them to PGCPs systemic, initiatives, priorities, and effective teaching and learning standards.</p> <p>Alternative Teacher Preparation (ATP) six (6) OPLL Mentors Teachers support Resident Teachers in their induction into PGCPs. Approximately 33 new teachers will receive services from (16) mentor teachers. A Resident Teacher who successfully completes the MAAPP is eligible for a Maryland Standard Professional Certificate (SPC-1). The OPLL mentors will support their mentees in planning and preparing for instruction, developing a positive and inviting classroom environment, and assisting in</p>		

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

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

Item #	US Ed Allowable Activities	Brief Description of Your Activity including: <ul style="list-style-type: none"> ▪ anticipated outcomes ▪ implementation plan ▪ intended audience ▪ specific timeline ▪ plan for evaluation 	Cite: <ul style="list-style-type: none"> ▪ the level of evidence ▪ study or studies that support this activity/series ▪ the rationale for your rating 	Total Public School Costs
		<p>meeting professional responsibilities. Specific targeted support to the resident teacher provided by the mentor teacher will be to:</p> <ul 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 effective teaching practices and instructional strategies in classrooms. <p>Each mentor will have the following credentials:</p> <p>1) a Master's Degree or equivalent 2) an Advanced Professional Certificate (APC) representing evidence of a minimum of four years of successful teaching experience, 3) have a working knowledge of student performance data and classroom assessment practices as they relate to improving instruction and achieving high learning standards for students, and 4) provide endorsements from her/his current principal</p>		

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

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

Item #	US Ed Allowable Activities	Brief Description of Your Activity including: <ul style="list-style-type: none"> ▪ anticipated outcomes ▪ implementation plan ▪ intended audience ▪ specific timeline ▪ plan for evaluation 	Cite: <ul style="list-style-type: none"> ▪ the level of evidence ▪ study or studies that support this activity/series ▪ the rationale for your rating 	Total Public School Costs
		and appropriate content area supervisor. Audience: Resident Teachers Timeline: This will take place during school year 2020-2021.		
		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 and performance data for Resident Teachers, d) end-of-year evaluations of mentors by program managers, e) end of the year survey of the mentors by the mentees and f) field <i>observations</i> . <i>(Note: mentor teachers are in the classrooms conducting informal observations, assisting in planning lessons, co-teaching lessons and calibrating practice with teachers to build capacity overtime which determines their effectiveness on student achievement)</i>		
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.	NA	NA	NA
3.1.3	provide financial incentives for teachers and principals with a record of helping students to	NA	NA	NA

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

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

Item #	US Ed Allowable Activities	Brief Description of Your Activity including: <ul style="list-style-type: none"> ▪ anticipated outcomes ▪ implementation plan ▪ intended audience ▪ specific timeline ▪ plan for evaluation 	Cite: <ul style="list-style-type: none"> ▪ the level of evidence ▪ study or studies that support this activity/series ▪ the rationale for your rating 	Total Public School Costs
	achieve academic success			
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.	NA	NA	NA
3.1.5	support the instructional services provided by effective school library programs	NA	NA	NA
3.1.6	improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback	NA	NA	NA
3.1.7	provide common planning time to help prepare students for postsecondary education and the workforce	NA	NA	NA
3.1.8	Other Evidence-Based Activities Related to Retaining and Providing Support to Effective Teachers and Principals:	NA	NA	NA
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	NA	NA	NA

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

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

Item #	US Ed Allowable Activities	Brief Description of Your Activity including: <ul style="list-style-type: none"> ▪ anticipated outcomes ▪ implementation plan ▪ intended audience ▪ specific timeline ▪ plan for evaluation 	Cite: <ul style="list-style-type: none"> ▪ the level of evidence ▪ study or studies that support this activity/series ▪ the rationale for your rating 	Total Public School Costs
	funds will be used for this purpose.			

***Below is a list of “Warehouses” with multiple sources on various topics with research already evaluated on the strength of the link between evidence and outcome.**

- [Evidence for ESSA](#) (Hopkins)
- [Report on School Leadership Interventions under ESSA](#) (RAND)
- [Social and Emotional Learning Interventions under ESSA](#) (RAND)
- [What Works Clearinghouse](#) (IES)
- [Evidence-Based Intervention Network](#) (University of Missouri)
- [National Center on Intensive Intervention](#) (AIR)
- [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
- [Results First Clearinghouse Database](#) (Pew)
- [Roadmap to Evidence-Based Reform for Low Graduation Rate High Schools](#) Hopkins)
- [Impact of Family Involvement on the Education of Children](#) (MDRC)

5.0 ALIGNMENT WITH CHALLENGING ACADEMIC STANDARDS - Required

Please provide a description of how the activities in Section 4.0 are aligned with challenging State academic standards.
[Section 2102 (b)(2)(A)]

Prince George's County Schools' curriculum guides, materials, and assessments align to the *Maryland College and Career Readiness Standards for English and Math*, the *Next Generation Science Standards for Math*, and the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. In addition, Prince George's County Schools provided professional learning services based on the *Learning Forward Standards* for professional learning. Professional learning activities for section 4.0 will help teachers, principals, and school leaders use the academic standards to develop lesson plans, assignments and assessments that, in turn, will help their students master the knowledge and skills defined by the academic standards.

6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.

Private schools in PGCPs are identified on the MSDE website. The Title II Program Office contacts each school via US mail and email. This correspondence provides opportunity for private school officials to acknowledge that they would like to participate in equitable services. Schools were then asked to respond and indicate their intention to participate for SY21. Further, to especially engage and provide consultation to non-public schools, PGCPs' ESSA Title I program staff connect with local non-public officials to initiate an intent to participate in the process and provide meaningful follow-up consultation annually. During these collaborative dialogue sessions, PGCPs staff explain and review equitable services as outlined by the relevant Department of Education authority and discuss the availability and provision of programs and services to support student needs. At the end of the consultation meetings with non-public schools, attendees complete the *Affirmation of Consultation* document to affirm that PGCPs engaged in timely and meaningful consultation. Private schools are informed of their total allocations promptly. These sessions are consistently reviewed to ensure that PGCPs is responsive to Section 18005 of the CARES Act - Assistance to Non-Public Schools.

Additionally, throughout the year there are check-in conversations held with the non-public officials to make sure they are implementing their requests. Each non-public official is also asked to evaluate their professional development opportunities and to analyze their data as a result of implementation. As they may need additional support, the Title II team is available to assist them with questions and implementation throughout the year. **In the event of a dispute, PGCPs has produced a Complaint Resolution Procedures document. This document shares who to contact in the event of a complaint and also shares which office in PGCPs to contact if any additional information or assistance is needed.**

Describe the school system's process for providing equitable participation to students in private schools. This should include evidence of a needs assessment and professional development action plan. (Include below or as an attachment)

Title II Office invites participating schools to attend an annual consultation meeting held in the spring of every year; agendas are sent prior to the meetings whereby representatives can review and provide input. 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. **Schools then are met with individually and at this time we go over how to complete the professional learning plan template and offer guidance on aligning their allocations to correspond with their needs assessments. Schools are then required to complete and submit the template by the due date. Once submissions are received at the Title II Office, documents are reviewed for completion and accuracy, and then schools are notified of approval.**

Provide the names of participating private schools and number of private school students, and the calculated cost per pupil that will benefit from Title II-A services. (Include below or as an attachment)

Private Schools Participating in Title II, Part A Program Prince George's County, SY2020-21		
SCHOOL	STUDENTS	ALLOCATION
Al-Huda School	610	\$14,896
Bishop McNamara	856	\$20,904
DeMatha Catholic HS	822	\$20,073
Elizabeth Seton High School	593	\$14,481

6.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS - Required

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Excellence Christian School	238	\$5,812
Foundation Schools	135	\$3,297
From the Heart Christian School	222	\$5,421
Grace Brethren Christian Academy	510	\$12,454
Holy Family	123	\$3,004
Holy Redeemer	229	\$5,592
Holy Trinity Episcopal Day School	456	\$11,136
Lanham Christian School	231	\$5,641
Maryland International Day School	59	\$1,441
New Hope Academy	162	\$3,956
Chelsea School	140	\$3,419
Riverdale Baptist	433	\$10,574
Reid Temple	295	\$7,204
New Chapel Christian Academy	213	\$5,201
St. Ambrose School	228	\$5,568
St. Columba	166	\$4,054
St. Jerome Academy	390	\$9,524
St. John the Evangelist	229	\$5,592
St. Joseph's School	198	\$4,835
St. Mary of the Mills	271	\$6,618
St. Mary's	218	\$5,324
St. Mary's of the Assumption	214	\$5,226
St. Mary's School of Piscataway	135	\$3,297
St. Matthias the Apostle School	185	\$4,518
St. Matthew's UME Ed Ctr.	92	\$2,247
St. Philip the Apostle	166	\$4,054
St. Pius X Regional School	487	\$11,893
St. Vincent Pallotti HS	404	\$9,866
Village Academy of Maryland	51	\$1,245
TOTAL	9,761	\$238,364

Total grant allocation of \$3,696,137

\$3,696,137 x 3.58% Indirect fee rate = \$3,559,078

District enrollment 135,962 + Non-public enrollment 9,761 = 145,723

\$3,559,078 divided by 145,723 (projected non-public school students + projected public school students) = \$24.42

Total Amount of Transfers: \$238,364

7.0 ASSURANCES- **Required**

Each application shall include assurances that the local educational agency, or consortium of such agencies, will -

(A) prioritize the distribution of funds to schools served by the local educational agency, or consortium of such agencies, that—

- (i) are among the schools with the greatest needs, as determined by such local educational agency, or consortium;
- (ii) have the highest percentages or numbers of children counted under section 1124(c);
- (iii) are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
- (iv) are implementing targeted support and improvement plans as described in section 1111(d)(2); or
- (v) are identified as a persistently dangerous public elementary school or secondary school under section 8532;

(B) coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

(C) comply with section 8501 (regarding equitable participation by private school children and teachers);

- (i) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable.
- (ii) the LSS expenditures, when providing educational services and other benefits to eligible private school children, their teachers, and other educational personnel serving those children, shall be equal, taking into account the number and educational needs of the children to be served.
- (iii) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, be secular, neutral, and non-ideological.

RECIPIENT ASSURANCES

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

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

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

Monica E. Goldson, Ed.D., Chief Executive Officer



11/13/2020

Superintendent of Schools or Head of Grantee Agency

Date

BUDGET NARRATIVE

Prince George's County Public Schools Title II, Part A Grant Budget Narrative					
Professional Development Schools (PDS)					
203-205/09 - 01 - Salaries & Wages	Stipends for professional development for activity 1.1. Activity 1.1	Phase I - 135 teachers x \$320 = \$43,200; Phase II - 140 teachers x \$800 = \$112,000; Site coordinators - 25 coordinators x \$1,000 = \$25,000	\$180,200	\$-	\$180,200
212 - 04 - Other Charges	Fixed Charges - FICA (.0765%) / Workers Comp (.016%) Activity 1.1	\$180,200 x .0925 (FICA .0765 & WC .016)	\$16,669	\$-	\$16,669
				Subtotal	\$196,869
Relocation Reimbursement					
203-205/09 - 04 - Other Charges	Relocation expenses for activity 1.1. Activity 1.1	Relocation expenses for 40 teachers x \$1,500 for (Airfare; Early lease terminations; Gas; Hotel; Moving truck rental; Moving supplies; and Storage).	\$60,000	\$-	\$60,000
				Subtotal	\$60,000
				Total Activity 1.1	\$256,869
Alternative Certification Programs					
203-205/09 - 01 - Salaries & Wages	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Other Charges Activity 1.2	Stipends for supervising teachers - 80 teachers x \$500 = \$40,000	\$40,000	\$-	\$40,000
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 1.2	Fringes - \$40,000 x .0925 (FICA .0765 and WC .016)	\$3,700	\$-	\$3,700
203-205/09 - 02 - Contracted Services	Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career	Notre Dame for Special Education certification Barrie Institute for Montessori certification	\$346,000	\$-	\$346,000

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

	professionals from other occupations, former military personnel, & recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders Contracted Services Activity 1.2	Amity Institute Exchange Teacher Program \$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 1.2	Professional Development Materials - 75 candidates x \$60	\$4,500	\$-	\$4,500
				Subtotal	\$394,200
				Total Activity 1.2	\$394,200
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 2.1	Teacher Stipends: Teacher Leadership - 3,176 substitutes x \$100 = \$317,600 Early Learning Trainings - 325 teachers x \$175 = \$56,875 Arts Integration Workshops Stipends - 233 teachers x \$175 = \$40,775 Arts Integration Substitutes - 180 x \$113 = \$20,340 Teacher Stipends: 1,428 teachers x \$175 = \$249,900 Workshops (IB Training, AVID Path & Etc.) IB Training - 350 teachers x \$175 = \$61,250 IB - Bootcamp - 100 teachers x \$175 = \$17,500 AVID Path - 250 teachers x \$175 = \$43,750 Summer Bootcamp - 283 teachers x \$175 = \$49,525	\$857,515	\$-	\$857,515
212 - 04 - Other Charges	Providing programs & activities to increase - i. the knowledge base of teachers, principals, or other school leaders on	Fixed charges - \$857,515 x .0925 (FICA .0765 & WC .016)	\$7920,	\$-	\$79,320

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

	<p>instruction in early grades and on strategies to measure whether young children are progressing; and ii. The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, & other professionals to meet the needs of students through age 8, which may include providing joint professional learning in preschool programs that address the transition to elementary school; Fixed Charges Activity 2.1</p>				
<p>203-205/09 - 02 - Contracted Services</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; Contracted Services Activity 2.1</p>	<p>Contracted Services: Math RFP with National Training Network \$225,000 Arts Integration Institute 4 artists x 5 days x \$500 = \$10,000 Arts Integration Master Teacher \$27,000 Contracted Services: Building Rental: \$220,000 Professional Contract -Solid Works, Avant, Houghton-Mifflin & Other various contracts totaling \$310,000 Locations: To be determined at a later date by district level staff.</p>	<p>\$792,000</p>	<p>\$-</p>	<p>\$792,000</p>
<p>203-205/09 - 03 - Supplies & Materials</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; Supplies Activity 2.1</p>	<p>Arts Integration Materials - \$5,829 Training materials: 1,000 participants x \$48.50 (estimated cost per person)</p>	<p>\$54,329</p>	<p>\$-</p>	<p>\$54,329</p>

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

<p>203-205/09 - 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; Other Activity 2.1</p>	<p>Travel: Non-Local Travel 28 participants x \$2,500 = \$70,000; Reimbursement expense - 10 teachers x \$150 = \$1,500</p> <p>Conference Fees: 20 participants x \$250 = \$5,000</p> <p>Arts Integration - 10 participants x \$400 = \$4,000</p> <p>Travel: Local Mileage - 70,000 miles x \$.535 = \$37,450</p>	<p>\$117,950</p>	<p>\$-</p>	<p>\$117,950</p>
			<p>Total Activity 2.1</p>		<p>1,901,114</p>
<p align="center">Alternative Certification Programs (ATP) Mentors and Induction Institute</p>					
<p>203-205/09 - 01 - Salaries & Wages</p>	<p>New teacher, principal, or other school leader induction & mentoring programs Salaries Activity 3.1</p>	<p>Salaries for 6 mentor teachers - 1@\$110,461, 1@\$84,658, 1@\$109,322, 1@\$89,813, 1@\$89,813, 1@\$110,461 = \$594,528</p>	<p>\$594,528</p>	<p>\$-</p>	<p>\$594,528</p>
<p>212 - 04 - Other Charges</p>	<p>New teacher, principal, or other school leader induction & mentoring programs Fixed Charges Activity 3.1</p>	<p>1 Full-time fringes calculated using various rates = (.0765% for FICA/Med, .00334% for Life Insurance, .016% for Workers Comp, .1400% for Retirement + flat rate of \$9,000 for Health Insurance Let x = \$110,461; Let y=\$84,658; Let r=\$109,322 Let m=\$89,813; Let n=\$89,813; Let p=\$110,461 Fringe x = .0765x + .00334x + .016x + .1400x + \$9,000 = \$35,051 Fringe y = .0765y + .00334y + .016y + .1400y + \$9,000 = \$28,966 Fringe r = .0765r + .00334r + .016r + .1400r + \$9,000 = \$34,783 Fringe m = .0765m + .00334m + .016m + .1400m + \$9,000= \$30,182 Fringe n = .0765n + .00334n + .016n + .1400n + \$9,000= \$30,182 Fringe p = .0765p + .00334p + .016p + .1400p + \$9,000= \$35,051</p>	<p>\$194,215</p>	<p>\$-</p>	<p>\$194,215</p>
<p>203-205/09 - 04 - Other Charges</p>	<p>New teacher, principal, or other school leader induction & mentoring programs</p>	<p>Local Travel - 2,545 miles x \$.535 x 6 mentors = \$8,169</p>	<p>\$8,169</p>	<p>\$-</p>	<p>\$8,169</p>

Prince George's County Public Schools Title II, Part A Grant Budget Narrative

	Other Activity 3.1				
				Subtotal	\$796,912
				Total Activity 3.1	\$796,912
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	<p>Mandatory allocation for participating non-public schools. FY20 mandatory allocation for participating private schools, based on the total grant allocation of \$3,696,137 District enrollment 135,962 + Non-public enrollment 9,761 = 145,723 \$3,696,137 (district allocation)</p> <p>\$3,559,078 (amount district is using for pd) divided by 145,723 (the total of projected non-public school students + projected public school students) = \$24.42</p> <p>\$24.42 per pupil x 9,761 non-public school students = \$238,364</p>	\$238,364	\$-	\$238,364
				Subtotal	\$238,364
				Total Activity 6.0	\$238,364
201/22 - 08 - Transfers	Indirect Fee Transfers	<p>PGCPS Indirect fee charged for grant administration (based on the FY21 approved rate of 3.05%) Calculation - \$3,696,137 (total grant award) - \$0.00 (equipment total) - \$238,399 (equitable services) = \$3,457,738 (revised grant total) \$3,457,738 (revised total grant number) x (.0305 rate) x 1.0305 rate</p>	\$108,678	\$-	\$108,678
				Subtotal	\$108,678
		Title II, Part A Grand Total			3,696,137.00

MSDE C-125 BUDGET REQUEST

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

ORIGINAL GRANT BUDGET	\$3,696,137.00	AMENDED BUDGET #		REQUEST DATE	09/30/20
GRANT NAME	Title II, Part A	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #	210786	RECIPIENT GRANT #		REQUEST DATE	
REVENUE SOURCE	Federal	GRANT RECIPIENT NAME	Prince George's County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2020	TO	6/30/2022

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT.#/PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						108,678.00	108,678.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						238,364.00	238,364.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,672,243.00	1,138,000.00	58,829.00	186,119.00			3,055,191.00
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.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				293,904.00			293,904.00
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	1,672,243.00	1,138,000.00	58,829.00	480,023.00	0.00	347,042.00	3,696,137.00

Finance Official Approval	Mr. Michael Herbstman, Chief Financial Officer	<i>Michael Herbstman</i>	11/12/20	301-952-6099
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Monica E. Goldson, Ed.D., Chief Executive Officer	<i>Monica E. Goldson</i>	11/13/2020	301-952-6008
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Illia Roe, Division of Curriculum, Assessment & Accountability			410-767-0
	Name	Signature	Date	Telephone #

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APPENDIX E
TITLE III, PART A GRANT
APPLICATION
ENGLISH LANGUAGE
ACQUISITION, LANGUAGE
ENHANCEMENT,
& ACADEMIC ACHIEVEMENT



TITLE III, PART A GRANT APPLICATION
English Language Acquisition, Language Enhancement,
and Academic Achievement



Office of English Learner/Title III

TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Prince George’s County Public Schools

Fiscal Year 2021

SUPPLEMENT, NOT SUPPLANT [SEC. 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [SEC. 3115(c)]: An eligible entity receiving funds under section 3114(a) **MUST** use the funds in the required activities before spending funds in the authorized activities.

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)]			
Required Activities	Descriptions Please address each item (a-c) in your required activity descriptions. a) <i>Outcomes and brief description of the services including evidence level when appropriate</i> b) <i>Timelines or target dates</i> c) <i>Services to private schools</i>	Public School Costs	Private School Costs
1.1. Improving the English language proficiency and academic achievement of ELs [section 3115(c)(1)].	a) Supplemental instructional materials for Instructional Lead Teachers (ILTs) servicing schools with populations less than 16 students (ebooks for small group reading, consumable reading materials, math manipulatives, K-12-snap cubes, sentence strips, index cards, poster boards, composition books, folders, writing paper). Supplemental materials will allow ESOL ILTs to enhance their daily planned instruction and lesson delivery to increase students’ language acquisition as evidenced by their WIDA ELP scores during virtual and face-to-face learning.	\$12,000	N/A
	b) September 2020-June 2021		
	c) N/A		
	a) Supplemental workbooks and ancillary materials for Newcomer English Learners, instructional resources and materials for ESOL and content area teachers at new ESOL High Schools, Targeted School Improvement Schools (TSI) and Comprehensive School Improvement (CSI) Schools to implement EL strategies with students (e.g. digital libraries, leveled novel studies, discussion stem bookmarks, dry erase graphic organizers, white boards, etc.). Supplemental materials will allow teachers to enhance their daily planned instruction and lesson delivery to increase students’ language acquisition as evidenced by their WIDA ELP scores during virtual and face to face learning.	\$109,000	N/A
	b) August 2020-June 2021		
	c) N/A		
	a) Supplemental middle school materials (Benchmark Universe, Cengage, English Explorers, Gateway to Social Studies, and Oxford Picture Dictionary for Content Areas) for use in Middle School ESOL and Content Classes. Supplemental materials	\$115,679	N/A

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)]

Required Activities	Descriptions Please address each item (a-c) in your required activity descriptions. a) <i>Outcomes and brief description of the services including evidence level when appropriate</i> b) <i>Timelines or target dates</i> c) <i>Services to private schools</i>	Public School Costs	Private School Costs
	will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores.		
	b) August 2020-June 2021		
	c) N/A		
	a) Supplemental elementary materials (Benchmark and Houghton Mifflin to support new K-2 RELA) + Supplemental Materials for the Coaches' Newcomer Schools: Barnes & Noble multicultural classroom library sets; newcomer kits (foundational skills charts, resource folders, vocabulary cards, photo card libraries, language development sets, skill building centers); Oxford University Press picture dictionaries; Supplemental elementary materials for use in Elementary schools in both ESOL and content classes. Supplemental materials will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores.	\$267,114	N/A
	b) August 2020-June 2021		
	c) N/A		

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)]

Required Activities	<p align="center">Descriptions</p> <p>Please address each item (a-c) in your required activity descriptions.</p> <p>a) <i>Outcomes and brief description of the services including evidence level when appropriate</i></p> <p>b) <i>Timelines or target dates</i></p> <p>c) <i>Services to private schools</i></p>	Public School Costs	Private School Costs
<p>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)].</p>			
<p>2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].</p>	<p>a) The objectives of the ESOL Language Lab 1 program are to prepare English Learners (ELs) to speak, understand, read, and write in English to achieve academically, to communicate in academic settings, and to use English in socially and culturally appropriate ways in such a setting. The intent is to improve student mastery of English language skills through focused academic support to be prepared for state-mandated assessments (for example ACCESS) and matriculate into higher education. Development of curriculum, professional development, and instructional resources will be provided for ESOL Language Lab 1.</p>	<p>\$121,628</p>	<p>N/A</p>
	<p>b) August 2020-June 2021</p>		
	<p>c) N/A</p>		
<p>2.2 Providing for professional development designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs [section 3115(c)(2)(B)].</p>	<p>a) Provide opportunities for staff members to attend local (spring 2021) and virtual conferences and seminars, such as Maryland ELL Family Involvement Network (MELLFIN), Teachers for English for Speakers of Other Languages (TESOL), Association for Supervision and Curriculum Development (ASCD), World-class Instructional Design and Assessment (WIDA), 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. The Title III funding will also be used to purchase memberships for staff members.</p>	<p>\$18,710</p>	<p>N/A</p>
	<p>b) September 2020-June 2021</p>		
	<p>c) N/A</p>		
	<p>a) Tuition support for three distinct cohorts that will offer opportunities for staff members to earn graduate level credits in courses related to Teaching English to Speakers of Other Languages (TESOL). These programs will prepare the</p>	<p>\$272,784</p>	<p>N/A</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)]

Required Activities	<p style="text-align: center;">Descriptions</p> <p>Please address each item (a-c) in your required activity descriptions.</p> <p>a) <i>Outcomes and brief description of the services including evidence level when appropriate</i></p> <p>b) <i>Timelines or target dates</i></p> <p>c) <i>Services to private schools</i></p>	Public School Costs	Private School Costs
	<p>teachers to seek and obtain an additional certification from the State of Maryland (for those not already certified) to teach ELs in PGCPs and to ultimately support the growing need for content-area teachers to have expertise in teaching ESOL theory and methodology to better address the needs of this student population. All applicants will participate in a rigorous application process, including face-to-face (virtual) interviews. (1) A Master's cohort through McDaniel College specifically for elementary ESOL teachers looking to improve their knowledge base as it pertains to teaching English Learners. (2) A Post-Baccalaureate Certificate (PBC) in the Teaching of English to Speakers of Other Languages cohort which is open to K-12 staff members. (3) A Master's Extension cohort which will offer graduates of the PBC program an opportunity to take the additional 18 credits necessary for a Master's in TESOL. The success of the program will be measured by the percentage of teachers that complete the course of study and add the ESOL endorsement to their teaching certificate.</p>		
	b) July 2020-June 2021		
	c) N/A		
	<p>a) Books for a High School Administrators Book Study will provide a framework within which professional development for High School administrators will be provided. Participants will use the information learned to enhance their own knowledge for developing high quality ESOL Programs at the secondary level. Administrators will evaluate each session using a survey.</p>	\$1,050	N/A
	b) October 2020-May 2021		
	c) N/A		
2.3 Providing for professional development effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [section 3115(c)(2)(C)].	<p>a) Continue to provide high quality professional development around literacy 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 outside of working hours, stipends will be provided for the teachers. Informal walkthroughs or virtual classroom visits will be conducted to monitor implementation of strategies learned during professional development. An online survey will track participants' evaluation of the courses</p>	\$489,109	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)]

Required Activities	<p style="text-align: center;">Descriptions</p> <p>Please address each item (a-c) in your required activity descriptions.</p> <p>a) <i>Outcomes and brief description of the services including evidence level when appropriate</i></p> <p>b) <i>Timelines or target dates</i></p> <p>c) <i>Services to private schools</i></p>	Public School Costs	Private School Costs
	<p>and the impact of professional development on their teaching three months after the course has ended.</p> <p>The following Professional Development offerings will be supported through Title III:</p> <p>Elementary ESOL teachers who work with sixth grade English Learners will be offered professional development on technology and other supplemental content instruction support.</p> <p>Staff Development day will provide an overview for all ESOL teachers on resources for distance learning, instructional guides, new enrollment and testing procedures and ways to incorporate technology into ESOL Instruction.</p> <p>Quarterly department chairperson meetings will provide department chairs with important updates, curriculum documents, technology training, and assessment updates.</p> <p>First and Second Year Teacher meetings will provide specific strategy and curriculum training sessions for first and second year ESOL teachers.</p> <p>The ESOL Office will provide professional development opportunities for ESOL teachers to help them better understand the curriculum, supporting long term ELs, assessment measures and instructional strategies for ELs.</p> <p>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>Twenty (20) 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. The success of these trainings will be measured by the perceptions of teachers as captured in a post-course survey.</p>		
	b) July 2020-June 2021		
	c) N/A		

3. To provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs [section 3115 (c)(3)]

Required Activities	<p align="center">Descriptions</p> <p>Please address each item (a-c) in your required activity descriptions. <i>a) Outcomes and brief description of the services <u>including evidence level when appropriate</u></i> <i>b) Timelines or target dates</i> <i>c) Services to private schools</i></p>	Public School Costs	Private School Costs
3.1 Providing parent, family, and community engagement activities that may include strategies that serve to coordinate and align related programs [section 3115(c)(3)].	a) Camp Schmidt: This unique outdoor/nature/ science activity provides international families and students in the ESOL program the opportunity to visit the PGCPs Schmidt Center to learn more about the environmental program that is integral to the science curriculum for 5th graders in PGCPs. In preparation for the 5th grade overnight visit, targeted families of 4th grade (and below) ESOL students tour the camp, participate in science instructional activities, enjoy a wagon nature ride, hear from a parent/student panel of previous participants, and meet camp leadership and staff. A virtual visit will be developed if the in-person visit is not available for parents and students.	\$7,350	N/A
	b) May 2021		
	c) N/A		
	a) International Parent Workshops are designed for families and focus on literacy, math, and preventing summer slide for ESOL students/families in PGCPs. At the beginning of the school year, workshops will be conducted virtually, but will transition to in-person when possible.	\$6,000	N/A
	b) October 2020-June 2021		
	c) N/A		
	a) Bulk snack items and water for International Student Admissions & Enrollment Office for families during the spring and summer registration.	\$9,000	N/A
	b) February – June 2021		
	c) N/A		
	a) ESOL interpreters to provide foreign language assistance to ESOL families during ESOL specific parent outreach and family learning opportunities. ESOL interpreters will provide virtual support to families using iPads.	\$82,119	N/A
	b) September 2020-June 2021		
	c) N/A		
	a) Senior Parent Workshops: Series of two meetings at four high schools to provide information to ESOL families about options for financial aid for college, including programs available to students in Maryland regardless of their immigration status. Assistance with application completion will also be provided. A virtual option will be added if necessary.	\$11,733	
	b) February – March 2021		
	c) N/A		

TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System: Prince George's County Public Schools

Fiscal Year 2021

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	Public School Costs	Private School Costs
	Please address each item (a-c) in your authorized activity descriptions. a) Outcomes and brief description of the services including evidence level <i>when appropriate</i> b) Timelines or target dates c) Services to private schools		
4.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].	a) Distance learning supports and sample lesson plans are being incorporated into middle school ESOL curricula. Updated curricula will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores.	\$4,650	N/A
	b) July 2020-June 2021		
	c) N/A		
4.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	a) Continue providing support to teachers participating in a three-year cohort focused on effective technology techniques for supporting the language growth of ELs by providing continuous training and Chromebooks. As evidenced as use of technology and language focused lessons during informal walkthroughs or virtual classroom visits.	\$3,768	N/A
	b) August 2020-June 2021		
	c) N/A		
	a) All high school ESOL teachers assigned the course, <i>Critical Reading</i> , will receive student subscriptions to <i>Listenwise</i> which includes differentiated content for ELs. Licenses will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' acquisition of listening skills as evidenced by their WIDA ELP scores. Virtual professional development will be provided for all applicable teachers.	\$29,694	N/A
	b) August 2020-June 2021		
	c) 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	Public School Costs	Private School Costs
	Please address each item (a-c) in your authorized activity descriptions. a) <i>Outcomes and brief description of the services including evidence level when appropriate</i> b) <i>Timelines or target dates</i> c) <i>Services to private schools</i>		
	a) Purchase a data integration service, <i>Eduskills</i> , for housing, analyzing, and displaying ACCESS for ELLs results. The service would also produce learning plans for each individual student and determine their progress towards meeting their growth target. The service would allow staff in the district to better understand and utilize ACCESS for ELLs data and set learning goals for each student to increase the percent of students meeting their growth target.	\$150,000	N/A
	b) August 2020–June 2021		
	c) N/A		
	a) <i>BrainPOP</i> , <i>BrainPOP Jr</i> , and <i>BrainPOP ELL</i> will be provided to EL at all levels. Licenses will allow teachers to enhance their daily planned instruction and lesson delivery to increase students’ acquisition of listening skills as evidenced by their WIDA ELP scores. This activity supports evidence level 2. Professional development will be provided, and a project coordinator will be hired.	\$447,584	N/A
	b) July 2020-June 2021		
	c) N/A		
	a) <i>Imagine Language & Literacy</i> , an adaptive learning solution that accelerates reading and language proficiency, will be provided for Newcomer English Learners in grades 1–5. Designed to supplement core literacy instruction, <i>Imagine Language & Literacy</i> provides instruction and practice in all four domains of literacy—i.e. reading, writing, listening, and speaking – to increase students’ English acquisition as evidenced by their WIDA ELP scores. This activity supports evidence level 2. Professional development will be provided, and a project coordinator will be hired.	\$307,941	N/A
	b) July 2020-June 2021		
	c) N/A		
	a) Learning A-Z licenses (Reading A-Z, RAZ Kids, ELL Edition, Science A-Z, Writing A-Z, Vocabulary A-Z) will be provided to all elementary ESOL teachers to supplement literacy instruction. Supplemental materials will allow teachers to enhance their daily planned instruction and lesson delivery to increase students’ language acquisition as evidenced by their WIDA ELP scores. This activity supports evidence level 1. Professional development will be provided, and a project coordinator will be hired.	\$218,735	N/A
	b) August 2020-June 2021		
	c) N/A		
	a) Bilingual dictionaries will be utilized by English Learners during classroom instruction and at home to complete school assignments. The dictionaries will allow students to	\$25,000	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	Public School Costs	Private School Costs
	Please address each item (a-c) in your authorized activity descriptions. a) <i>Outcomes and brief description of the services including evidence level when appropriate</i> b) <i>Timelines or target dates</i> c) <i>Services to private schools</i>		
	utilize this scaffold to better understand the instruction provided to increase students' English acquisition as evidenced by their WIDA ELP scores.		
	b) August 2020-June 2021		
	c) N/A		
	a) Curriculum writing for speaking & listening tasks will be developed to monitor students' performance during the year and take actionable steps to increase their performance. The tasks will allow teachers to enhance their daily planned instruction and lesson delivery to accelerate students' language acquisition as evidenced by their WIDA ELP scores.	\$37,678	N/A
	b) August 2020-June 2021		
	c) N/A		
	Non-Publics	N/A	\$24,496
4.3 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)].	a) Through the partnership between the Maryland State Department of Education (MSDE), the Maryland Department of Labor, Licensing and Regulation (DLLR), and Prince George's County Public Schools (PGCPS), staff, materials, and curriculum writing are provided for the General Equivalency Degree (GED) pilot extension program for a targeted group of ELs at risk of not graduating or potentially dropping out. Title III provides salaries for the staff supporting the GED extension program which is in addition to ELs receiving their ESOL Services. The GED Pilot program will support the successful completion of the GED, as evidenced by the percent of ELs who complete the GED test.	\$341,932	N/A
	b) July 2020-June 2021		
	c) N/A		
4.4 Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services [section 3115(d)(4)].	a) Interim tasks will be developed at the elementary, middle, and high school levels to monitor students speaking and writing proficiency and inform instructional activities and groups. Interim tasks will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores. A project coordinator will be hired to ensure continuity across levels.	\$24,504	N/A
	b) July 2020-June 2021		
	c) N/A		
4.5 Improving the instruction of ELs, which may include ELs with a disability, by providing for the	a) Math teachers at 33 non-Title I middle schools and elementary schools with sixth grade, will receive subscriptions to <i>Speak Agent</i> which includes scaffolds and supports for ELs within all four domains in the mathematics classroom. This is a district initiative	\$162,591	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	Public School Costs	Private School Costs
	Please address each item (a-c) in your authorized activity descriptions. <i>a) Outcomes and brief description of the services including evidence level when appropriate</i> <i>b) Timelines or target dates</i> <i>c) Services to private schools</i>		
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)].	coordinated with the Mathematics Department where Title I and Title III funds will be braided to pay for <i>Speak Agent</i> at both Title I and non-Title I schools with English Learners. Licenses will allow teachers to enhance their daily planned instruction and lesson delivery to increase students' language acquisition as evidenced by their WIDA ELP scores.		
	b) August 2020-June 2021		
	c) N/A		
4.6 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(8)].	a) N/A - Currently provided by the district for all students.	N/A	N/A
	b)		
	c)		

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)].

Authorized Activities	<p style="text-align: center;">Descriptions</p> <p>Please address each item (a-c) in your authorized activity descriptions.</p> <p><i>a) Outcomes and brief description of the services including evidence level when appropriate</i></p> <p><i>b) Timelines or target dates</i></p> <p><i>c) Services to private schools</i></p>	Public School Costs	Private School Costs
5.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].	a) <i>KinderConnect</i> : These workshops are offered to international families registering kindergarten students at the International Student Counseling Office (ISCO). The workshop provides families of ESOL students a hands-on opportunity to work with reading and math activities to practice over the summer in order to prepare their child for kindergarten. Each family is able to take home all the instructional materials needed to effectively practice the learned activities.	\$18,000	N/A
	b) March-August 2021		
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)].	a) International Parent Leadership Consortium: The Prince George’s County Public Schools International Parent Leadership Consortium (IPLC) serves to engage ESOL families through building parent leadership capacity. The mission of the program is to strengthen the diversity of parental leadership across the county to improve achievement for ELs. Workshops sessions will begin the school year virtually and transition to in-person when possible. Title III funds will be used to provide an IPLC consultant, materials and childcare.	\$6,323	N/A
	b) October 2020-May 2021		
	c) 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)].

Authorized Activities	Descriptions Please address each item (a-c) in your authorized activity descriptions. <i>a) Outcomes and brief description of the services including evidence level when appropriate</i> <i>b) Timelines or target dates</i> <i>c) Services to private schools</i>	Public School Costs	Private School Costs
6.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(9)].	a) ESOL hosts a job fair annually to recruit and screen any incoming ESOL teacher candidate and provide candidates with an overview of ESOL in Prince George's County Public Schools. Hosting the job fair allows the county to recruit high quality ESOL teachers in the district. The success of the job fair will be determined by the number of candidates screened and hired annually. Title III funds will be used for room rental and to hire a project coordinator and screeners. The county does not host a separate job fair for any other content area.	\$14,496	N/A
	b) January 2021		
	c) N/A		
	a) Supplemental resources will be copied through the district's printing office to enhance parents' knowledge regarding ESOL. Parent notification will be mailed to ESOL families throughout the county.	\$10,000	N/A
	b) October 2020-May 2021		
	c) N/A		
	a) Adobe Acrobat Pro will allow users to create and amend portable document forms to support the requirement to communicate with parents of English Learners and to create tools for teachers to use in serving English learners.	\$2,652	N/A
	b) August 2020-June 2021		
	c) N/A		

C. ADMINISTRATIVE EXPENSES [SEC. 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may use **not more than 2 percent** of such funds for the cost of administering this subpart.

7. Administrative Expenses		Public School Costs	Private School Costs
7.1 Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%.	Administrative Expenses \$3,421,754 x .02	\$68,435	N/A

D. INDIRECT COSTS: To calculate the indirect costs, please refer to the Financial Reporting Manual for Maryland Public Schools (Section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific activity.

8. Indirect Costs		Public School Costs
8.1 Costs associated with compensation for grant coordinators and their clerical support, such as accounting, auditing, budgeting disbursement services, management information systems, and purchasing. If indirect costs are charged, use the approved local school system indirect cost rate to calculate.	N/A	N/A
TOTAL TITLE III, PART A ENGLISH LANGUAGE ACQUISITION FUNDING		\$3,421,754

E. EQUITABLE SERVICES TO ENGLISH LEARNERS (ELs) IN PRIVATE SCHOOLS:

Services and other benefits to private school students must be secular, neutral, and non-ideological [Sec. 8501(a)(2)], must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel [Sec. 8501(a)(3)(A)]. To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools [Sec. 8501(a)(3)(B)].

1. All school systems must submit the following documents in Appendix H.

- Consultation timeline for each program
 - April 2019 – Intent to Participate forms sent to Maryland non-public schools.
 - May 2019 – Initial Consultation Meeting
 - Fall 2019 – English Language Proficiency Testing
 - February 2020 – Individual Meaningful Consultation Work Sessions
 - June 2020 – Title III Grant Award Reconciliation and Follow-meaningful consultation sessions, as needed.

Signed Affirmation of Consultation

Complaint procedures/dispute resolution process for covered programs under ESSA
 Will email separately.

Total number of participating ELs in private schools

218

2. Describe the school system’s process to invite private schools to the initial meeting, and on-going consultation meetings [Sec. 8501(c)(1)(3)].

All private schools who return an intent to participate form are invited to the initial consultation meeting with all representatives from all Titles present (Title I, Title III, Title III, Title IV). Private schools that complete the English Language Proficiency Testing are invited individually to follow-up meaningful consultation work sessions. The LSS and private school representative determine which supplemental materials will benefit the students who qualify for Title III based on the English Language Proficiency Testing. A projected grant amount total is used during these meetings. Once the actual grant amount is communicated by the State, the LSS reaches out to the private schools individually to reconcile their actual grant award with the cost of the supplemental materials agreed upon earlier. Follow-up meaningful consultation sessions and communication are scheduled as needed.

Complete numbers 3 to 5 if services are provided to ELs in private schools.

3. 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 III services in the Attachment H Equitable Services Table [Sec. 8501 (a)(4)(C)].

SCHOOL	Eligible	Per Pupil Amount	Total Allocation
Holy Redeemer	27	\$111.39	\$3,034
New Hope	3	\$111.39	\$337
St Columba	14	\$111.39	\$1,573
St Jerome	24	\$111.39	\$2,697
St John	21	\$111.39	\$2,360

SCHOOL	Eligible	Per Pupil Amount	Total Allocation
St Joseph	41	\$111.39	\$4,607
St Mary LH	52	\$111.39	\$5,843
St Matthias	36	\$111.39	\$4,045
TOTAL	218	\$111.39	\$24,496

Total Amount for Private School Transfers: 24,283

- 4. Describe below the school system’s process for providing equitable services to students in private schools [Sec. 8501(c)].**
- a. How services, location of services, and grade levels or areas of services for students and teachers were decided and agreed upon.
Supplemental materials purchases were agreed upon during the meaningful consultation work sessions.
 - b. How services were monitored.
The effectiveness of purchases is monitored annually at the next meaningful consultation meeting where past purchases are reviewed and discussed.
- 5. Each local school system (LSS) shall provide assurances that it complies with the section 8501 regarding equitable services for private school students and teachers:**
- (a) the LSS maintains control over materials, equipment, and property purchased with federal funds, if applicable under section 8501(d)(1);
 - (b) the LSS expenditures, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
 - (c) the LSS assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).

F. RECIPIENT ASSURANCES

Attach the signed recipient assurances form with the final submission.

RECIPIENT ASSURANCES

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

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

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

Monica E. Goldson, Ed.D., Chief Executive Officer [Signature] 11/13/2020
Superintendent of Schools or Head of Grantee Agency Date

Budget Narrative

Category #- Program #	Budget Obj. #	Activity	Description	Formula	Total	
203-205-02	03-Supplies & Materials	1.1	Supplemental instructional materials for Instructional Lead Teachers servicing schools with populations less than 16 students. (consumable reading materials, ex. Scholastic "New Connection to English." Manipulatives for math, K-12-snap cubes, sentence strips, index cards, poster boards, composition books, folders, writing paper)	6 ILTs X \$2,000	\$12,000	\$12,000
203-205-02	02-Contracted Services	1.1	Applications in Algebra Workbooks: In-house Printing	2,000 copies x \$9	\$18,000	
203-205-02	03-Supplies & Materials	1.1	High School Support: Comprehensive School Improvement (CSI) Schools (Supplemental English Learner resources/materials) Instructional resources and materials for ESOL and content area teachers to implement EL strategies with students. (e.g. discussion stem bookmarks, dry erase graphic organizers, white boards, etc.)	3 schools x \$12,000	\$36,000	
203-205-02	03-Supplies & Materials	1.1	High School School Support: New Site Start Up Materials (Supplemental Books, Dictionaries, Professional Library, Supplemental Instructional Supplies)	2 schools x \$20,000	\$40,000	
203-205-02	03-Supplies & Materials	1.1	High School School Support: Targeted Schools (Supplemental resources/materials for Targeted Support Schools in the district) Instructional resources and materials for ESOL and content area teachers to implement EL strategies with students. (e.g. discussion stem bookmarks, dry erase graphic organizers, white boards, etc.)	2 schools x \$7,500	\$15,000	\$109,000
203-205-02	03-Supplies & Materials	1.1	Benchmark Universe (Complete Grades e-books Library Collection)	\$3,495 x 14 schools	\$48,930	
203-205-02	03-Supplies & Materials	1.1	Supplemental Middle School Materials: Cengage Learning Theme Books	\$295 x 33 schools	\$9,735	
203-205-02	03-Supplies & Materials	1.1	Supplemental Middle School Materials: English Explorers	\$1,294 x 14 schools	\$18,116	
203-205-02	03-Supplies & Materials	1.1	Supplemental Middle School Materials: Gateway to Social Studies	\$1,248 x 3 schools	\$3,744	
203-205-02	03-Supplies & Materials	1.1	Supplemental Middle School Materials: Oxford Picture Dictionaries for the Content Areas	\$2,511 x 14 schools	\$35,154	\$115,679
203-205-02	03-Supplies & Materials	1.1	Supplemental English Language Development materials from Benchmark and Houghton Mifflin to support new K-2 RELA Curriculum	118 schools x \$1,695	\$200,010	
203-205-02	03-Supplies & Materials	1.1	Supplemental Materials for the Coaches' Newcomer Schools: Barnes & Noble multicultural classroom library sets; newcomer kits (foundational skills charts, resource folders, vocabulary cards, photo card libraries, language development sets, skill building centers); Oxford University Press picture dictionaries;	12 schools x \$5,592	\$67,104	

Category #- Program #	Budget Obj. #	Activity	Description	Formula	Total	
203-205-09	01-Salaries & Wages	2.1	ESOL Language Lab Professional Development: Stipends	6 days x 30 teachers x \$175	\$31,500	
212-Fixed Charges	04-Other Charges	2.1	ESOL Language Lab Professional Development: Stipends - Fringes	\$31,500 x .0765	\$2,410	
203-205-02	01-Salaries & Wages	2.1	ESOL Language Lab: Curriculum Writing: Stipends	4 teachers x 15 days x \$200	\$12,000	
212-Fixed Charges	04-Other Charges	2.1	ESOL Language Lab: Curriculum Writing: Stipends - Fringes	\$12,000 x .0765	\$918	
203-205-02	03-Supplies & Materials	2.1	ESOL Language Lab: English 3D Classroom Libraries; Storage and Caddies for Instructional Libraries	25 classrooms x \$2,320	\$58,000	
203-205-09	02-Contracted Services	2.1	ESOL Language Lab: Professional Development Consultant	6 sessions x \$2,800	\$16,800	\$121,628
203-205-09	04-Other Charges	2.2	Memberships	30 staff members x \$127	\$3,810	
203-205-09	04-Other Charges	2.2	Registration for local or virtual conferences.	40 staff members x \$300 registration per conference	\$12,400	
203-205-09	04-Other Charges	2.2	Registrations: MELLFIN	25 attendees x \$100	\$2,500	\$18,710
203-205-09	02-Contracted Services	2.2	University Partnerships: McDaniel College Elementary TESOL Master's Cohort	20 participants x \$1,400 per course x 4 courses	\$112,000	
203-205-09	02-Contracted Services	2.2	University Partnerships: UMD TESOL Post-Bac, TESOL MA extension	\$1,546/course x 26 participants x 4 courses	\$160,784	\$272,784
203-205-09	03-Supplies & Materials	2.2	High School Administrators Book Study: books	21 administrators x \$50	\$1,050	\$1,050
203-205-09	01-Salaries & Wages	2.3	6th grade Elementary ESOL Teacher training: Stipends	(40 participants x \$87.50) + (2 presenters x \$125)	\$3,750	
212-Fixed Charges	04-Other Charges	2.3	6th grade Elementary ESOL Teacher training: Stipends - Fringes	\$3,750 x .0765	\$287	
203-205-09	03-Supplies & Materials	2.3	Book Study for ESOL Department Chairs	200 books x \$30 per book	\$6,000	
203-205-09	01-Salaries & Wages	2.3	Continuing Professional Development: Stipends	50 courses x 11 days x \$125 instructor pay	\$68,750	
212-Fixed Charges	04-Other Charges	2.3	Continuing Professional Development: Stipends - Fringes	\$68,750 x .0765	\$5,259	
203-205-02	01-Salaries & Wages	2.3	Curriculum Writing - Virtual Professional Development Development; Online Course Development	13 writers x 10 days x \$200	\$26,000	

Category # Program #	Budget Obj. #	Activity	Description	Formula	Total
212-Fixed Charges	04-Other Charges	2.3	Curriculum Writing - Virtual Professional Development Development; Online Course Development - Fringes	$\$26,000 \times .0765$	\$1,989
203-205-09	02-Contracted Services	2.3	Department Chair Meetings: Spring Room Rentals	2 meetings x \$3,000	\$6,000
203-205-09	02-Contracted Services	2.3	First Year Elementary ESOL Teacher Meetings: Spring Room Rental	$\$600 \times 2$ spring sessions	\$1,200
203-205-09	01-Salaries & Wages	2.3	First Year Elementary ESOL Teacher Meetings: Stipends	(50 participants x 4 sessions x \$87.50)+(2 instructors x 4 sessions x \$125)	\$18,500
212-Fixed Charges	04-Other Charges	2.3	First Year Elementary ESOL Teacher Meetings: Stipends - FICA	$\$18,500 \times .0765$	\$1,415
203-205-09	01-Salaries & Wages	2.3	First Year Middle School ESOL Teacher Workshops: Stipends	(4 workshops x 30 participants x \$175) + (4 workshops x 2 presenters x \$250)	\$23,000
212-Fixed Charges	04-Other Charges	2.3	First Year Middle School ESOL Teacher Workshops: Stipends - Fringes	$\$23,000 \times .0765$	\$1,760
203-205-09	03-Supplies & Materials	2.3	First Year Teacher Meetings (HS): books	25 teachers x \$50	\$1,250
203-205-09	03-Supplies & Materials	2.3	First Year Teacher Meetings (HS): Materials (class size graphic organizers, question cards, anchor charts)	25 teachers x \$250	\$6,250
203-205-09	01-Salaries & Wages	2.3	First Year Teacher Meetings (HS): Stipends	25 teachers x 5 days x \$175	\$21,875
212-Fixed Charges	04-Other Charges	2.3	First Year Teacher Meetings (HS): Stipends - Fringes	$\$21,875 \times .0765$	\$1,673
203-205-09	01-Salaries & Wages	2.3	First Year Teacher PEIP: Stipends	60 teachers x 2 days x 87.50	\$10,500
212-Fixed Charges	04-Other Charges	2.3	First Year Teacher PEIP: Stipend - Fringes	$\$10,500 \times .0765$	\$803
203-205-09	03-Supplies & Materials	2.3	High School Content Teacher Book Study: Books	50 teachers x \$50	\$2,500
203-205-09	01-Salaries & Wages	2.3	High School Content Teacher Book Study: Stipends	50 teachers x 3 days x \$175	\$26,250
212-Fixed Charges	04-Other Charges	2.3	High School Content Teacher Book Study: Stipends - Fringes	$\$26,250 \times .0765$	\$2,008
203-205-09	01-Salaries & Wages	2.3	High School ESOL Teacher Support: CAL Online PD: Stipends	75 teachers x 3 days x \$175	\$39,375
212-Fixed Charges	04-Other Charges	2.3	High School ESOL Teacher Support: CAL Online PD: Stipends - Fringes	$\$39,375 \times .0765$	\$3,012

Category # - Program #	Budget Obj. #	Activity	Description	Formula	Total
203-205-09	02-Contracted Services	2.3	High School ESOL Teacher Support: Center for Applied Linguistics (CAL) Online Professional Development (Foundations of Literacy for English Learners and Academic Literacy Development for English Learners)	3 cohorts of 25 teachers @ \$3,125 per cohort	\$9,375
203-205-09	02-Contracted Services	2.3	Hope and Resilience Trauma PD: Consultant	3 sessions x \$6,000	\$18,000
203-205-09	01-Salaries & Wages	2.3	Hope and Resilience Trauma PD: Stipends	50 participants x \$175 x 3 sessions	\$26,250
212-Fixed Charges	04-Other Charges	2.3	Hope and Resilience Trauma PD: Stipends - FICA	\$26,250 x .0765	\$2,008
203-205-09	01-Salaries & Wages	2.3	MS ESOL Teacher Professional Development for Newcomer and Beginner Courses: Stipends	(3 workshops x 40 participants x \$87.50)+(3 workshops x 2 presenters x \$125)	\$11,250
212-Fixed Charges	04-Other Charges	2.3	MS ESOL Teacher Professional Development for Newcomer and Beginner Courses: Stipends - FICA	\$11,250 x .0765	\$861
203-205-09	02-Contracted Services	2.3	NearPod - EL: Training at Supervisor's Day	1 session @ \$2,018	\$2,018
203-205-09	02-Contracted Services	2.3	Newsela Training at Supervisor's Day	1 session @ \$1,500	\$1,500
203-205-09	03-Supplies & Materials	2.3	Office Laminator for Professional Development	(1 Laminator x \$1995) + (Laminating Paper \$37 x 4 sets)	\$2,143
203-205-09	03-Supplies & Materials	2.3	PD Supplies - microphones for virtual PD; technological resources for providing virtual PD	25 staff x \$450	\$11,250
203-205-09	02-Contracted Services	2.3	Registration for 80 participants to attend a workshop on meeting the needs of English Learners in Distance Learning	130 participants x \$50	\$6,500
203-205-09	01-Salaries & Wages	2.3	Saturday Session: PD for first year teachers to build instructional toolboxes: Stipends	(40 participants x 4 sessions x \$87.50) +(2 instructors x 4 sessions x \$125)	\$15,000
212-Fixed Charges	04-Other Charges	2.3	Saturday Session: PD for first year teachers to build instructional toolboxes: Stipends - FICA	\$15,000 x .0765	\$1,148
203-205-09	03-Supplies & Materials	2.3	First Year Elementary Teacher Book Study: Books	50 teachers x \$50 (book)	\$2,500
203-205-09	03-Supplies & Materials	2.3	First Year Elementary Teachers: Supplemental Instructional Materials (pocket charts, alphabet magnet, photo library, markers, Cultural Books ESOL Classroom Libraries)	50 teacher x \$500	\$25,000

Category #- Program #	Budget Obj. #	Activity	Description	Formula	Total	
203-205-09	02-Contracted Services	2.3	Saturday Session: Room Rental	\$400 x 2 spring sessions	\$800	
203-205-09	02-Contracted Services	2.3	Virtual Professional Development Courses - Supporting Immigrant Family and Communities in the School.	10 cohorts of 35 people @ \$7,410 per cohort	\$74,100	\$489,109
203-205-02	02-Contracted Services	3.1	Camp Schmidt Family Day: Catered Refreshments	210 attendees x \$10	\$2,100	
203-205-02	03-Supplies & Materials	3.1	Camp Schmidt Family Day: Non-Catered Refreshments	210 attendees x \$2	\$420	
209-Student Transportation	02-Contracted Services	3.1	Camp Schmidt Family Day: Rental of Vehicles	2 buses x \$800 each	\$1,600	
203-205-02	01-Salaries & Wages	3.1	Camp Schmidt Family Day: Stipends	6 teachers x \$175	\$1,050	
212-Fixed Charges	04-Other Charges	3.1	Camp Schmidt Family Day: Stipends-FICA	\$1,050 x .0765	\$80	
203-205-02	03-Supplies & Materials	3.1	Camp Schmidt Family Day: Supplies (shirts and project supplies)	210 attendees x \$10	\$2,100	\$7,350
203-205-02	03-Supplies & Materials	3.1	ESOL Virtual Parent Workshop Series: Materials	300 people x \$20	\$6,000	\$6,000
203-205-02	03-Supplies & Materials	3.1	International Student Admissions and Enrollment Office Registration/Orientation: Bulk snack items/water for ISAE0 for in-person registration/orientation (restart in Spring semester 2021)	2 sets of snacks x 3,000 people x \$1.50	\$9,000	\$9,000
203-205-02	01-Salaries & Wages	3.1	Interpreters for ESOL Assignments	1,500 hours x \$26/hour	\$39,000	
212-Fixed Charges	04-Other Charges	3.1	Interpreters for ESOL Assignments-FICA	\$39,000 x .0765	\$2,984	
203-205-02	03-Supplies & Materials	3.1	iPads for Parent Communication	115 iPads x \$349	\$40,135	\$82,119
203-205-02	03-Supplies & Materials	3.1	Senior Parent Workshops (Spring 2021): Folders for meeting materials	160 students x \$2.69/folder	\$430	
203-205-02	01-Salaries & Wages	3.1	Senior Parent Workshops: Interpreter Salaries	2 interpreters x 2 meetings x 4 schools x 4 hours per meeting x \$26 per hour	\$1,664	
212-Fixed Charges	04-Other Charges	3.1	Senior Parent Workshops: Interpreter Salaries - FICA	\$1,664 x .0992	\$165	
203-205-02	01-Salaries & Wages	3.1	Senior Parent Workshops: Staff Salaries	5 staff x 2 meetings x 4 schools x 4 hours per meeting x \$55 per hour = \$8,800	\$8,800	
212-Fixed Charges	04-Other Charges	3.1	Senior Parent Workshops: Staff Salaries - FICA	\$8,800 x .0765	\$673	\$11,733

Category #- Program #	Budget Obj. #	Activity	Description	Formula	Total	
203-205-02	01-Salaries & Wages	4.1	Middle School ESOL Curriculum Development & Revisions: Stipends	11 days x 1 writer x \$200	\$2,200	
212-Fixed Charges	04-Other Charges	4.1	Middle School ESOL Curriculum Development & Revisions: Stipends - Fringes	\$2,200 x .0765	\$168	
203-205-09	02-Contracted Services	4.1	Adobe Stock Images for Curriculum Development (750 images per month)	1 license x \$2,282 per year	\$2,282	\$4,650
203-205-09	01-Salaries & Wages	4.2	ELLEdTech Cohort 1& 2: Stipends	5 meetings x 8 people x \$87.50	\$3,500	
212-Fixed Charges	04-Other Charges	4.2	ELLEdTech Cohort 1& 2: Stipends - FICA	\$3,500 x .0765	\$268	\$3,768
203-205-09	02-Contracted Services	4.2	Listenwise: Professional Development Consultant	2 sessions x \$1,800	\$3,600	
203-205-02	02-Contracted Services	4.2	Listenwise: Software Licenses	1,500 students x \$13	\$19,500	
203-205-09	01-Salaries & Wages	4.2	Listenwise Training: Stipends	35 teachers x 1 day x \$175	\$6,125	
212-Fixed Charges	04-Other Charges	4.2	Listenwise: Stipends - Fringes	\$6,125 x .0765	\$469	\$29,694
203-205-02	02-Contracted Services	4.2	EduSkills: Platform to house ESOL data and accomodations	Development cost = \$100,000 + (10 school pilots x \$5,000)	\$150,000	\$150,000
203-205-02	02-Contracted Services	4.2	BrainPop and BrainPopJr Licenses for all Elementary Schools	118 schools x \$2,213	\$261,134	
203-205-09	01-Salaries & Wages	4.2	BrainPop/BrainPopJr Virtual Trainings: Stipends	\$87.50 x 30 half day sessions x 20 participants	\$52,500	
212-Fixed Charges	04-Other Charges	4.2	BrainPop/BrainPopJr Virtual Trainings: Stipends - FICA	\$52,500 x .0765	\$4,016	
203-205-09	01-Salaries & Wages	4.2	BrainPop/BrainPopJr: Summer Project Coordinator: Salary	15 days x 7.5 hours x \$48.33	\$5,437	
212-Fixed Charges	04-Other Charges	4.2	BrainPop/BrainPopJr: Summer Project Coordinator: Salary - FICA	\$5,437 x .0765	\$416	
203-205-02	02-Contracted Services	4.2	BrainPOP for High Schools: Software Licenses	\$1,647 x 16 schools	\$26,352	
203-205-09	01-Salaries & Wages	4.2	BrainPOP for High School ESOL Teachers' Training: Stipends	50 teachers x 1 day x \$175	\$8,750	
212-Fixed Charges	04-Other Charges	4.2	BrainPOP for High School ESOL Teachers' Training: Stipends - Fringes	\$8,750 x .0765	\$669	
203-205-09	02-Contracted Services	4.2	BrainPOP for High School: Professional Development Consultant	4 sessions x \$2500	\$10,000	

Category #- Program #	Budget Obj. #	Activity	Description	Formula	Total	
203-205-09	01-Salaries & Wages	4.2	BrainPOP ELL Training for MS ESOL teachers: Stipends	40 participants x \$87.50	\$3,500	
212-Fixed Charges	04-Other Charges	4.2	BrainPOP ELL training for MS ESOL teachers: Stipends - Fringes	\$3,500 x .0765	\$268	
203-205-09	01-Salaries & Wages	4.2	BrainPOP Training for CABLE Courses: Stipends	40 participants x \$87.50	\$3,500	
212-Fixed Charges	04-Other Charges	4.2	BrainPOP training for CABLE Courses: Stipends - Fringes	\$3,500 x .0765	\$268	
203-205-02	02-Contracted Services	4.2	BrainPOP ELL for Middle School Newcomers/Beginners: Software Licenses	\$636 x 31 schools	\$19,716	
203-205-02	02-Contracted Services	4.2	BrainPOP for use with Middle School ESOL CABLE Science Curriculum: Software Licenses	\$1,647 x 14 schools	\$23,058	
203-205-02	03-Supplies & Materials	4.2	Headsets to enhance virtual learning experiences	2,000 headsets x \$14	\$28,000	\$447,584
203-205-02	02-Contracted Services	4.2	Imagine Language & Literacy Licenses for Newcomers in 1st-5th Grade	2,647 licenses x \$100	\$264,700	
203-205-09	01-Salaries & Wages	4.2	Imagine Learning Summer Project Coordinator: Salary	10 days x 7.5 hours x \$68.91	\$5,168	
212-Fixed Charges	04-Other Charges	4.2	Imagine Learning Summer Project Coordinator: Salary - FICA	\$5,168 x .0765	\$395	
203-205-09	01-Salaries & Wages	4.2	Imagine Learning Virtual Training: Stipends	\$87.50 x 20 half day sessions x 20 participants	\$35,000	
212-Fixed Charges	04-Other Charges	4.2	Imagine Learning Virtual Training: Stipends - FICA	\$35,000 x .0765	\$2,678	\$307,941
203-205-02	02-Contracted Services	4.2	Learning A-Z Licenses for Elementary ESOL Teachers	470 licenses x \$377	\$177,190	
203-205-09	01-Salaries & Wages	4.2	Learning A-Z Summer Project Coordinator: Salary	10 days x 7.5 hours x \$47.90	\$3,593	
212-Fixed Charges	04-Other Charges	4.2	Learning A-Z Summer Project Coordinator: Salary - FICA	\$3,593 x .0765	\$275	
203-205-09	01-Salaries & Wages	4.2	Learning A-Z: Virtual Training Stipends	\$87.50 x 20 half day sessions x 20 participants	\$35,000	
212-Fixed Charges	04-Other Charges	4.2	Learning A-Z: Virtual Training Stipends - FICA	\$35,000 x .0765	\$2,678	\$218,735
203-205-02	03-Supplies & Materials	4.2	Bilingual Dictionaries	1,250 dictionaries x \$20	\$25,000	\$25,000
203-205-09	01-Salaries & Wages	4.2	Speaking & Listening Monitoring Tools Curriculum Writing: Stipends	7 teachers x \$200 x 25 days	\$35,000	

Category #- Program #	Budget Obj. #	Activity	Description	Formula	Total	
212-Fixed Charges	04-Other Charges	4.2	Speaking & Listening Monitoring Tools Curriculum Writing: Stipends - FICA	$\$35,000 \times .0765$	\$2,678	\$37,678
203-205-07	08-Transfers	4.2	Non-Publics: Contracted Services		\$4,500	\$24,496
203-205-07	08-Transfers	4.2	Non-Publics: Equipment		\$2,800	
203-205-07	08-Transfers	4.2	Non-Publics: Materials		\$9,438	
203-205-07	08-Transfers	4.2	Non-Publics: Registration		\$800	
203-205-07	08-Transfers	4.2	Non-Publics: Software		\$6,958	
203-205-02	01-Salaries & Wages	4.3	GED - Staff: Salaries	8 Staff Members x 144 days x 4.5 hours x \$55/hour	\$285,120	\$341,932
212-Fixed Charges	04-Other Charges	4.3	GED - Staff: Salaries- FICA	$\$285,120 \times .0765$	\$21,812	
203-205-02	03-Supplies & Materials	4.3	GED - Supplemental Instructional Materials (Chromebooks, Student Editions, Consumables, GED Study Guide, Whiteboards and Whiteboard markers	7 subjects x 5,000	\$35,000.00	
203-205-09	01-Salaries & Wages	4.4	Interim Assessment and ESOL Language Lab Project Coordinator	15 days x 7.5 hours x \$69	\$7,763	\$24,504
212-Fixed Charges	04-Other Charges	4.4	Interim Assessment and ESOL Language Lab Project Coordinator - Fringes	$\$7,763 \times .0765$	\$594	
203-205-09	01-Salaries & Wages	4.4	High School Interim Assessment Development: Curriculum Writing: Stipends	5 teachers x 15 days x \$200	\$15,000	
212-Fixed Charges	04-Other Charges	4.4	High School Interim Assessment Development: Curriculum Writing: Stipends - Fringes	$\$15,000 \times .0765$	\$1,148	\$162,591
203-205-02	02-Contracted Services	4.5	Speak Agent: English Learner student licenses & support bundle	$\$4,927 \times 33$ schools	\$162,591	
203-205-02	03-Supplies & Materials	5.1	KinderConnect Family Workshops: Materials (bookbags & books)	500 Kinder packs x \$32	\$16,000	\$18,000
203-205-02	02-Contracted Services	5.1	KinderConnect In-House Printing	500 packets x \$4	\$2,000	
203-205-02	03-Supplies & Materials	5.2	International Parent Leadership Consortitum Materials	30 people x \$50	\$1,500	\$6,323
203-205-02	02-Contracted Services	5.2	International Parent Leadership Consortium Catered Services	60 people x \$8	\$480	
203-205-02	02-Contracted Services	5.2	International Parent Leadership Consortium Consultant	8 virtual sessions x \$300	\$2,400	
203-205-02	02-Contracted Services	5.2	International Parent Leadership Consortium Space Rental	1 session x \$600	\$600	
203-205-02	01-Salaries & Wages	5.2	International Parent Leadership Consortium Virtual Child Care/Engagement: Stipends	8 sessions x 2 people x 3 hours @ \$26/hour	\$1,248	
212-Fixed Charges	04-Other Charges	5.2	International Parent Leadership Consortium Virtual Child Care/Engagement: Stipends - FICA	$\$1,248 \times .0765$	\$95	
203-205-02	01-Salaries & Wages	6	Job Fair Pay for Interviewers - 30 interviewers x 2 half days x \$100	30 screeners x 2 half days x \$100	\$6,000	

Category #- Program #	Budget Obj. #	Activity	Description	Formula	Total		
212-Fixed Charges	04-Other Charges	6	Job Fair Pay for Interviewers: Fringes	\$6,000 x .0765	\$459		
203-205-02	01-Salaries & Wages	6	Job Fair Project Coordinator	10 days x 7.5 hours x \$50	\$3,750		
212-Fixed Charges	04-Other Charges	6	Job Fair Project Coordinator: Fringes	\$3,750 x .0765	\$287		
203-205-02	02-Contracted Services	6	Job Fair: Room Rental	1 evening x \$4,000	\$4,000	\$14,496	
203-205-02	02-Contracted Services	6	Acrobat Pro DC Business License	13 licenses x \$204	\$2,652	\$2,652	
203-205-02	02-Contracted Services	6	Parent Notification Letters: In-House Printing	40,000 copies x .25	\$10,000	\$10,000	
201-22	08-Transfers	7.1	Administrative Costs	\$3,421,754 x .02	\$68,435	\$68,435	
					Total	\$3,421,754	\$3,421,754
					Allocation	\$3,421,754	

MSDE C-125 BUDGET REQUEST

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

ORIGINAL GRANT BUDGET	\$ 3,421,754.00	AMENDED BUDGET #		REQUEST DATE	11/15/20
GRANT NAME	Title III English Language Acquisition	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #	210482	RECIPIENT GRANT #	#3421		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Prince George's County Public Schools		
FUND SOURCE CODE	6941	GRANT PERIOD	7/1/2020	9/30/2022	

FROM TO

CATEGORY/PROGRAM	BUDGET OBJECT						
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							
Prog. 22 Business Support						68,435.00	68,435.00
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.	386,832.00	949,965.00	707,378.00				2,044,175.00
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 07 Non Public Transfers						24,496.00	24,496.00
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	515,836.00	627,717.00	51,693.00	18,710.00			1,213,956.00
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		1,600.00					1,600.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges				69,092.00			69,092.00
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	902,668.00	1,579,282.00	759,071.00	87,802.00	0.00	92,931.00	3,421,754.00

Finance Official Approval	Michael Herbstman, Chief Financial Officer	<i>Michael Herbstman</i>	11/12/20	301-952-6099
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Monica E. Goldson, Ed.D., Chief Executive Officer	<i>Monica E. Goldson</i>	11/13/2020	301-952-6008
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Ilhye Yoon, Lead Specialist, English Learner/Title III			410-767-0714
	Name	Signature	Date	Telephone #

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APPENDIX F

TITLE IV, PART A:

STUDENT SUPPORT AND

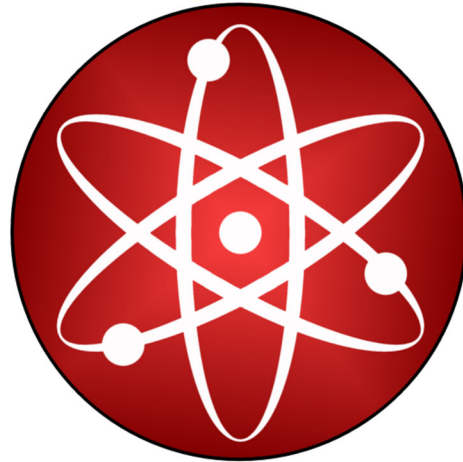
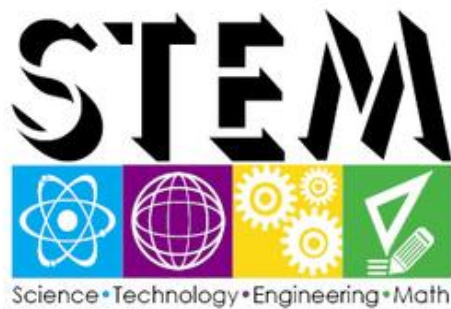
ACADEMIC ENRICHMENT

(SSAE) GRANTS



Appendix F: FY 2021 (July 1, 2020 – June 30, 2022)
Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): <u>Prince George's County Public Schools</u> (use drop down)	Grant Year: FY 2021
Title IV-A Point of Contact: <u>Elizabeth Faison, Acting Associate Superintendent of Student Services</u>	
Telephone: <u>(301) 567-5702</u>	E-mail: Elizabeth.Sessoms@pgcps.org



Title IV, Part A
Student Support and Academic Enrichment (SSAE) Grants

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Local Educational Agency (LEA): Prince George's County Public Schools
(use drop down)

Grant Year: FY 2021

Title IV-A Point of Contact: Elizabeth Faison, Acting Associate Superintendent of Student Services

Telephone: (301) 567-5702

E-mail: Elizabeth.Sessoms@pgcps.org

Title IV, Part A Application: Overview

- Data Profile (Data should be part of the needs assessment to identify local priorities.)
- Identified needs through a needs assessment
 - 1.0: Consultation (Required)
 - 2.0: Administrative Costs (Allowable)
 - 3.0: Needs Assessment (Required)
 - 4.0: Activities to Support Well-Rounded Educational Opportunities (Required)
 - 5.0: Activities to Support Safe and Healthy Students (Required)
 - 6.0: Activities to Support the Effective Use of Technology (Required)
 - 7.0: Equitable Services (Required)
 - 8.0: Assurances (Required)
 - 9.0: Internet Safety (Required)
 - 10.0: Budget Narrative

The purpose of Title IV, Part A Student Support and Academic Enrichment Grant (SSAE) is to provide funds to increase the capacity of State Educational Agencies, schools, and local communities to:

- 1) provide all students with access to a well-rounded education;
- 2) improve school conditions for student learning; and
- 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

The State will receive an allocation based on the Title I funding formula. Using the same Title I formula, based on the previous year's Title I population, the State will then allocate funds to LEAs. LEAs are required to submit an application/plan to the State to receive the Title IV, Part A allocation. An LEA, if it chooses, may apply for funds in consortium with one or more surrounding LEAs. Each LEA shall include a description of the following:

The stakeholder consultation activities that took place in the development of the plan, including:

- 1) How the required stakeholders were involved;
- 2) The process the LEA undertook to consult with private school officials to identify the needs of private school students and teachers;
- 3) A comprehensive needs assessment (For any LEA receiving at least \$30,000);
- 4) The programs and activities the LEA proposes to implement which must include as applicable, descriptions of any partnerships with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity;
- 5) How funds will be used for activities in the three content areas;
- 6) Program objectives and intended outcomes;
- 7) How the LEA will periodically evaluate the effectiveness of its SSAE programs based on the objectives and outcomes;
- 8) Proposed use of funds for the direct administrative costs of carrying out the LEA's program responsibilities; and
- 9) Completed set of assurances.

Consultation: In developing the application an LEA will:

- 1) Consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (as applicable), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title IV, Part A;
- 2) Seek advice from the individuals and organizations described in subsection (A) in ESEA regarding how to best to improve LEA activities to meet the purpose of the title;
- 3) Coordinate activities with related strategies, programs, and activities being conducted in the community; and
- 4) Ensure that required consultation cannot interfere with the timely submission of the application.

1.0 CONSULTATION – Required

Please provide a description of how the LEA **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)).

PGCPS believes that stakeholder engagement is a vital component of the school system's strategic success, and utilizes a variety of approaches to include virtual meetings, face-to-face meetings and written communications to convey Title IVA planning activities. To this end, the district has dedicated three different branches of the organization to the work of collaboration 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 an overview of activities stemming from these consultative efforts are presented here.

Overview of the Department of Student Services:

The Department of Student Services engages community and parent groups as an integral part of its operation. The Department of Student Services works closely with the Prince George's County Department of Health in arranging immunization for students attending the school. Through a collaboration with the **Prince George's County Department of Health**, multiple immunization clinics have been established within PGCPS schools to support students and parents. A collaboration with the **Prince George's County Department of Social Services** has focused on building the capacity of staff in recognizing child abuse and neglect. Leadership from both the school system and the Department of Social Services were trained by the organization, *Darkness to Light*, in recognizing the signs of abuse and neglect. Through that training, the school system moved forward to get some of its staff to become trained facilitators in *Darkness to Light*.

- The Safety Taskforce created by the CEO, which was charged with examining current practices in the school system to reduce and eliminate abuse is a collaboration that engages a broad spectrum of community leaders and stakeholders. The taskforce included professionals and parents from across the community. It included such leaders as the President of the Prince George's Community College, lawyers from firms that work with school systems, medical and academic doctors from the University of Maryland and Johns Hopkins, the director of the county's social services, and parents. The taskforce examined the school system's current practices and made recommendations for the school system to follow to create a more robust environment that would support reducing and eliminating abuse.
- The Department of Student Services works collaboratively with the school system's Office of Parent and Community Outreach. Through this outreach, the department directly assist parents in understanding and accessing abuse prevention, bullying and harassment resources, and understanding the importance and operational aspects of a child's Section 504 plan.
- The Department of Student Services has a partnership with Araminta Freedom Initiative (AFI), a nonprofit organization that is fighting human trafficking. Through our work with AFI, 10 schools have been trained in what to look for and how to support students who are being human trafficked. Additionally, all members of the school system's security staff have been trained, and the district is committed to offering this training to parents through the Parent Academy.

Internally, the **Department of Student Services** uses various ongoing practices to consult with its stakeholders 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 enables PGCPS to stay 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.
- Ongoing consultation happens with **Professional School Counselors** through their quarterly meetings, with **Pupil Personnel Workers** through their monthly meetings, and with **School Psychologists** at their monthly meetings. In all these scheduled meetings, activities are examined and evaluated for their effectiveness as well as determining what additional interventions may be needed to address students' well-being.

1.0 CONSULTATION – Required

Overview of the Department of Family and Community Engagement (DFCE):

In PGCPs, the Department of Family and Community Engagement (DFCE) is charged with leading all systemic initiatives designed to increase participation and intentional collaboration between families, schools, and the broader PGCPs community in support of the district's galvanizing goal: *outstanding academic achievement for all students*.

- For the district the DFCE has led the development of a “systemic definition” that defines parent, family, and community engagement as shared responsibility which seeks effective collaboration between the school system and its parents, families, and communities towards developing outstanding academic achievement for all of our diverse student populations.
- As a foundational pillar of the CEO's PGCPs Strategy Map, the school system's concept of “parent, family, and community engagement” seeks to engage and empower parents as our partners in promoting all children's academic growth and development across all settings where children can learn – at school, at home, and in the community.

Overview of the Partnerships and Development Office:

A Prince George's County Public Schools (PGCPs) business partnership is defined as a mutually agreed upon relationship between PGCPs and a business, a non-profit, faith-based and/or community leader partner whose mutual commitment and focus are to:

- strengthen PGCPs and the academic achievement of its students;
- provide opportunities for collaboration and support of businesses, non-profits, and community organizations, etc.; and
- collaborate directly with schools to provide direct services.

Community Schools (Formerly Prince George's County – Transforming Neighborhood Initiative):

Beginning in SY2019-2020, Prince George's County Public Schools implemented the *Community School Program*. The program replaced the Transforming Neighborhood Initiative (TNI @ School Program). Understanding that the state government had put a focus on community schools, the county government also saw a need to make a change in its TNI@School program to closely mirror what the state had codified in state law. The Community School Model is a national model where schools serve as the hub of the community providing both academic and social emotional support for students and their families. As defined by the Coalition of Community Schools, “A Community School is both a place and a set of partnerships between the school and other community partners to provide all students with top-quality academics, enrichment, health and social services, and opportunities to succeed in school and in life.”

Within community schools, as defined by the Coalition of Community Schools, “A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement lead to improved student learning, stronger families, and healthier communities. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Schools become centers of the community and are open to everyone – all day, every day, evenings, and weekends.

Using public schools as hubs, community schools bring together many partners to offer a range of supports and opportunities to children, youth, families, and communities. Partners work to achieve these results: Children are ready to enter school; students attend school consistently; students are actively involved in learning and their community; families are increasingly involved with their children's education; schools are engaged with families and communities; students succeed academically; students are healthy – physically, socially, and emotionally; students live and learn in a safe, supportive, and stable environment; and communities are desirable places to live.”

Each Community School has a Community School Coordinator who is responsible for helping to establish partnerships within the school's community as well as conducting a needs assessment to determine the needs of the school and its community. Community School sites provide wraparound services to students and are designed to remove barriers to academic success, support improved academic performance, and connect students and families to resources. The goal of Community Schools is to help ensure students and their families are resilient, successful, and ready to learn and are prepared to be involved in their community.

The Prince George's County Department of Social Services (PGCDSS) functions as the lead agency for the Community School Coordinators. PGCDSS has taken the lead in hiring the coordinators and works collaboratively with the PGCPs Office of Community Schools on training the coordinators, supervising the coordinators, and providing the coaching and mentoring for the coordinators. Coordinators are placed in 63 schools.

1.0 CONSULTATION – Required

The Community School Coordinators (CSC) are in schools 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 CSC 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 CSC 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 topic/issues relevant to student success and family stability

Please provide a description of how the LEA will use **ongoing consultation** to continually improve the local activities in order to meet the purpose of this subpart. (ESEA section 4106 (c)(2)).

Organizations that DFCE collaborates with to support our community-based partners:

The DFCE coordinates as well as participates in the following types of endeavors to meaningfully consult 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)). Virtual and/or face-to-face meetings and written communications systems are used to inform community-based partners of Title IVA planning activities. Community-based organizations is highlighted below.

- **The PGCPs Family Institute** is an on-going initiative built upon the recognition that the learning that occurs within the family, community, and other social aspects of students' lives, factors greatly in their school success. The Family Institute provides multitudinous opportunities by building the "Dual Capacity" of families and educators through the following:
 - one major fall conference to start the year and set the tone for engagement; and
 - weekly community-based learning and capacity-building sessions for families, educators, and community partners.
- **The PGCPs Faith-Based Outreach Initiative** affords the district and community partners from faith-based organizations the opportunity to provide input and meaningful support that enhances learning opportunities for students.
- **The PGCPs Parent Leadership Organization** development initiative affords parent leaders the opportunity to interface with school district and school-based leaders in order to participate in shared decision-making opportunities.

Organizations that the Partnership and Development Office collaborates with to support our community-based partners:

PGCPS collaborates with several organizations to support our community-based partners, i.e.:

- **The Excellence in Education Foundation for PGCPs Inc.** is a non-profit charitable organization that seeks to solicit, receive, and manage contributions to enhance learning opportunities for students. The primary purpose of the Foundation is to augment the quality of services provided to students of Prince George's County Public Schools (PGCPS). The Foundation seeks the financial support, business experience, and expertise of the private sector to ensure its success.
- **Prince George's Chamber of Commerce** is regarded as the leading voice for business in Prince George's County, The Prince George's Chamber of Commerce is a non-profit alliance of over 500 businesses, representing over a quarter of a million employees, making it one of the largest chambers in the state of Maryland and one of the largest chambers in the Washington Metropolitan region. Governed by a volunteer Board of Directors, the Chamber is a private organization funded primarily by membership dues.
- **Community Schools – Formerly the Transforming Neighborhood Initiative (TNI)** is an effort by the county to focus on uplifting neighborhoods in the county that face significant economic, health, public safety, and educational challenges. Through this initiative, PGCPS will partner with county agencies and support organizations to continue to improve the quality of life in those neighborhoods, while identifying ways to improve service delivery throughout the county for all residents.

As previously noted in the Overview of the Department of Student Services, the department regularly consults with its stakeholders to examine current practices and determine how to improve the activities that are happening within the school system and

1.0 CONSULTATION – Required

throughout the county. These practices were highlighted in the discussion of the following internal and external social service entities engaged in student service work:

- Wellness Council Meetings
- Urban School Wellness Consortium
- Professional School Counselors
- Pupil Personnel Workers
- School Psychologists
- Community School Coordinators

Please provide a description of how the LEA will **coordinate the implementation of local activities with other programs**, strategies, and activities being conducted in the community. (ESEA section 4106 (c)(2)).

The Department of Student Services uses ongoing consultation with other agencies, parents, and stakeholders to improve upon the activities that the department has in place to support students. The Office of Pupil Personnel Services meets on a regular basis with the Prince George's County Department of Social Services/Foster Care Division to discuss students who are part of the foster care program. From these meetings, the school system has been able to modify its processes for enrolling and supporting foster care students. Additionally, these meetings have made the system realize it needs to modify its Student Information System to create a way to identify students who are in the foster care system.

The county has an ongoing taskforce focused on immunization issues. This taskforce includes staff from the Prince George's County Department of Health, as well as local hospitals and school system staff. These ongoing meetings provide the school system with opportunities to review its current actions and make changes that will enhance its effectiveness to address student immunization efforts.

The county continues to work with subject matter experts in its efforts to address student abuse and neglect. As a result of the system's ongoing partnership with the Prince George's County Department of Social Services and due to its work with other experts, the system has reviewed all documents related to abuse and neglect and made necessary changes to many of those documents. The abuse training program has been totally revised based upon the collaboration with subject matter experts. During this year, procedures will continue to be reviewed based upon feedback from and collaboration with partnering experts.

Implementation of events, programs, and activities to support our community-based partners:

PGCPS's Office of Business and Non-Profit Partnerships employs a number of methods focused on outreach and in-reach efforts with and among corporate partners, businesses, non-profits, and community organizations that share the vision and goal of PGCPs of Outstanding Academic Achievement for All Students. As a result of the efforts of this department, PGCPs is proud to host and support numerous events, programs, and activities stemming from collaborations with our community-based partners that provide services, financial and in-kind donations to our students.

Events:

Teacher of the Year, CEO Business Advisory, Interfaith Council, College and Career Summit, and the following are a few:

- **PGCPS' Annual Back-to-School Fair** (held in August) – PGCPs annually hosts this event and distributes more than 10,000 backpacks each year to students. This collaboration engages a wide array of support from several local and corporate sponsors, and typically results in more than \$40,000 per annum of financial and in-kind donations.
 - o Educational Systems Federal Credit Union, Aetna, Comcast, Kaiser Foundation Health Plan of the Mid-Atlantic States, Inc., Wegmans, CareFirst, Excellence In Education Foundation, McDonald's, Inc. NBC4, Patient First, Chick-Fil-A, Faith-Based Organizations, and Fraternities and Sororities
- **PGCPS Annual Golfing for Education Tournament** – PGCPs annually hosts this event in collaboration with the Excellence in Education Foundation for PGCPs Inc. where funds are raised to provide scholarships to the students. This event generates funds enabling the awarding of more than \$150,000 in scholarships to graduating students.
- **PGCPS Annual Principal-for-a-Day** - We partnered with over 100 community-based partners to support our 200+ schools to serve as the "Principal" for the respective local school. The goal is to have the organizations to adopt the schools for a year.

Local Educational Agency: Prince George's County Public Schools
 (use drop down)

Grant Year: FY 2021

LEAs must develop and maintain an accounting system for Title IV, Part A funding, ensure timely submission of interim and final reports, and/or ensure proposed costs are permitted according to terms and conditions of grant, and are necessary for the performance of the project. Position(s) may also monitor expenditures including the private school base.

Administrative Costs: Costs associated with expenses incurred by the funded agency to organize, implement, and provide progress reports, including fiscal oversight of expenditures up to 2%. (THIS IS NOT YOUR INDIRECT COSTS- THOSE SHOULD BE INCLUDED IN BUDGET NARRATIVE- **DO NOT SUBTRACT ADMINISTRATIVE COSTS BEFORE DETERMINING 20% SPENDING FOR WELL-ROUNDED EDUCATION AND SAFE & HEALTHY STUDENTS**)

2.0 ADMINISTRATIVE COST – Allowable

Item	Line Item	Description	Public School Costs
2.1	201/23 - 02 – Contracted Services	Title IV, Part A Grant Project Manager (daily monitoring of grant activities)	\$54,250
2.2			
2.3			
2.4			
		Total for Section 2.0	\$54,250

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: Prince George's County Public Schools
(use drop down)

Grant Year: FY 2021

ESEA section 4106(d) requires that an LEA receiving an SSAE program allocation of at least \$30,000 must conduct a comprehensive needs assessment prior to receiving its allocation, and subsequent needs assessments at least once every three years, to examine its needs for improvement of:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Note: An individual LEA receiving an allocation that is less than \$30,000 is not required to conduct a comprehensive needs assessment. (ESEA section 4106(d)(2)).

3.0 NEEDS ASSESSMENT- Required

Guiding Questions		Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
3.1	What local needs have stakeholders identified?	Access to programs that promote STEM and Global Citizenship while also enhancing students' reading and math skills. Equitable access for students to demonstrate improvement in higher level classes such as AP and IB.	<p>The Department of Students Services works with its stakeholders throughout the school year to gather information and directly from them regarding their needs. Through regularly scheduled meetings with the Attendance and Immunization Task Force, the Department is able to identify needs and root causes as well as exchange ideas.</p> <p>Root causes related to the need for the Immunization Task Force include but are not limited to targeting specific grade levels of students that are not in compliance with state immunization guidelines and requirements. Partnerships continue with the Prince George's County Health Department to provide supports via mobile clinics at various sites throughout the district.</p> <p>In addition to the issue of immunization, student attendance remains a focus for the school district, and the Department of Student Services will continue to analyze root causes such as student engagement, homelessness and disproportionality related to student discipline. All schools receive support of a Pupil Personnel Worker (PPW) as well as the implementation of Student Intervention</p>	Equitable access to computing devices and broadband connectivity

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

3.0 NEEDS ASSESSMENT- Required				
Guiding Questions		Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
			Teams and Student Support Teams to guide the work related to attendance. Additionally, targeted schools receive support via a partnership between the department and AllHere, a leading AI-powered attendance intervention system that combines evidence-based strategies with automation, analytics, and engagement capabilities, in an easy, all-in-one platform for mitigating chronic absenteeism and improving overall student engagement and outcomes at scale.	
3.2	What data support the identified local needs?	IB, SAT and AP Exam scores support the identified local needs along with performance on FAST Assessments and Benchmark scores for Science and Social Studies. Attendance and suspension data are also considered.	<p>A plethora of data were reviewed and examined to determine root causes linked to specific issues. Some of these 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 to help determine actions that the school system needs to undertake to support health and wellness for students.</p>	The total number of devices and Hotspots distributed and assigned to students in the Asset Management System
3.3	What are the hardest to serve student groups?	Students in the lower economic areas of the County due to a lack of resources and/or the ability to access programs after school.	Students in lower income areas of the County are hardest to serve due to a lack of resources and/or accessibility to programs and supports.	Students living in more rural areas with limited Internet Service Providers (ISPs) in the area

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

3.0 NEEDS ASSESSMENT- Required				
Guiding Questions		Well-Rounded Education	Safe & Healthy Students	Effective Use of Technology
3.4	What inequities inherent in the system are driving some of the local needs?	Meeting the academic and social needs of an increasingly diverse student population is fraught with inherent inequities, particularly in the absence of equitable resources. For example, the Hispanic/Latino population for PGCPs is 36%, while 21% of the system's students are English Language Learners. https://www.pgcp.org/about-pgcp/facts-and-figures	The school system has more than 90 Title I schools and these schools represent more than 40% of all schools in the county. There are large concentrations of poverty in the county as well as more limited concentrations of wealth. The Department of Student Services does attempt to address inequities by assigning additional staff to schools based upon the needs found within each school. Additionally, Student Services works with county agencies to ensure that those agencies, where possible, have their resources assigned to schools based upon needs. For example, the Health Department operates four Wellness Centers at four high schools in the county. These high schools are located in the northern end of the county, the southern end of the county, and two in the middle part of the county. 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.	Tools to receive instruction delivered synchronously
3.5	How are the identified needs being prioritized when several significant needs are identified?	The identified needs are prioritized in order to address and support student achievement by bringing more opportunities to students.	PGCPs examines various approaches to expand staff capacity to better serve the needs of the students. PGCPs uses a collaborative approach to identify and prioritize needs. Also integral to this process are key community stakeholders (i.e., community organizations, parents and community leaders). The Department of Student Services works to ensure that priorities reflect areas that, if addressed, will have a measurable and lasting impact on implementation.	Working very closely with the Office of Student Services, Title I, and the Homeless Office.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: <u>Prince George's County Public Schools</u> (use drop down)		Grant Year: FY 2021
<p>ESEA section 4106(e)(2) requires that an LEA will prioritize the distribution of funds to schools served by the LEA:</p> <ul style="list-style-type: none"> i. are among the schools with the greatest needs, as determined by such LEA; ii. have the highest percentages or numbers of children counted under section 1124(c); iii. are identified for comprehensive support and improvement (CSI) under section 1111(c)(4)(D)(i); iv. are implementing targeted support and improvement (TSI) plans as described in section 1111(d)(2); or v. are identified as a persistently dangerous public elementary school or secondary school under section 8532. 		
Prioritizing Funds to School- Required		
<p>In rank order, i.e., first choice = highest priority, using the Federal examples above, select the LEA's priorities for distributing funds to schools. Select all that apply using the drop-down menu.</p>		<p>Provide a statement explaining how and why the LEA prioritized funds for the selected schools. If selected, please define "school with the greatest need".</p>
1.	Are among the schools with the greatest needs, as determined by the LEA	In order to assess the needs of the local school district, PGCPs engages in a strategic <i>needs assessment</i> planning process to identify the district's priorities for achieving its goal of academic achievement for all students. It is in this process that PGCPs executive leaders define "schools with greatest needs" based on academic areas requiring enhanced attention and students impacted. Moreover, schools with the highest percentages of low-income students – i.e. students eligible to receive either free or reduced priced lunch – correlate highly with schools with the greatest academic need.
2.	Select from prioritized needs.	
3.	Select from prioritized needs.	
4.	Select from prioritized needs.	
5.	Select from prioritized needs.	
Additional Comments:		

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: Prince George's County Public Schools
(use drop down)

Grant Year: FY 2021

To ensure that every student has access to a well-rounded education, LEAs must work to develop activities that foster connections among students' studies, curiosities, passions, and skills needed to become critical thinkers and productive members of society. In addition, funds should be used to promote a diverse set of learning experiences that engages students across a wide variety of courses, activities, and programs.

One goal of Title IV, Part A is to ensure that each LEA, that receive an allocation under section 4105 (a) will use a portion of the funds to develop and implement programs and activities that support access to a well-rounded education and educational experiences for all students. Additionally, consistent with section 4106(e)(2)(C) of the ESEA, any LEA that has received a SSAE program grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support well-rounded educational opportunities under Section 4107. (ESEA sections 4105(a),4106(e)(2)(C) and 4107(a)). **(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION).**

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

4.0 ACTIVITIES TO SUPPORT WELL-ROUNDED EDUCATIONAL OPPORTUNITIES – Required [ESEA §4107(a)(1)]

4.1	(1) Coordinated with other schools and community-based services and programs; [Section 4107](a)(1)	Coordination between the schools and the HB Owens Science Center to support the proper and effective use of the Pocket Lab Sensor and to facilitate student understanding and research.
4.2	(2) Conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities ; [Section 4107](a)(2)	The "A Day With An AP Reader" will be conducted by the College Board in an effort to build the capacity of our teachers in providing quality instruction to ensure success for our students in AP Classes. The College Board authors the curriculum used by the schools and develops the training materials to be aligned to what teachers should be using for instruction. Partnership with the Mikva Challenge to facilitate student engagement through the Conflict and Compromise: Agents of Change Through Social Movement. The Mikva Challenge organization developed the Soapbox Challenge and holds workshops around the nation.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities

The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. **For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.**

Well Rounded Education: Federal Examples ESEA§4107	Abbreviated Name
College and career guidance and counseling programs, such as—(i) postsecondary education and career awareness and exploration activities	Providing postsecondary education and career awareness and exploration activities
College and career guidance and counseling programs, such as—(ii) training counselors to effectively use labor market information in assisting students with postsecondary education and career planning	Training counselors to effectively use labor market information to assist students with college and career planning
College and career guidance and counseling programs, such as—(iii) financial literacy and federal financial aid awareness activities	Financial literacy and federal financial aid awareness activities
Programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution	Music and arts programs or activities
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”) such as—(i) increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses	Increasing access to high-quality courses in STEM subjects for groups traditionally underrepresented in these subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(ii) supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions)	Supporting the participation of low-income students in nonprofit competitions related to STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iii) providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects	Providing hands-on learning and exposure to STEM to enhance student understanding of the STEM subjects
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(iv) supporting the creation and enhancement of STEM-focused specialty schools [or a school, or dedicated program within a school, that engages students in rigorous, relevant, and integrated learning experiences focused on the STEM subjects, which include authentic schoolwide research (ESEA § 4102(8))]	Supporting the creation and enhancement of STEM-focused specialty schools
Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(v) facilitating collaboration among school, after-school program, and informal program personnel to improve the integration of programming and instruction in the identified subjects	Facilitating collaboration among school personnel to improve the integration of programming and instruction in STEM subjects

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Well-Rounded Education Opportunities

The table shown below details the Federal activity examples from the statute located in ESEA§4107. An abbreviated name is provided for each Federal example within the Well-Rounded Education content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity. **For example, if the LEA proposed activity is to pay for student Advanced Placement (AP) exam fees, then the LEA would select “Reimbursing low-income students for accelerated learning examination fees” from the drop down list of abbreviated names.**

Well Rounded Education: Federal Examples ESEA§4107	Abbreviated Name
<p>Programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science (referred to in this section as “STEM subjects”) such as—(vi) integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education</p>	<p>Integrating other academic subjects into STEM subject programs</p>
<p>Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (i) reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations</p>	<p>Reimbursing low-income students for accelerated learning examination fees</p>
<p>Efforts to raise student academic achievement through accelerated learning programs . . . [that provide postsecondary level courses (e.g., dual or concurrent enrollment programs) or postsecondary level instruction and examinations (e.g., Advanced Placement and International Baccalaureate programs) accepted for credit at higher education institutions (ESEA § 4104(b)(3)(A)(i)(IV))], such as— (ii) increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses</p>	<p>Increasing access to accelerated learning courses and dual or concurrent enrollment programs</p>
<p>Activities to promote the development, implementation, and strengthening of programs to teach traditional American history, civics, economics, geography, or government education</p>	<p>Activities to promote the instruction of American history, social studies, economics, geography, or government education</p>
<p>Foreign language instruction</p>	<p>World language instruction</p>
<p>Environmental education</p>	<p>Environmental education</p>
<p>Programs and activities that promote volunteerism and community involvement</p>	<p>Volunteerism and community involvement programs or activities</p>
<p>Programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics</p>	<p>Multiple discipline integration programs or activities</p>
<p>Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences</p>	<p>Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.1 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Well-Rounded Activity 4.1: First-Hand Climate Research Project for PGCPs 8th Grade Teachers and Students	
Activity Implementation: Grade 8 science teachers will attend a two session Professional Development at the HB Owens Science Center to learn about local climate change impacts, Pocket Lab Air data collection, learning how to download and analyze the 8th Grade Pocket Lab Climate Research Challenge Project data, and how to correctly use the Pocket Lab Sensor with students. The PD will take place in the Spring of 2021 for student implementation in the Fall of 2021.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> <ul style="list-style-type: none"> ▪ Students and educators will gain increased knowledge of climate change and its impact on the local community. ▪ Engage 8th-grade students in authentic school-based/local community research to characterize current conditions and monitor local climate change. ▪ Gain valuable collaborative research, technology, and communication skills to aid students in future STEM college and career readiness. 	Integrating other academic subjects into STEM subject programs Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: "Take Science to School" (an entire book published by the Academy researchers). This chapter focuses on how children come to school equipped to explore phenomena and teachers need to provide real-world science practices to help them explore the real world around them giving them authentic experiences. https://www.nap.edu/read/11625/chapter/11
Evaluation	
How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>	
Outcome 1: 100% of the students of teachers attending the Howard B. Owens Science Center professional development and who participate in the 8th grade school challenge, will increase their awareness of current local climate change and its impact on the community. Outcome 2: As a result of engaging students in authentic school-based community research on local climate change, 100% of students will gain increased skills that will aid in future college STEM and career readiness. Outcome 3: NA Click or tap here to enter text.	Evaluation for Outcome 1: Evaluation will be on-going throughout the project, starting with using a pre-training survey to assess teachers' current understanding of "climate change" impacts in Maryland, comfort level in utilizing "Pocket Lab Air" to collect, download, and analyze local data collected during the Owens PD field mission Evaluation for Outcome 2: Demonstrated success in implementing Pocket Lab Air with students by evaluating teacher/student Pocket Lab Air Climate Challenge Monitoring Projects of Choice. Evaluation for Outcome 3: NA Click or tap here to enter text.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.1 Well-Rounded Education Activities		
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.		
		Budget Narrative: Teacher Participant PD Stipends: 20 teachers x 175/day x 2 days = \$7,000 HBOSC Facilitator Stipend - \$1,000 Teacher Facilitators – 2 teachers x \$250/day x 2 days = \$1,000 Fringe Benefits - \$613
Use of Funds:	Provide a total dollar amount per activity.	\$9,689

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.2 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop-down menu** that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies.

LECS Plan Focus Area: School Quality and Student Success

Proposed Well-Rounded Activity 4.2: Turnitin Feedback Studio Writing Support Program

Activity Implementation: Teachers will receive training on the Turnitin Feedback Studio platform in the Fall of 2020 and will begin to use the platform to provide feedback to student writing submissions.

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed)</p> <ul style="list-style-type: none"> Students will learn effective research and citation skills to become more authentic in their writing. Educators' support will help students understand and employ the rules of citation in research and writing, and as a result, plagiarism will decrease among students. <p>Outcome 1: 80% of teachers in the IB Schools will use the Turnitin Feedback Studio platform to review and provide feedback to students on their writing submissions for the Extended Essay as a part of the IB Process.</p> <p>Outcome 2: 60% of the enrolled students whose teachers were trained on the Turnitin Feedback Studio platform will submit papers for feedback and plagiarism checks in an effort to improve their original writing submissions.</p> <p>Outcome 3: NA</p>	<p>Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence:</p> <p>Effectiveness of Turnitin https://files.eric.ed.gov/fulltext/EJ1203213.pdf</p> <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: 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> <p>Evaluation for Outcome 2: Trend data will be collected on the writing assignments submitted through Turnitin to compare the incidences of plagiarism among students whose teachers received Turnitin training against the incidences of plagiarism among students whose teachers did not receive the training.</p> <p>Evaluation for Outcome 3: NA Click or tap here to enter text.</p>
	<p>Budget Narrative: Multiyear Contract: Year 1 - \$110,279; Year 2 - \$118,405</p>
Use of Funds:	Provide a total dollar amount per activity. \$228,684

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.3 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop-down menu** that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. **ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.**

LECS Plan Focus Area: School Quality and Student Success

Proposed Well-Rounded Activity 4.3: Conflict and Compromise: Agents of Change Through Social Movements

Activity Implementation: Teacher training workshops will be held in the Fall of 2021 to support them in conducting in-school student workshops and preparing for the District-wide Mikva Challenge Student Forum in the Spring of 2022.

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101) (Use Drop Down Menus)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/>Students</p> <p><input checked="" type="checkbox"/>Educators</p> <p><input type="checkbox"/>Other Stakeholders: Click or tap here to enter text.</p> <p><input type="checkbox"/>Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed)</p> <ul style="list-style-type: none"> ▪ Students will learn how to use their voice to impact change and become more comfortable with public speaking. . ▪ Students will recognize that using their voice through public speaking can effect positive change in the communities and at school. <p>Outcome 1: 100% of students and teachers participating in the Prince George’s Change Makers workshops will show an increase in their knowledge on constitutional rights and civil liberties by developing and implementing a 3-minute call to action speech.</p> <p>Outcome 2: NA Click or tap here to enter text.</p> <p>Outcome 3: NA Click or tap here to enter text.</p>	<p>Activities to promote the instruction of American history, social studies, economics, geography, or government education</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence</p> <p>Fronius, Trevor, et al. “Restorative Justice in US Schools a Research Review.” WestEd, Feb. 2016. https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.p The Relationship of AP® Teacher Practices and Student AP Exam Performance.</p> <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: A pre-and-post civic engagement survey will be administered to teachers and students regarding knowledge of constitutional rights and civil liberties.</p> <p>Evaluation for Outcome 2: NA Click or tap here to enter text.</p> <p>Evaluation for Outcome 3: NA Click or tap here to enter text.</p>
	<p>Budget Narrative: Mikva Challenge Contract - \$25,215 Workshop Pay: 3 Days x \$175/day x 40 teachers = \$21,000 Fringe: \$1,607 Workshop Pay: ½ day x \$87.50 x 40 teachers = \$3,500</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.3 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Well-Rounded Activity 4.3: Conflict and Compromise: Agents of Change Through Social Movements	
Activity Implementation: Teacher training workshops will be held in the Fall of 2021 to support them in conducting in-school student workshops and preparing for the District-wide Mikva Challenge Student Forum in the Spring of 2022.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
	Fringe: \$268
Use of Funds:	Provide a total dollar amount per activity.
	\$51,589

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.4 Well-Rounded Education Activities

Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the **drop-down menu** that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. **ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.**

LECS Plan Focus Area: Academic Success

Proposed Well-Rounded Activity 4.4: AP and SAT Professional Development for Teachers to Impact Student Achievement

Activity Implementation: Either Face-to-Face or Virtual workshops will be held in the Spring and Summer FY2021.

Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
<p>Who benefits from this activity?</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Educators</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes?</p> <ul style="list-style-type: none"> ▪ Teachers' capacity to understand the AP content and best instructional practices will directly impact students' experience in their ability to <ol style="list-style-type: none"> (1) complete a college-level rigorous course in high school; and (2) be better prepared for the AP Exam; ▪ Teachers will provide effective instruction that will support students as they matriculate to other related courses. <p>Outcome 1: Based on participation in the AP Summer Institute, the number of AP teachers developing an understanding of the course curriculum and classroom instruction best practice strategies designed to improve students' ability to achieve success on the AP Exams will increase by 10%.</p> <p>Outcome 2: Based on participation in the <i>A Day with a Reader PD</i>, the number of teachers increasing their understanding of the scoring method used on AP Free Response Questions, and implementing strategies to prepare students for the AP Exam, will increase by 10% over the number of such teachers the previous school year.</p> <p>Outcome 3: The average score on AP exams of 50% of the students who enrolled in AP courses taught by teachers who attended either the 2021 AP Summer Institute and/or the 2021 A Day with</p>	<p>Other activities and programs to support student access to, and success in, a variety of well-rounded education experiences Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence: The Relationship of AP® Teacher Practices and Student AP Exam Performance.</p> <p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Compare the SY 2020 and the SY 2021 AP Exam scores of students taking AP courses from teachers who participated in the 2020 AP Summer Institute.</p> <p>Evaluation for Outcome 2: Compare the SY 2020 and the SY 2021 AP Exam scores of students taking AP courses from teachers who participated in the 2020 <i>A Day with a Reader PD</i>.</p> <p>Evaluation for Outcome 3: Compare the average 2021 AP exam score of students who enrolled in AP courses taught by teachers who attended either the 2021 AP Summer Institute and/or the 2021 A Day with a Reader professional development activity with the average score of students who enrolled in AP courses taught by other teachers.</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

4.4 Well-Rounded Education Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Well-Rounded Education strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Well-Rounded Education strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 4.4, 4.5, etc.	
LECS Plan Focus Area: Academic Success	
Proposed Well-Rounded Activity 4.4: AP and SAT Professional Development for Teachers to Impact Student Achievement	
Activity Implementation: Either Face-to-Face or Virtual workshops will be held in the Spring and Summer FY2021.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
a Reader professional development activity will be higher than the average score of students who enrolled in AP courses taught by other teachers.	
	Budget Narrative: AP Summer Institute: Contracts – 8 Courses @ \$11,500/course = \$92,000 Workshop Pay: 4 days x \$175/day x 150 = \$105,000 Fringe: \$8,033 A Day With An AP Reader: Contracts: 5 Courses @ \$4,500 = \$22,500 Workshop Pay: 5 days x \$175/day x 30 teachers = \$26,250 Fringes: \$2,008
Use of Funds:	Provide a total dollar amount per activity.
	\$255,791

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

BUDGET NARRATIVE 4.0

Prince George's County Public Schools					
Title IV, Part A Grant - Well Rounded Educational Opportunities - Budget Narrative					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Activity 4.0 - Strategy Item #4.1					
203-205-09/01 - Salaries & Wages	Howard B. Owens Science Center (HBOSC) First Hand Climate Research Project - Professional development (workshop pay)	20 teachers x \$175/workshop pay x 2 days	\$ 7,000	\$ -	\$ 7,000
212 -04 - Other Charges	Howard B. Owens Science Center (HBOSC) First Hand Climate Research Project - Professional development (fringe benefits)	\$7,000 x .0765 (FICA)	\$ 536	\$ -	\$ 536
203-205-09/01 - Salaries & Wages	HBOSC First Hand Climate Research Project - Facilitator Stipends	1 facilitator x \$1,000/stipend pay	\$ 1,000	\$ -	\$ 1,000
212 -04 - Other Charges	HBOSC First Hand Climate Research Project - Facilitator Stipends (fringe benefits)	\$1,000 x .0765 (FICA)	\$ 77	\$ -	\$ 77
203-205-09/01 - Salaries & Wages	HBOSC First Hand Climate Research Project - Teacher Facilitator Stipends	2 facilitators x \$250/per day x 2 days	\$ 1,000	\$ -	\$ 1,000
212 -04 - Other Charges	HBOSC First Hand Climate Research Project - Facilitator Stipends (fringe benefits)	\$1,000 x .0765 (FICA)	\$ 77	\$ -	\$ 77
Subtotal - Activity 4.0 - Strategy Item #4.1 (First Hand Climate)					\$ 9,689
Activity 4.0 - Strategy Item #4.2					
203 - 205 - 02/02 - Contracted Services	Turnitin Feedback Studio Writing Support Program (online platform application) - Contracted Services	Turnitin Feedback Studio Full Suite for 2 years (Year 1 - \$110,279 & Year 2 - \$118,405)	\$ 228,684	\$ -	\$ 228,684
Subtotal - Activity 4.0 - Strategy Item #4.2 (Turnitin Studio Writing Program)					\$ 228,684
Activity 4.0 - Strategy Item #4.3					
203-205-09/02 - Contracted Services	Conflict and Compromise: Agents of Change Through Social Movement (Mikva Challenge - Restorative Justice Program Contract - Contracted Services)	Based on vendor quotes	\$ 25,215	\$ -	\$ 25,215
203-205-09/01 - Salaries & Wages	Conflict and Compromise: Agents of Change Through Social Movement - Professional development (workshop pay)	40 Teachers x 3 days x \$175 workshop pay	\$ 21,000	\$ -	\$ 21,000
212 - 04 - Other Charges	Conflict and Compromise: Agents of Change Through Social Movement - Professional development (fringe benefits)	\$21,000 x .0765 (FICA)	\$ 1,607	\$ -	\$ 1,607

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Prince George's County Public Schools					
Title IV, Part A Grant - Well Rounded Educational Opportunities - Budget Narrative					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
203-205-09/01 - Salaries & Wages	Conflict and Compromise: Agents of Change Through Social Movement - Professional development (workshop pay)	40 Teachers x 1 1/2 half-day x \$87.50	\$ 3,500	\$ -	\$ 3,500
212 - 04 - Other Charges	Conflict and Compromise: Agents of Change Through Social Movement - Professional development (fringe benefits)	\$3,500 x .0765 (FICA)	\$ 268	\$ -	\$ 268
Subtotal - Activity 4.0 - Strategy Item #4.3 (Conflict & Compromise)					\$ 51,589
Activity 4.0 - Strategy Item #4.4					
203-205 - 02/02 - Contracted Services	AP Summer Institute - Contracted Services	8 courses @ \$11,500/each course	\$ 92,000	\$ -	\$ 92,000
203-205-09/01 - Salaries & Wages	AP Workshop - Professional development (workshop pay)	150 participants @ \$175/per participant x 4 days	\$ 105,000	\$ -	\$ 105,000
212-04 - Other Charges	AP Workshop - Professional development (fringe Benefits)	\$105,000 x .0765 (FICA)	\$ 8,033	\$ -	\$ 8,033
203-205 - 09/02 - Contracted Services	A Day with an AP Reader - Consultant Fee (contracted services)	5 workshops x \$4,500 (per workshop)	\$ 22,500	\$ -	\$ 22,500
203-205 - 09/01 Salaries & Wages	A Day with an AP Reader - Professional Development (workshop pay)	30 teachers x 5 sessions @ \$175 (workshop pay per session)	\$ 26,250	\$ -	\$ 26,250
212 - 04 - Other Charges	A Day with an AP Reader - Professional development (fringe benefits)	\$26,250 x .0765 (FICA)	\$ 2,008	\$ -	\$ 2,008
Subtotal - Activity 4.0 - Strategy Item #4.4 (AP Professional Development)					\$ 255,791
Title IV, Part A - Well Rounded Educational Opportunities - Grand Total:					\$ 545,752

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency: Select a LEA.Prince George's County Public Schools
FY 2021

Grant Year:

(use drop down)

To guarantee the safety and well-being of every student, LEAs must develop programs or activities that foster safe, healthy, supportive and drug-free environments, including direct student services and professional development and training for school staff. Consistent with section 4106(e)(2)(D) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at least 20 percent of SSAE program funds for activities to support safe and healthy initiatives for students under section 4108. **(20% IS TO BE DETERMINED FROM OFF THE TOP OF THE ORIGINAL ALLOCATION)**

It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, generally must obtain prior written informed consent from the parent of each child who is under 18 years of age in order to participate in any mental health assessment or service that is funded with the Student Support and Academic Enrichment program funds. (ESEA sections 4106(e)(2)(D) and 4108(a)).

Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]

<p>(5.1) Coordinated with other schools and community-based services and programs; [Section 4108](1)</p>	<p>PGCPS and more specifically, the Department of Student Services collaborates with various organizations to address health and wellness for students in the school system to include:</p> <ul style="list-style-type: none"> • Prince George’s County Health Department — Immunization Wellness Clinics • Maryland Partnership for Prevention — Immunization • Advanced Behavioral Health • April May Company • La Clinica del Pueblo • Mary Center • Sheppard Pratt • The Children's Guild • Thrive Behavioral Health <p>The mental health frameworks used to provide staff training in the areas of crisis prevention are informed by the National Association of School Psychologists’ PREPaRE model, which stands for prevent and prepare, reaffirm, evaluate, provide interventions and respond, and examine.</p>
<p>(5.2) 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:</p> <ul style="list-style-type: none"> • Board of Education Member • Parent Teacher Organizations/Associations; Parent Leader Groups • Department of Students Services • Department of Food and Nutrition Services • Department of Benefits • Department of Curriculum and Instruction • Prince George’s County Parks and Recreation • Prince George’s County Health Department

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.0 ACTIVITIES TO SUPPORT SAFE AND HEALTHY STUDENTS – Required [ESEA §4108]	
	<ul style="list-style-type: none"> • University of Maryland • Bowie State University • Kaiser Permanente • Care First <p>The Council focuses its efforts on student and staff wellness and supporting the mental health of students. PGCPs has in place processes and procedures to ensure the safety and well-being for students to include but not limited to the following:</p> <ul style="list-style-type: none"> • Training for all school nurses to combat opioid addiction • Training for athletic directors to combat opioid addiction • Counseling provided to students with issues related to drugs and alcohol • PGCPs sponsored the Quad County PBIS Return Team Conference • PGCPs has created a bullying app that will allow parents, students and bystanders access to confidentiality submit an electronic report of bullying, harassment and intimidation
(5.3) Promote the involvement of parents and in the activity or program; [Section 4108](3)]	PGCPs continues to maintain a Wellness Council. The Department of Student Services works with the Department of Family and School Partnerships and Community Outreach and members of the Board of Education to facilitate parent sessions in the area of bullying education and mental health.
(5.4) May be conducted in partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; [Section 4108](4)]	PGCPs works tirelessly to ensure for the well-being of our students and staff, as evidence by its partnership with organizations such as The Children’s Guild that have demonstrated experience and ability in using proven school-based mental health and well-being models and frameworks to provide staff training in the areas of Crisis Prevention Intervention, Peer Mediation and Social and Emotional support.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Safe and Healthy Students

The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

Safe and Healthy Students: Federal Examples ESEA§4108	Abbreviated Name
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(i) programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes	Evidence-based drug and violence prevention activities and programs
Drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available) including—(ii) professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention	Evidence-based professional development and training to prevent drug use and violence
In accordance with sections 4001 and 4111—(i) school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers	School-based mental health services, including early identification of mental health symptoms, drug use, and violence
In accordance with sections 4001 and 4111—(ii) school-based mental health services partnership programs that—(I) are conducted in partnership with a public or private mental health entity or health care entity; and (II) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—(aa) based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); (bb) coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and (cc) provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise	Comprehensive school-based mental health services partnership programs that provide staff development based on evidence-based trauma-informed practices
Programs or activities that—(i) integrate health and safety practices into school or athletic programs	Programs or activities that integrate health and safety practices in schools or athletic programs
Programs or activities that—(ii) support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students	Healthy, active lifestyle programs and activities
Programs or activities that—(iii) help prevent bullying and harassment	Bullying and harassment prevention programs or activities
Programs or activities that—(iv) improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion,	Programs or activities to improve instructional practices for developing relationship-building

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Safe and Healthy Students

The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

Safe and Healthy Students: Federal Examples ESEA§4108	Abbreviated Name
violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment	skills and preventing coercion, violence, or abuse
Programs or activities that—(v) provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse	Mentoring and school counseling programs and activities
Programs or activities that—(vi) establish or improve school dropout and reentry programs	School dropout prevention and reentry programs
Programs or activities that— (vii) establish learning environments and enhance students’ effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports	Providing safe and healthy learning environments, such as integrated systems of student and family supports
High-quality training for school personnel, including specialized instructional support personnel, related to— (i) suicide prevention	Suicide prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to— (ii) effective and trauma-informed practices in classroom management	High-quality training for school personnel related to effective and trauma-informed practices in classroom management
High-quality training for school personnel, including specialized instructional support personnel, related to— (iii) crisis management and conflict resolution techniques	High-quality training for school personnel related to crisis management and conflict resolution techniques
High-quality training for school personnel, including specialized instructional support personnel, related to— (iv) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (8) or (9) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102))	Human trafficking training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to— (v) school-based violence prevention strategies	High-quality training for school personnel related to school-based violence prevention strategies
High-quality training for school personnel, including specialized instructional support personnel, related to— (vi) drug abuse prevention, including educating children facing substance abuse at home	Drug abuse prevention training for school personnel
High-quality training for school personnel, including specialized instructional support personnel, related to— (vii) bullying and harassment prevention	Bullying and harassment prevention training for school personnel
In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(i) age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse	Age- and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for Safe and Healthy Students

The table shown below details the Federal activity examples from the statute located in ESEA§4108. An abbreviated name is provided for each Federal example within the Safe and Healthy Students content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

Safe and Healthy Students: Federal Examples ESEA§4108	Abbreviated Name
<p>In accordance with sections 4001 and 4111, child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—(ii) information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child</p>	<p>Providing information to parents and guardians of students about child sexual abuse awareness and prevention</p>
<p>Designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—(i) is consistent with best practices; (ii) includes strategies that are evidence-based (to the extent the State, in consultation with LEAs in the State, determines that such evidence is reasonably available); and (iii) is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a “youth PROMISE plan”</p>	<p>Designing and implementing an evidence-based, locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools</p>
<p>Implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning</p>	<p>Implementing schoolwide PBIS</p>
<p>Designating a site resource coordinator at a school or LEA to provide a variety of services, such as—(i) establishing partnerships within the community to provide resources and support for schools;(ii) ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and(iii) strengthening relationships between schools and communities</p>	<p>Designating a school or district site resource coordinator</p>
<p>Pay for success initiatives [or “a performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector” (ESEA § 8101(40))] aligned with the purposes of this section</p>	<p>Aligned Pay for success initiative</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.1: Positive Behavior Intervention Supports (PBIS)	
Activity Implementation: (How will the activity operate and over what duration?) In SY2020-2021, implementation of this activity will operate by: <ul style="list-style-type: none"> ▪ Providing PBIS trained schools an opportunity to attend on-site or virtual trainings in order to build their skill set to better manage behavior and engage students in the educational process. ▪ Providing PBIS coaches an opportunity to attend conferences (virtually or in-person) to gain skill sets in building the framework and leading their school-based team. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> Students and Educators will benefit from the desired changes listed below: <ul style="list-style-type: none"> ▪ PBIS schools will realize an increase in positive school climate. ▪ PBIS schools will experience a decrease in substantiated reports of bullying, harassment and intimidation. ▪ PBIS schools will develop and implement a school-wide bullying prevention plan. Outcome 1: <ul style="list-style-type: none"> ▪ 100% of schools mandated by MSDE will receive PBIS training with support in implementing the PBIS framework, and show: <ul style="list-style-type: none"> ○ Improved school staff's ability to manage behavior and engage students in the educational process. ○ Enhanced ability by school administrators and educators to address: Implicit Bias, Equity, Brain Function, Bullying, a Tiered-based approach, behavior management and building positive climate and culture. The trainings will be offered throughout the 2020/2021 school year. Outcome 2:	Implementing schoolwide PBIS Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: "Positive Behavioral Interventions and Support Program" defined in Maryland Statute 7-304.1. "Positive Behavioral Interventions and Support Program" means the research-based, systems approach method adopted by the State Board to build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn. " Maryland Senate Bill 96- Education – Truancy Rates—Behavioral Interventions and Support Programs and Behavior Modifications Programs requires that PBIS be in certain schools based upon truancy rates and suspensions rates. All high schools in PGCPs are required to have a PBIS program. Each PBIS trained school must have a team that is responsible for building the framework, leaders that will lead the team, and the team is responsible for sharing, training and implementation with the overall staff. http://www.pbismaryland.org/resources/research-briefs https://www.pbis.org/resource-type/evaluation-briefs https://www.pbis.org/search?query=OSEP+
	Evaluation
	How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
	Evaluation for Outcome 1: PBIS trained schools will submit an action plan to implement at least one intervention/strategy they learned from the training attended. The action plan would

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.1: Positive Behavior Intervention Supports (PBIS)	
Activity Implementation: (How will the activity operate and over what duration?)	
In SY2020-2021, implementation of this activity will operate by: <ul style="list-style-type: none"> ▪ Providing PBIS trained schools an opportunity to attend on-site or virtual trainings in order to build their skill set to better manage behavior and engage students in the educational process. ▪ Providing PBIS coaches an opportunity to attend conferences (virtually or in-person) to gain skill sets in building the framework and leading their school-based team. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<ul style="list-style-type: none"> ▪ 50 PBIS coaches, after attending PBIS trainings and the Association for Positive Behavior Support (PBS) conference, will use new skill sets with their team and school to include but not limited to: responding to problematic behavior, bullying, Response to Intervention (RtI), positive climate culture, collecting/analyzing data, building an effective multi system of support, aligning academics and behavior. ▪ All PBIS coaches will be able to identify staff and student needs and provide the appropriate interventions and strategies. ▪ All PBIS coaches will be able to assist their team and then ultimately staff with appropriate implementation of evidenced based interventions and strategies. 	<p>include how they will teach staff, support staff, and implement the intervention to students with a timeline. The PBIS Coordinator will follow-up with site visits to monitor progress and provide support.</p> <p>Evaluation for Outcome 2: Coaches will submit an action plan to implement at least one intervention/strategy they learned from the conference attended. The action plan will include how they will teach staff, support staff, and implementation to students with a timeline. PBIS Coordinator will follow-up with site visits to monitor progress and provide support.</p>
<p>Outcome 3: 250 PBIS Coaches will receive subscriptions to the Solution Tree Global PD library. The Global PD library will be a resource to access texts, videos and forms to support the implementation of positive school climate, behavior management and alignment to academic success.</p>	<p>Evaluation for Outcome 3: The PBIS Coordinator will provide a playlist of videos for review and activities to accompany the playlist that will be submitted and discussed. PBIS coaches will include in their action plan how they will use the resource.</p>
	<p>Budget Narrative: PBIS New Team Training 50 Participants Workshop Pay @\$87.50ea. ½ Day for 8 days for after school training =\$35,000 \$35,000 x .0765 (fica) = \$2,678 Grand total - \$37,678 Solution Tree Global PD Subscription 250 @ \$70 each Total=\$17,500 APBS Conference Registration for 50 ppl @ \$350 per registration Total=\$17,500 Grand Total or all activities=\$70,000</p>
Use of Funds:	Provide a total dollar amount per activity.
	\$63,928

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.2: Restorative Approaches	
Activity Implementation: (How will the activity operate and over what duration?) Implementation of this activity will occur in SY2020-2021 and will operate by: <ul style="list-style-type: none"> ▪ Coordinating effective professional in-person or virtual training opportunities for School Coordinators. ▪ Monitoring application of professional development activities rendered by the School Coordinators. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: Parents/Guardians <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Mentoring and school counseling programs and activities Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: https://www.rand.org/pubs/research_reports/RR2840.html
What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> <ul style="list-style-type: none"> ▪ A reduction in student suspensions in schools identified as restorative trained schools. ▪ An enhanced ability of educators to positively impact teaching and learning outcomes. ▪ The schools receive increased support of parents on issues positively impacting student suspensions. 	Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
Outcome 1: All (100%) schools, whose Restorative Approaches Coordinator attended related professional development, will receive Restorative Approaches training from their coordinator.	Evaluation for Outcome 1: Each coordinator will engage in professional development with school staff by utilizing the resource book. Reflection checklist by district coordinator 2021. Number of staff trained data in MyPPS/mid-year/end of year survey.
Outcome 2: In SY2020, suspensions in all restorative approaches trained schools will be reduced by 2% from the number reported during SY2020.	Evaluation for Outcome 2: Suspension and School Climate data for 2020-2021.
Outcome 3: NA	Evaluation for Outcome 3: NA

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.2: Restorative Approaches	
Activity Implementation: (How will the activity operate and over what duration?)	
Implementation of this activity will occur in SY2020-2021 and will operate by:	
<ul style="list-style-type: none"> ▪ Coordinating effective professional in-person or virtual training opportunities for School Coordinators. ▪ Monitoring application of professional development activities rendered by the School Coordinators. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
	<p>Budget Narrative</p> <p>Restorative Practice Coordinator – Summer Work 10 additional days (summer work) - 1 employee @ \$60.00/per hour (estimated hourly rate) x 7.5 hours per day x 10 days = \$4,500 \$4,500 x .0765(FICA) = \$344</p> <p>Subtotal - \$4,844</p> <p>The Restorative Classroom (resource book) 50 school coordinators x \$35.00/per book</p> <p>Total - \$1,750</p> <p>Grand total - \$6,594</p>
Use of Funds:	Provide a total dollar amount per activity.
	\$6,594

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.3: Bullying, Harassment and Intimidation Prevention	
Activity Implementation: (How will the activity operate and over what duration?)	
Implementation of this activity will occur throughout the SY2020-2021 via enhanced supports to schools in the areas of: <ul style="list-style-type: none"> ▪ Designing and implementing inclusive school communities. ▪ Developing and implementing intervention strategies to support students facing incidents of bullying. ▪ Providing resources to students, families and staff. ▪ Training staff within the Department of Student Services to provide technical assistance to schools and workshops to families. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: <input checked="" type="checkbox"/> Parents/Guardians <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Bullying and harassment prevention programs or activities Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: https://www.secondstep.org/leadership-institute https://www.stopbullying.gov/resources/get-help-now
What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> <ul style="list-style-type: none"> ▪ A reduction in bullying, harassment and intimidation in cases of students attending K-5 schools. ▪ An improvement in the ability of elementary school educators and parents to recognize and support efforts in decreasing acts of bullying, harassment and intimidation in K-5 schools. Outcome 1: <ul style="list-style-type: none"> ▪ 100% of students in Grades K-5 will be able to recognize, report, and react to bullying, harassment, and intimidation. ▪ 100% of educators and administrative staff will show an increase in their ability to recognize and respond appropriately when they observe bullying or receive a bullying report. Concurrently, educators will gain greater insight about bullying through the teaching of a unit in the <i>Second Step Program</i> for Grades K-5 at 30 elementary schools (continuation of a pilot) ▪ 100% of elementary schools receiving the Second Step Program will report a minimum of a 5% reduction in substantiated bullying, harassment and intimidation cases. 	Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> Evaluation for Outcome 1: School data will be analyzed to assess the reduction of substantiated cases of bullying. Data from the Second Step Bullying Prevention Unit Checklist will be retrieved. Evaluation for Outcome 2: Analysis of school culture data; disaggregated analysis of school and district bullying data; disaggregated analysis of parent/student request for a school transfer based on bullying via second assignment of PGCPs staff. Evaluation for Outcome 3: Analyze PGCPs bullying, harassment and intimidation data. The following questions will be discussed: <ul style="list-style-type: none"> ▪ How frequently is bullying occurring and where? ▪ Do students know how to respond to bullying behavior?

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.3: Bullying, Harassment and Intimidation Prevention	
Activity Implementation: (How will the activity operate and over what duration?)	
Implementation of this activity will occur throughout the SY2020-2021 via enhanced supports to schools in the areas of: <ul style="list-style-type: none"> ▪ Designing and implementing inclusive school communities. ▪ Developing and implementing intervention strategies to support students facing incidents of bullying. ▪ Providing resources to students, families and staff. ▪ Training staff within the Department of Student Services to provide technical assistance to schools and workshops to families. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>Outcome 2: 100% of educators and staff trained will acquire practical strategies for reducing bullying across all levels, K-12, and improve inclusion for traditionally marginalized students (i.e., race, language, culture, disability, and poverty).</p> <p>Outcome 3: Incidences of bullying, cyberbullying, harassment, and intimidation among students will be reduced by 2% below the number of incidents reported in SY2019-2020.</p>	<ul style="list-style-type: none"> ▪ Do students, who report bullying, feel that their concerns were listened to and taken seriously by the adults? At what rate is coaching occurring for bullying situations and who is being coached? ▪ Are lessons and books related to bullying useful? ▪ What do all teachers (including specialists) think of the bullying prevention?
	<p>Budget Narrative:</p> <p>Second Step: \$1,129.00 per kit x 25 school - \$28,225; Bullying Prevention curriculum for students in grades K-5 to be implemented by the Professional School Counselor</p> <p>Second Assignment Stipend – 1 employee @ \$55.00 (estimated hourly rate) x 169 hours = \$9,295 / \$9,295 x .0765 (FICA) = \$10,006; Bullying, Harassment and Intimidation data entry by current PGCPs employee</p> <p>Professional Development on school culture and achievement: Registration \$750 x 2=\$1,500, Flight \$800 x 2=\$1,600, Hotel \$250 x 4 nights x 2=\$2,000, Per Diem \$150 - \$155 (estimated) x 4 x 2=\$868</p>
Use of Funds:	Provide a total dollar amount per activity.
	\$44,199

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.4: Safe Schools	
Activity Implementation: (How will the activity operate and over what duration?) Implementation of this activity will occur throughout SY2020-2021 and operate by: <ul style="list-style-type: none"> ▪ Providing students with information on accessing online modules. ▪ Providing mental health-related resources and supports to students and educators (virtually or in-person) from the Mental Health Coordinator. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: <input type="checkbox"/> Parents/Guardians <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	School-based mental health services, including early identification of mental health symptoms, drug use, and violence Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: Evidence of Student Training Programs for Help Seeking Role of Counselors Providing Student Education to Increase Climate Cybersafety for Students
What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> <ul style="list-style-type: none"> ▪ Students and educators will have access to resources on to suicide prevention, bullying, sexual harassment, cyberbullying and drug and alcohol use. ▪ Students and educators will demonstrate increased understanding on issues related to suicide prevention, bullying, sexual harassment, cyberbullying and drug and alcohol use. 	DeVoe, J., & Murphy, C. (2011). Student Reports of Bullying and Cyber-Bullying: Results From the 2009 School Crime Supplement to the National Crime Victimization Survey (No. NCES 2011-336). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Fekkes, M., Pijpers, F. I. M., & Verloove-Vanhorick, S. P. (2006). Effects of Antibullying School Program on Bullying and Health Complaints. Archives of Pediatrics & Adolescent Medicine, 160(638-644).
Outcome 1: 80% of identified high school students will complete bundles 1 and 2, and 80% of identified middle school students will complete bundle 1 of online behavioral modules.	Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
Outcome 2: Achieve an increase of 10% in the number of students who seek counseling support from a trained professional for suicidal ideation.	Evaluation for Outcome 1: Monitor and report online usage by students using application software.
Outcome 3: Improve the maintenance and accuracy of the suicidal ideation logs by 50%.	Evaluation for Outcome 2: Review counseling logs to assess frequency with which students are seeking help for suicidal ideation.
	Evaluation for Outcome 3: Review counseling logs to assess frequency with which students are seeking help for suicidal ideation.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.4: Safe Schools	
Activity Implementation: (How will the activity operate and over what duration?) Implementation of this activity will occur throughout SY2020-2021 and operate by: <ul style="list-style-type: none"> ▪ Providing students with information on accessing online modules. ▪ Providing mental health-related resources and supports to students and educators (virtually or in-person) from the Mental Health Coordinator. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
	Budget Narrative: Lessons will be provided to students through online modules for the following groups (On-line subscriptions): (Collection 1, Grades 9-12) 38,181 High School Students (Bundle & 1&2) = \$19,460.05 (Collection 1, Grades 6-8) - 27,993 Middle School Students (Bundle 1) = \$8,258.05
Use of Funds:	Provide a total dollar amount per activity. \$27,718

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.5: Social and Emotional Support	
Activity Implementation: (How will the activity operate and over what duration?) In SY2020-2022, implementation of this activity will operate by:	
<ul style="list-style-type: none"> ▪ Coordinating attendance of school-based staff to attend the annual 2021 CPSEL conference virtually or in-person. ▪ Monitoring school-based staff ability to effectively implement training (in-person or virtually) on SEL into classroom activities. ▪ Implementing a 8 person mental health team to support the district COVID 19 re-entry plan. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input checked="" type="checkbox"/> Other Stakeholders: School-based staff (Professional School Counselors, Professional School Nurses, bus drivers, Food Service Workers <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: Social and emotional skills play a role in determining the extent to which students will be well-equipped to meet the demands of the classroom, if they will be able to fully engage in learning and thus benefit from instruction. Research has documented the positive effects of Social Emotional Learning (SEL) on student attitudes, behavior, and academic achievement and on adult life outcomes. Agostino, Resnick, Utne-O'Brien and Weissberg (2019) demonstrated a positive link between SEL and academic achievement. The results of their research highlighted the following: <ul style="list-style-type: none"> ▪ SEL helps students manage emotions that interfere with learning and concentration. ▪ SEL helps students develop motivation and ability to persevere even with challenges and setbacks. ▪ SEL supports student efforts to work cooperatively. Links: http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7156240/ https://www.hsph.harvard.edu/news/features/kids-may-face-mental-health-issues-as-school-begins-amid-pandemic/
What are the desired changes? (Address all beneficiaries selected above; add more as needed) The desired changes listed below will benefit students, educators and other stakeholders (identified above): <ul style="list-style-type: none"> ▪ Implementation of a comprehensive SEL district plan prepared by the Department of Student Services and disseminated district-wide to support increased knowledge, awareness of SEL among students and educators. ▪ Effective implementation of SEL practices by educators to positively impact students' social and emotional learning. ▪ Improvement in students' ability to identify and manage their emotions in support of improved academic outcomes. ▪ Engagement of community partner organizations in providing resources on issues related to SEL. 	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.5: Social and Emotional Support	
Activity Implementation: (How will the activity operate and over what duration?)	
In SY2020-2022, implementation of this activity will operate by:	
<ul style="list-style-type: none"> ▪ Coordinating attendance of school-based staff to attend the annual 2021 CPSEL conference virtually or in-person. ▪ Monitoring school-based staff ability to effectively implement training (in-person or virtually) on SEL into classroom activities. ▪ Implementing a 8 person mental health team to support the district COVID 19 re-entry plan. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<ul style="list-style-type: none"> ▪ To develop a uniform district-wide plan that will include a cadre of resources, documents, lessons and toolkits intended to support students', educators' and parents' mental health in light of COVID 19 school re-entry. <p>Outcome 1: 20 PGCPs school psychologists will attend the 2021 Center for the Promotion of Social (CASEL) Personal Assessment and Reflection and Emotional Learning (CPSEL) National Conference, held on May 17-19, 2021.</p> <p>Outcome 2: 80% of conference attending school-based staff will show an increase in knowledge on issues related to social and emotional learning.</p> <p>Outcome 3: An 8-person district level Mental Health Strategy Team will be established and operationalized by January 2021.</p> <p>Outcome 4: 95% of students receiving counseling services will be positively impacted by school-based-staff who attended and implemented CPSEL conference training into their counseling practices.</p>	<p>https://www.apa.org/monitor/2020/09/safeguarding-mental-health</p> <p>https://www.schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf</p> <p>https://kognito.com/blog/mental-health-impact-of-covid-19-on-schools</p> <p>Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i></p> <p>Evaluation for Outcome 1: Certificate of attendance attained by each (20) School Psychologists attending the CPSEL 2021 National Conference.</p> <p>Evaluation for Outcome 2: Pre- and -post assessments of conference attending school psychologists on the Collaborative for Academic, Social, and Emotional Learning (CASEL) Personal Assessment and Reflection.</p> <p>Evaluation for Outcome 3: The number of workshops conducted by the 8-person district Mental Health Strategy Team for student, staff and parent community. Feedback from student, staff and parent community survey results.</p> <p>Evaluation for Outcome 4: Survey results from students regarding social-emotional supports, self-efficacy, self-management and social awareness skills. Evaluation from a mental health symposium.</p> <p>Budget Narrative:</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.5: Social and Emotional Support	
Activity Implementation: (How will the activity operate and over what duration?)	
In SY2020-2022, implementation of this activity will operate by:	
<ul style="list-style-type: none"> ▪ Coordinating attendance of school-based staff to attend the annual 2021 CPSEL conference virtually or in-person. ▪ Monitoring school-based staff ability to effectively implement training (in-person or virtually) on SEL into classroom activities. ▪ Implementing a 8 person mental health team to support the district COVID 19 re-entry plan. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
	\$565 (3-day conference fee) at CPSEL National Conference X 24 PGCPs School Psychologists = \$13,560 8 Mental Health Team Members Stipends – 8 team members @ \$1,000/per person (stipend) = \$8,000 (\$8,000 x .0765-fica = \$612 fringes) = \$8,612 grand total
Use of Funds:	Provide a <i>total</i> dollar amount per activity. \$22,172

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.1 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.1.6: School Wellness	
Activity Implementation: (How will the activity operate and over what duration?) SY 2020-2021	
In SY2020-2021, implementation of this activity will operate by: <ul style="list-style-type: none"> Supporting collaboration of wellness council and Wellness Champions to review, update and implement school-based wellness plan and activities. Using evaluation data to adjust school-based wellness activities as needed. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: <input type="checkbox"/> School Administrators <input checked="" type="checkbox"/> Other Stakeholders: School Community What are the desired changes? (Address all beneficiaries selected above; add more as needed) <ul style="list-style-type: none"> Engagement of schools in promoting wellness as evidenced by hosting a minimum of one wellness activity during the established timeline. Participation of school and community in wellness activities with demonstrated increase in awareness on health and wellness impacting youths. 	Healthy, active lifestyle programs and activities Level III - Promising Evidence Provide a link or citation below to support the Level of Evidence: <ul style="list-style-type: none"> COMAR 13A.04.18 MSDE – School Wellness MSDE Wellness Program Implementation
	Evaluation
	How and when will the listed outcomes be measured for success? (Add more as needed)
	Evaluation for Outcome 1: Data will be collected will reflect an increase in the number of schools with a wellness champion at the end of the school year Evaluation for Outcome 2: Data will be collected to determine the number of schools that have established a functional Wellness Council or that deployed Wellness Coaches at the end of the school year. Evaluation for Outcome 3: NA
	Budget Narrative: Funds will be provided at the end of the school year to each Wellness Champion @ \$300 x 209 schools = \$62,700 FICA @ .0765x \$62,700 x = \$4,797 Subtotal = \$67,497
Use of Funds:	Provide a total dollar amount per activity.
	\$67,497

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.2.1: Counseling Support for Students (Mental Health, Tobacco, Drug and Alcohol)	
Activity Implementation: (How will the activity operate and over what duration?) SY2020-2021	
In SY2020-2021, implementation of this activity will operate by:	
<ul style="list-style-type: none"> ▪ Providing students with information on accessing counseling services virtually or in-person. ▪ Using information from student counseling services evaluation and feedback surveys to adjust counseling services to meet the social-emotional needs of the student population. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: <input checked="" type="checkbox"/> Parents/Guardians <input checked="" type="checkbox"/> Other Stakeholders: Prince George's County Community What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> <ul style="list-style-type: none"> ▪ Reduction in the likelihood of alcohol and other drug use for students referred per the SRRH with an impact on students, parents and the community. ▪ Active participation of students and parents in seeking school resources on issues of social and emotional well-being. ▪ Access to community partnerships with expertise in the area of student mental health and well-being. ▪ Improve students' mental health and well-being as a result of training and resources invested on issues related to: anger management, drug/alcohol use, intervention/assessment, fighting isolation, encouraging mental wellness, and supporting behavioral health (This includes but is not limited to students referred for alcohol/drug use). 	School-based mental health services, including early identification of mental health symptoms, drug use, and violence Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/SAP/SBI-Kognito_General-Flyer.pdf http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/SAP/A-CRA-Training_General-Flyer.pdf
	Evaluation
	How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
	Evaluation for Outcome 1: Number of students receiving Screening, Brief Intervention, and Referral to Treatment (ACR-A). Evaluation for Outcome 2: Number of students serviced through the evening counseling centers that report an increase in school connectedness (exit survey). Evaluation for Outcome 3: NA
Outcome 1: 5% reduction of recidivism in the areas of drug and alcohol use. Outcome 2: The number of students accessing evening counseling services will increase by 10% from the previous school year (SY2020). Outcome 3: NA	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.2.1: Counseling Support for Students (Mental Health, Tobacco, Drug and Alcohol)	
Activity Implementation: (How will the activity operate and over what duration?) SY2020-2021	
In SY2020-2021, implementation of this activity will operate by:	
<ul style="list-style-type: none"> ▪ Providing students with information on accessing counseling services virtually or in-person. ▪ Using information from student counseling services evaluation and feedback surveys to adjust counseling services to meet the social-emotional needs of the student population. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
	Budget Narrative: 13 counselors @\$60/hour x 4.5 hours x 45 weeks= \$157,950 x .0765=\$12,083
Use of Funds:	Provide a total dollar amount per activity.
	\$170,033

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5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.2.2: Counseling Support for Students	
Activity Implementation: (How will the activity operate and over what duration?) SY2020-2021 In SY2020-2021, implementation of this activity will operate by: Providing resources and access to student transcript needed by counselors during the summer months virtually or in-person	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? (Address all beneficiaries selected above; add more as needed) <ul style="list-style-type: none"> ▪ Increase in students' use of "student specific action plans" developed to support entering 9th graders as well as currently enrolled students. ▪ Receive support from educators to effectively monitor students' action plans, and provide guidance for needed course corrections. Outcome 1: 95% reduction of errors upon completion of transcript reviews. Outcome 2: 90% of students identified as having attendance issues will receive action plans that include interventions and support services that will put them on a track towards graduation. Outcome 3: NA	Mentoring and school counseling programs and activities Level III - Promising Evidence Provide a link or citation below to support the Level of Evidence: https://www.schoolcounselor.org/administrators/role-of-the-school-counselor Evaluation How and when will the listed outcomes be measured for success? (Add more as needed) Evaluation for Outcome 1: Examine the action plans that are created to support students who are underachieving. Review the number of accurate student action plans developed by the end of the summer. Evaluation for Outcome 2: Review of the transcripts and attendance records of all secondary students from the <i>SchoolMax</i> student information system. Evaluation for Outcome 3: NA
	Budget Narrative: SUMMER WORK 58 school counselors x 7.5 hrs x \$60.00 x 10 days = \$261,000 \$261,000 x .0765 = \$19,967 (FICA)
Use of Funds:	Provide a total dollar amount per activity. \$280,967

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.2.3: Student Attendance	
Activity Implementation: (How will the activity operate and over what duration?) SY2020-2021 In SY2020-2021, implementation of this activity will operate by: <ul style="list-style-type: none"> • Developing attendance plans and contact with parents/student prior to the start of the school year in-person or virtually. • Processing Truancy Issues/Residency Verifications, Summer scheduled District Court Appearances, Fiscal assistance in decreasing the illegal enrollment of students, and collaboration with school registrars in-person or virtually. • Ensuring student Case Managers transition cases and records with PPWs for continuity of services (i.e., Court Attendance) in-person or virtually. • Assisting schools with 504 Plans and related compliance issues in-person or virtually. • Working (PPWs) with Concentric and conduct home visits based on PGCPs COVID-19 protocols. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: <input checked="" type="checkbox"/> Parents/Guardians <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Mentoring and school counseling programs and activities Level III - Promising Evidence Provide a link or citation below to support the Level of Evidence: https://www.attendanceworks.org/chronic-absence/the-problem/
What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> <ul style="list-style-type: none"> ▪ Parents and students actively engaged in the use of attendance plans prior to and during the school year. ▪ Educators demonstrate increased understanding of their role in assisting with monitoring student attendance via routine inspection of student attendance plans and contract. 	Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
Outcome 1: Reduce truancy cases by 5% by improving processes for ensuring student Case Managers transition cases and records with other PPWs for continuity of services (i.e., Interventions, Attendance).	Evaluation for Outcome 1: Number of action plans and contact logs detailing action steps with parents and students. Reduction of the number of chronic absences.
Outcome 2: Reduce illegal enrollment by 75% by increasing residency verifications and the collection of out-of-district tuition.	Evaluation for Outcome 2: Examination of the disposition of residency verification cases.
	Evaluation for Outcome 3: NA

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation $\geq \$30,000$ must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.2.3: Student Attendance	
Activity Implementation: (How will the activity operate and over what duration?) SY2020-2021	
In SY2020-2021, implementation of this activity will operate by:	
<ul style="list-style-type: none"> • Developing attendance plans and contact with parents/student prior to the start of the school year in-person or virtually. • Processing Truancy Issues/Residency Verifications, Summer scheduled District Court Appearances, Fiscal assistance in decreasing the illegal enrollment of students, and collaboration with school registrars in-person or virtually. • Ensuring student Case Managers transition cases and records with PPWs for continuity of services (i.e., Court Attendance) in-person or virtually. • Assisting schools with 504 Plans and related compliance issues in-person or virtually. • Working (PPWs) with Concentric and conduct home visits based on PGCPs COVID-19 protocols. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
Outcome 3: NA	
	<p>Budget Narrative: Funds will be used to pay 43 PPWs to work 10 days during the summer with an average salary of approximately \$71.00 per hour $43 \times 7.5 \text{ hours} \times \\$71.00 \times 10 \text{ days} = @\\$228,975$ $\\$228,975 \times .0765 = \\$17,516$ (FICA)</p> <p>1 Instructional Specialist to work 10 days during the summer with a salary of approximately \$70 per hour. $8 \text{ hours} \times \\$70 \times 10 \text{ days} = \\$5,600$ $\\$5600 \times .0765 = \\428.40 Subtotal: \$6,028.40</p>
Use of Funds: Provide a <i>total</i> dollar amount per activity.	\$252,520

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.2.4: Peer Mediation	
Activity Implementation: (How will the activity operate and over what duration?) SY2020-2021	
In SY2020-2022, implementation of this activity will operate by:	
<ul style="list-style-type: none"> ▪ Coordinating recruitment and training activities to create a strong foundation for students to become peer mediators. ▪ Managing interim review and assessment of peer mediation program across all participating schools. ▪ Assessing student feedback and evaluation of the peer mediation program, and adjust as needed. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: <input type="checkbox"/> Parents/Guardians <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> <ul style="list-style-type: none"> ▪ Realize a decrease in the number of student suspensions for fighting as a result of peer mediation activities. ▪ Students interested in being peer mediator increases. ▪ Educators activity engaged in supporting students who are peer mediators. 	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse Level III - Promising Evidence Provide a link or citation below to support the Level of Evidence: Community Board Conflict Resolution The starting point in managing conflict more effectively is the active participation of those involved. To resolve a dispute, it is crucial that people in conflict communicate directly with one another to clarify their value differences, their perspectives, their emotions, and the attitudes and impressions they have of the other person. (Conflict Resolution: A Middle and High School Curriculum, Community Boards – San Francisco, CA).
Outcome 1: To realize a 5% reduction in suspensions for fighting. Click or tap here to enter text.	Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
Outcome 2: Peer Mediation Programs will be implemented in all 208 schools.	Evaluation for Outcome 1: Number of students suspended for fighting as compared with the number suspended the previous year in schools implementing Peer Mediation.
Outcome 3: 100% of school staff receiving Peer Mediation training will implement the training received.	Evaluation for Outcome 2: Examination of school peer mediation logs to verify the existence of a peer mediation programs. Design a reporting protocol to establish a centralized repository of peer mediation dispositions across the school district.
	Evaluation for Outcome 3:

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.2.4: Peer Mediation	
Activity Implementation: (How will the activity operate and over what duration?) SY2020-2021	
In SY2020-2022, implementation of this activity will operate by:	
<ul style="list-style-type: none"> ▪ Coordinating recruitment and training activities to create a strong foundation for students to become peer mediators. ▪ Managing interim review and assessment of peer mediation program across all participating schools. ▪ Assessing student feedback and evaluation of the peer mediation program, and adjust as needed. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
	Number of schools with an identified peer mediation program. All training will allow school staff to go back to their respective schools and train students on how to be student mediators. Teachers will have oversight of the program at their respective schools.
	<p>Budget Narrative:</p> <p>Calculation -- \$500x200 (annual stipends to be paid to each school identified peer mediation teacher(s)) \$100,000x.0765=\$7,650=\$107,650</p> <p>\$87.50 for one half day workshop pay for 200 school staff to participate in the peer mediation training. \$17,500x.0765=\$1339=\$18,839</p> <p>All training will allow school staff to go back to their respective schools and train students how to be student mediators. Teachers will have oversight of the program at their respective schools.</p>
Use of Funds:	Provide a total dollar amount per activity.
	\$126,489

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.2.5: Immunization	
Activity Implementation: (How will the activity operate and over what duration?) SY2020-2021	
In SY2020-2021, implementation of this activity will operate by: <ul style="list-style-type: none"> Ensuring that all students are compliant with the Maryland regulations for school entry and can start school on time. School nurses will work 10 days during the summer of 2021 to review immunization data that are submitted during the summer registration process in-person or virtually. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: <input checked="" type="checkbox"/> Parents/Guardians <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Healthy, active lifestyle programs and activities Level IV - Logic Model/Rationale Provide a link or citation below to support the Level of Evidence: https://phpa.health.maryland.gov/OIDEOR/IMMUN/Shared%20Documents/COMAR-School-Vax-Regulations-2013.pdf Role of the School Nurse in Providing School Health Services http://marylandpublicschools.org/about/Documents/DSFSS/SSSP/SHS/SHSGuidelines/RoleofHealthStaffinSchools.pdf
What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> <ul style="list-style-type: none"> Realize a decrease in the number of non-compliant students in the 2020-2022 school year immunizations. Educators and school administrators supportive of practices to communicate Maryland immunizations regulations to parents. Parents engaged in ensuring that they are compliant with the Maryland regulations on immunizations. 	Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
Outcome 1: The number of students attempting to enter school without required immunizations in SY2020-21 will be reduced by 10% from the number of non-compliant students during SY 2019-20.	Evaluation for Outcome 1: Immunization data are reviewed and analyzed weekly for compliance to determine the number of students who are non-compliant throughout the academic school year and compared with the previous year's rate.
Outcome 2: 100% of Parents will receive information needed to immunize their children in a timely manner to begin the school year and have more options for immunization clinic sites.	Evaluation for Outcome 2: Dissemination of information via PGCPs' school communication, social media promotion and news outlets.
Outcome 3:	Evaluation for Outcome 3: NA

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop down menu that will support the proposed activity. Please remember that any allocation \geq \$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.2.5: Immunization	
Activity Implementation: (How will the activity operate and over what duration?) SY2020-2021	
In SY2020-2021, implementation of this activity will operate by:	
<ul style="list-style-type: none"> ▪ Ensuring that all students are compliant with the Maryland regulations for school entry and can start school on time. ▪ School nurses will work 10 days during the summer of 2021 to review immunization data that are submitted during the summer registration process in-person or virtually. 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
NA	
	Budget Narrative: 55 nurses X 7.5 hours X 43.69 X 10 = \$180,221 X 0.0765= \$13,787 (FICA) Subtotal = \$194,008
Use of Funds:	Provide a total dollar amount per activity.
	\$194,008

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.	
LECS Plan Focus Area: School Quality and Student Success	
Proposed Safe & Healthy Student Activity 5.2.6: Crisis Prevention Intervention (CPI)	
Activity Implementation: (How will the activity operate and over what duration?) SY2020-2021	
In SY2020-2021, implementation of this activity will operate by: Supporting PGCPs Crisis Team members with training on how to use the grief counseling materials and intervention tools to support students after a crisis in-person or virtually.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: <input checked="" type="checkbox"/> Administrators <input checked="" type="checkbox"/> Other Stakeholders: School based behavior support staff What are the desired changes? (Address all beneficiaries selected above; add more as needed) <ul style="list-style-type: none"> Support from administrators in efforts to ensure continuity of professional learning for school-based crisis team members through virtual CPT refresher training sessions. Demonstrated increase support and engagement of community groups experienced in and willing to share information and resources on grief counseling. 	Programs or activities to improve instructional practices for developing relationship-building skills and preventing coercion, violence, or abuse Level II - Moderate Evidence Provide a link or citation below to support the Level of Evidence: COMAR 13A.08.04 CPI Alignment to COMAR 14.31.06 CPI Alignment to Maryland H.B. 415/S.B. 874
	Evaluation
	How and when will the listed outcomes be measured for success? (Add more as needed)
Outcome 1: 5% decrease in office referrals (PS74s). Outcome 2: After attending professional development training, 100 % of attending schools' 5-member crisis teams will increase their understanding of the use of de-escalating strategies for students who are demonstrating non-compliant behaviors. Outcome 3: Increase the number of CPI professionals by 50 by the end of SY2022.	Evaluation for Outcome 1: Office referral (PS74s) data resulting in decrease at the schools that have additional staff trained outside of the identified five crisis team members trained. Evaluation for Outcome 2: Participant evaluation feedback on training outcomes at end of training reflecting positive results. Evaluation for Outcome 3: Increase in the number of schools with all five (5) crisis team members CPI trained during the current school year over the number of schools from the previous year.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

5.2 Safe & Healthy Students' Activities		
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Safe and Healthy Students' strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must not spend less than 20% of the overall allocation for Safe and Healthy Students' strategies.		
LECS Plan Focus Area: School Quality and Student Success		
Proposed Safe & Healthy Student Activity 5.2.6: Crisis Prevention Intervention (CPI)		
Activity Implementation: (How will the activity operate and over what duration?) SY2020-2021		
In SY2020-2021, implementation of this activity will operate by: Supporting PGCPs Crisis Team members with training on how to use the grief counseling materials and intervention tools to support students after a crisis in-person or virtually.		
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)	
	Budget Narrative: <ul style="list-style-type: none"> ▪ Contracted Services to pay the annual instructor fee for the current cohort of CPI instructors (October 2020). <ul style="list-style-type: none"> a. [SY2021 Annual Fee for 28 Certified Instructors at \$150.00 per/trainer = \$4,200] ▪ Provide 1-day CPI Refresher sessions to crisis team members at all schools through daytime and evening sessions (October 2020 through March 2021). [21 Refresher sessions x 40 participants = 840 CPI Refresher books X \$20 per book = \$16,800] 	
Use of Funds:	Provide a total dollar amount per activity.	\$21,000

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

BUDGET NARRATIVE 5.0

Prince George's County Public Schools					
Title IV, Part A Grant - Safe and Healthy Students - Budget Narrative					
Activity 5.0 - Strategy Item #5.1.1					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
207 - 01 - Salaries & Wages	Positive Behavior Intervention Supports (PBIS) New Team Training - Professional development (workshop pay)	50 participants x \$87.50 (1/2-day workshop pay) x 8 days (professional development trainings)	\$ 35,000	\$ -	\$ 35,000
212 - 04 - Other Charges	Positive Behavior Intervention Supports (PBIS) New Team Training - Professional development (fringe benefits)	\$35,000 x .0765 (FICA)	\$ 2,678	\$ -	\$ 2,678
207 - 04 - Other Charges	Solution Tree Global Professional Development Subscription - Dues; Subscriptions	250 subscriptions @ \$70.00 per subscription	\$ 17,500	\$ -	\$ 17,500
207-04 - Other Charges	Association for Positive Behavior Support (APBS) Virtual Conference - Registration Fees	25 staff members @ \$350.00 per registration	\$ 8,750	\$ -	\$ 8,750
Subtotal - Activity 5.0 - Strategy Item #5.1.1 (PBIS)					\$ 63,928
Activity 5.0 - Strategy Item #5.1.2					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
207 - 01 - Salaries & Wages	Restorative Practice Coordinator - 10 additional summer duty days - Salaries & Wages (2nd Assignment)	1 employee @ \$60.00 (estimated hourly rate) x 7.5 hours/per day x 10 days	\$ 4,500	\$ -	\$ 4,500
212 - 04 - Other Charges	Restorative Practice Coordinator - 10 additional summer duty days - Salaries & Wages (fringe benefits)	\$4,500 x .0765 (FICA)	\$ 344	\$ -	\$ 344
207 - 03 - Supplies & Materials	Restorative Approaches - The Restorative Classroom Book (resource materials) - Supplies & Materials	50 school coordinators x \$35.00/per book	\$ 1,750	\$ -	\$ 1,750
Subtotal - Activity 5.0 - Strategy Item #5.1.2 (Restorative Approaches)					\$ 6,594
Activity 5.0 - Strategy Item #5.1.3					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
207 - 03 - Supplies & Materials	Bullying, Harassment & Intimidation Prevention - Second Step Classroom Kits - bullying preventive curriculum for elementary school counselors - Supplies & Materials	25 schools x \$1,129/per kit	\$ 28,225	\$ -	\$ 28,225
207 - 01 - Salaries & Wages	Bullying, Harassment & Intimidation Prevention - Data entry by district employee for staff to analyze information - Salaries & Wages (2nd Assignment)	1 employee @ \$55.00 (estimated hourly rate) x 169 hours	\$ 9,295	\$ -	\$ 9,295
212 - 04 - Other Charges	Bullying, Harassment & Intimidation Prevention - Data entry by district employee for staff to analyze information - Salaries & Wages (fringe benefits)	\$9,295 x .0765 (FICA)	\$ 711	\$ -	\$ 711
207 - 04 - Other Charges	School Culture & Achievement Professional Development Conference (Solution Tree) - Other Charges (registration fees)	2 staff members x \$750 (conference registration fees)	\$ 1,500	\$ -	\$ 1,500
207 - 04 - Other Charges	School Culture & Achievement Professional Development Conference (Solution Tree) - Other Charges (travel related expenditures)	Travel Related Expenditures Airfare (flight) - 2 staff members @ \$800/each Hotel - 4 nights @ \$250/per night x 2 staff members	\$ 4,468	\$ -	\$ 4,468

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Prince George's County Public Schools					
Title IV, Part A Grant - Safe and Healthy Students - Budget Narrative					
		Travel Pier Diem - \$150-\$155 per day x 4 days x 2 staff members (estimated)			
Subtotal - Activity 5.0 - Strategy Item #5.1.3 (Bullying, Harassment & Intimidation Prevention)					\$ 44,199
Activity 5.0 - Strategy Item #5.1.4					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
207 - 04 - Other Charges	Safe Schools - student on-line training programs - Other Charges (on-line subscriptions)	Based on vendor quotes (Grades 6-12 on-line subscriptions)	\$ 27,718	\$ -	\$ 27,718
Subtotal - Activity 5.0 - Strategy Item #5.1.4 (Safe Schools)					\$ 27,718
Activity 5.0 - Strategy Item #5.1.5					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
207 -04 - Other Charges	Center for the Promotion of Social & Emotional Learning (CPSEL) National Virtual Conference - Registration Fees	24 School Psychologists x \$565.00 (3-day registration conference fee)	\$ 13,560	\$ -	\$ 13,560
207 -01 - Salaries & Wages	District Mental Health Strategy Team - Salaries & Wages (stipend payment)	8 Mental Health Team members @ \$1,000/per person (stipend)	\$ 8,000	\$ -	\$ 8,000
207 -04 - Other Charges	District Mental Health Strategy Team - Salaries & Wages (fringe benefits)	\$8,000 x .0765 (FICA)	\$ 612	\$ -	\$ 612
Subtotal - Activity 5.0 - Strategy Item #5.1.5 (Social & Emotional Support)					\$ 22,172
Activity 5.0 - Strategy Item #5.1.6					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
207 - 01 - Salaries & Wages	School Wellness - Wellness Champion Stipend - Salaries & Wages (stipend payment)	209 schools x \$300 per school/wellness champion	\$ 62,700	\$ -	\$ 62,700
212 - 04 - Other Charges	School Wellness - Wellness Champion Stipend - Salaries & Wages (fringe benefits)	\$62,700 x .0765(FICA)	\$ 4,797	\$ -	\$ 4,797
Subtotal - Activity 5.0 - Strategy Item #5.1.6 (School Wellness)					\$ 67,497
Activity 5.2 - Strategy Item #5.2.1					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
207 - 01 - Salaries & Wages	Counseling Support for Students (mental health, tobacco, drug and alcohol) - Salaries & Wages (2nd Assignments)	13 counselors @ \$60.00/per hour (estimated) x 4.5 hours x 45 weeks	\$ 157,950	\$ -	\$ 157,950
212 - 04 - Other Charges	Counseling Support for Students (mental health, tobacco, drug and alcohol) - Salaries & Wages (fringe benefits)	\$157,950 x .0765 (FICA)	\$ 12,083	\$ -	\$ 12,083
Subtotal - Activity 5.2 - Strategy Item #5.2.1 (Counseling Support for Students)					\$ 170,033
Activity 5.2 - Strategy Item #5.2.2					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
207 - 01 - Salaries & Wages	Counseling Support for Students Academic Achievement - Professional School Counselors – 10 addl. days -summer - Salaries & Wages (2nd assignments)	58 School Counselors x 7.5 hrs. x \$60 (estimated hourly rate) x 10 days	\$ 261,000	\$ -	\$ 261,000
212 - 04 - Other Charges	Counseling Support for Students Academic Achievement - Professional School Counselors – 10 addl. days -summer - Salaries & Wages (fringe benefits)	\$261,000 x .0765 (FICA)	\$ 19,967	\$ -	\$ 19,967

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Prince George's County Public Schools					
Title IV, Part A Grant - Safe and Healthy Students - Budget Narrative					
Subtotal - Activity 5.2 - Strategy Item #5.2.2 (Counseling Support for Students for Academic Achievement)					\$ 280,967
Activity 5.2 - Strategy Item #5.2.3					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
207 - 01 Salaries & Wages	Student Attendance - Increase attendance & reduce truancy- Salaries & Wages (2nd Assignments)	43 PPWs x 7.5 hrs. x \$71.00 (estimated hourly rate) x 10 days	\$ 228,975	\$ -	\$ 228,975
212 - 04 Other Charges	Student Attendance - Increase attendance & reduce truancy- Salaries & Wages (fringe benefits)	\$228,975 x .0765 (FICA)	\$ 17,517	\$ -	\$ 17,517
207 - 01 Salaries & Wages	Student Attendance - Increase attendance & reduce truancy- Salaries & Wages (2nd Assignments)	1 PPW Instructional Specialist x 8 hrs. x \$70.00 (estimated hourly rate) x 10 days	\$ 5,600	\$ -	\$ 5,600
212 - 04 Other Charges	Student Attendance - Increase attendance & reduce truancy- Salaries & Wages (fringe benefits)	\$5,600 x .0765 (FICA)	\$ 428	\$ -	\$ 428
Subtotal - Activity 5.2 - Strategy Item #5.2.3 (Student Attendance)					\$ 252,520
Activity 5.2 - Strategy Item #5.2.4					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
207 - 01 Salaries & Wages	Peer Mediation - Stipend payment for peer mediation teachers- Salaries & Wages (stipend payment)	200 Peer Mediation Teachers x \$500 per person	\$ 100,000	\$ -	\$ 100,000
212 - 04 Other Charges	Peer Mediation - Stipend payment for peer mediation teachers- Salaries & Wages (fringe benefits)	\$100,000 x .0765 (FICA)	\$ 7,650	\$ -	\$ 7,650
207 - 01 Salaries & Wages	Peer Mediation Professional Development Training - 1/2 workshop for peer mediation teachers - Salaries & Wages (workshop pay)	200 Peer Mediation Teachers x \$87.50 (1/2 workshop pay-per person)	\$ 17,500	\$ -	\$ 17,500
212 - 04 Other Charges	Peer Mediation Professional Development Training - 1/2 workshop for peer mediation teachers - Salaries & Wages (fringe benefits)	\$17,500 x .0765 (FICA)	\$ 1,339	\$ -	\$ 1,339
Subtotal - Activity 5.2 - Strategy Item #5.2.4 (Peer Mediation)					\$ 126,489
Activity 5.2 - Strategy Item #5.2.5					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
208 - 01 Salaries & Wages	Immunization Compliance - School Nurses- Salaries & Wages (2nd assignments)	55 nurses x 7.5 hours x \$43.69 x 10 days	\$ 180,221	\$ -	\$ 180,221
212 - 04 - Other Charges	Immunization Compliance - School Nurses – Second Assignment (fringe benefits)	\$180,221 x .0765 (FICA)	\$ 13,787	\$ -	\$ 13,787
Subtotal - Activity 5.2 - Strategy Item #5.2.5 (Immunization)					\$ 194,008
Activity 5.2 - Strategy Item #5.2.6					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
207 - 03 - Supplies & Materials	Crisis Prevention Intervention (CPI) - CPI Refresher Books (Supplies & Materials)	840 CPI Refresher books x \$20/per book	\$ 16,800	\$ -	\$ 16,800
207 - 04 - Other Charges	Crisis Prevention Intervention (CPI) - Annual Fee for Certified Instructors (Other Charges)	28 Certified Instructors (annual fee) x \$150.00/per instructor	\$ 4,200	\$ -	\$ 4,200
Subtotal - Activity 5.2 - Strategy Item #5.2.6 (CPI)					\$ 21,000
Title IV, Part A - Safe and Healthy Students - Grand Total:					\$ 1,277,124

6.0 ACTIVITIES TO THE EFFECTIVE USE OF TECHNOLOGY – Required [ESEA §4109]

To increase access to personalized, rigorous learning experiences supported by technology, LEAs must develop programs or activities that improve the technology to improve the academic achievement, academic growth, and digital literacy of all students. Consistent with section 4106(e)(2)(E) of the ESEA, any LEA that has received a SSAE grant of at least \$30,000 must use at a portion of the SSAE program funds for activities that support the effective use of technology for students under section 4109.

It is also important to note that any LEA receiving funds under the Student Support and Academic Enrichment program, shall not use more than 15 percent of funds for purchasing technology infrastructure which shall include technology infrastructure purchased for carrying out blended learning projects. (ESEA sections 4106(e)(2)(E) and 4109(b)). **(THE 15% RULE INCLUDES NONPUBLIC SPENDING) Please remember to calculate your total projected use of funds and overall percentage of the allocation spent for this content area at the end of this section.**

Activity Key for Effective Use of Technology

The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

Effective Use of Technology Federal Examples ESEA§4109	Abbreviated Name
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(A) personalize learning to improve student academic achievement.	Providing professional learning resources to personalize learning
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(B) discover, adapt, and share relevant high-quality educational resources.	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(C) use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies.	Providing professional learning resources to use technology effectively in the classroom
Providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—(D) implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning	Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning
Building technological capacity and infrastructure, which may include—(A) procuring content and ensuring content quality	Procuring technological content and ensuring content quality

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Activity Key for the Effective Use of Technology

The table shown below details the Federal activity examples from the statute located in ESEA§ 4109. An abbreviated name is provided for each Federal example within the Effective Use of Technology content area. When inputting the LEA proposed activity, please select the abbreviated Federal example that most closely aligns with the proposed activity.

Building technological capacity and infrastructure, which may include—(B) purchasing devices, equipment, and software applications in order to address readiness shortfalls

Technology infrastructure: Purchasing devices, equipment, and software applications

Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology

Delivering specialized or rigorous academic courses and curricula through the use of technology

Carrying out blended learning projects, which shall include—(A) planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities

Technology infrastructure: Carrying out blended learning projects and planning activities

Carrying out blended learning projects, which shall include—(B) ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project

Ongoing professional development to support blended learning project implementation and academic success

Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science

Providing professional development in the use of technology to enable educators to increase STEM achievement

Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators

Providing high-quality digital learning experiences to students in rural, remote, and underserved areas

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area:	
Proposed Safe & Healthy Student Activity 6.1.1: Engagement and Technology Coaches	
<i>Activity Implementation: As a result of participation in the “Challenge Based Coaches for Engagement and Technology Coaches” professional development course, using the Google for Education Certified Coaches online course and accompanying book, <u>Courageous Edventures: Navigating Obstacles to Discover Classroom Innovation</u> by Jennie Magiera, educators will coach at least four educators on implementing impactful technology in their pedagogy during FY21.</i>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text.	Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: ((n.d.). Fostering Powerful Use of Technology Through ... - DSpace. Retrieved August 3, 2020, from https://digitalpromise.dspacedirect.org/handle/20.500.12265/48 (n.d.). Dynamic Learning Project - Digital Promise. Retrieved August 3, 2020, from https://digitalpromise.org/initiative/dynamic-learning-project/ (n.d.). Mentoring Matters: A Practical Guide to Learning-Focused Retrieved August 3, 2020, from https://www.miravia.com/products/mentoring-matters-a-practical-guide-to-learning-focused-relationships-2nd/ Magiera, J. (2017). <i>Courageous edventures: Navigating obstacles to discover classroom innovation</i> . Thousand Oaks, CA: Corwin, a SAGE Publishing Company
What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> <ul style="list-style-type: none"> ▪ Empower Engagement Technology Leads to transform instruction by equipping them with technology-powered strategies to work 1:1 with teachers to address their unique classroom. ▪ Increase level of student engagement through the building the capacity for educators utilizing technology effectively. 	Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
Outcome 1: <ul style="list-style-type: none"> ▪ 40 coaches (Engagement Technology Leads and Technology Specialists) will complete the “Challenge Based Coaches” course for professional development. 	Evaluation for Outcome 1: Educators will select a coaching cycle to implement with their teachers and choose a tracking tool to track coaching activities
Outcome 2: <ul style="list-style-type: none"> ▪ 200 additional educators across the school system will be trained to implement impactful technology in their pedagogy. 	Evaluation for Outcome 2: Write a success story to curate and present their findings to the school community
Outcome 3: <ul style="list-style-type: none"> ▪ 200 school-based educators will participate in readings, online study, and small group discussions to increase their knowledge on a variety of digital tools and strategies to innovate planning and teaching. 	Evaluation for Outcome 3:
Outcome 4: <ul style="list-style-type: none"> ▪ Attendance rates of students in classes taught by teachers coached on how to infuse impactful technology into their instructional pedagogy will be at least 5% 	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area:	
Proposed Safe & Healthy Student Activity 6.1.1: Engagement and Technology Coaches	
Activity Implementation: <i>As a result of participation in the “Challenge Based Coaches for Engagement and Technology Coaches” professional development course, using the Google for Education Certified Coaches online course and accompanying book, <u>Courageous Edventures: Navigating Obstacles to Discover Classroom Innovation</u> by Jennie Magiera, educators will coach at least four educators on implementing impactful technology in their pedagogy during FY21.</i>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
higher than student attendance in classes taught by teachers who did not receive educational technology coaching.	<p>Host professional development at their respective schools demonstrating innovating digital practices in pedagogy.</p> <p>Evaluation for Outcome 4:</p> <p>Compare the 2021 and 2022 class attendance rates of students who enroll in courses taught by teachers who have been coached on how to infuse impactful technology into their instructional pedagogy with student attendance in courses taught by teachers who did not receive educational technology coaching.</p>
	<p>Budget Narrative:</p> <ul style="list-style-type: none"> ▪ 100 <u>Courageous Edventures: Navigating Obstacles to Discover Classroom Innovation</u> by Jennie Magierabooks at a cost of \$35 - \$3,500 ▪ 6 days of workshop pay for 25 educators at a cost of \$175 = \$26,250 / Fringes - \$2,008 ▪ 6 days of workshop pay for 2 instructors at a cost of \$225 = \$2,700 / Fringes - \$207
Use of Funds:	Provide a total dollar amount per activity.
	\$34,665

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area:	
Proposed Safe & Healthy Student Activity 6.1.2: After School Technology Workshops: Plugged-in and Powered-up Educators	
Activity Implementation: <i>Acquire and make accessible digital learning tools and resources such as Clever, CatchOn, and the SMART Admin Portal for educators to deliver educational technology for instruction during SY2020-21.</i>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> <ul style="list-style-type: none"> ▪ Increase facilitators knowledge, understanding and skills to support staff delivering professional learning activities implementing and utilizing instructional technology. ▪ Increased knowledge, strategies and use of digital tools for integrating technology for instructional delivery. ▪ Increase level of student engagement through the building the capacity for educators utilizing technology effectively. 	Providing professional learning resources to use technology effectively in the classroom Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: “A pedagogical workshop is a form of learning in which conditions for students to learn about knowledge arise and new experience through independent or collective discovery are proposed.” Bulaeva M.N., Vaganova O.I., Vorobyov N.B., Chaikina Z.V., Shobonova L.Y. (2020) Technology of Pedagogical Workshops in Professional Education. In: Popkova E. (eds) Growth Poles of the Global Economy: Emergence, Changes and Future Perspectives. Lecture Notes in Networks and Systems, vol 73. Springer, Cham. https://doi.org/10.1007/978-3-030-15160-7_43
	Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
Outcome 1: Design and deliver ten (10) centralized training sessions that share strategies and digital tools for integrating technology to school-based staff at varied levels.	Evaluation for Outcome 1: Workshop attendance and evaluations for centralized training sessions entered in MyPPS.
Outcome 2: Support customized, differentiated professional development for individual school communities based on topics of interest to the school and their own learning needs.	Evaluation for Outcome 2: Agendas, workshops, attendance and evaluations for each school serviced.
Outcome 3: NA	Evaluation for Outcome 3: NA
	Budget Narrative: 10 centralized after school workshops with 20 attendee per session x \$87.50 = \$17,500/Fringes - \$1,339; 10 instructors x \$225= \$2,250/Fringes - \$172 10 school based after school workshops for 20 attendees per session x \$87.50 = \$17,500/Fringes - \$1,339; 10 instructors x \$225= \$2,250/Fringes - \$172
Use of Funds:	Provide a total dollar amount per activity. \$42,522

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area:	
Proposed Safe & Healthy Student Activity 6.1.3: Instructional software for interactive instructional delivery activities	
Activity Implementation: Acquire and make accessible digital learning tools and resources such as <i>Clever</i> , <i>CatchOn</i> , and the <i>SMART Admin Portal</i> for educators' use to deliver educational technology for instruction during FY2020-2021.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? (Check all that apply; add more as needed)	What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? (Address all beneficiaries selected above; add more as needed) <ul style="list-style-type: none"> ▪ Increase use of instructional software tools in delivery of instruction. ▪ Increase level of student engagement through the building the capacity for educators utilizing technology effectively. ▪ Increase opportunities for the educators to expose students to STEM Outcome 1: Digital learning tools will be utilized in 50% of schools during the first year of full implementation. The expectation is for usage to increase by 25 percentage points in the following school year. Outcome 2: <ul style="list-style-type: none"> ▪ Increased impactful technology integration in all (100%) classrooms by providing continuity of support through purchased digital tools and products. Outcome 3: <ul style="list-style-type: none"> ▪ 70% of student performance in accountability testing will be higher on average in classes in which <i>Clever</i>, <i>CatchOn</i>, and the <i>SMART Admin Portal</i> are being used than student performance in classes where the technology is not being used. 	Procuring technological content and ensuring content quality Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: https://www.tandfonline.com/doi/abs/10.1080/08886504.1996.10782174 Evaluation How and when will the listed outcomes be measured for success? (Add more as needed) Evaluation for Outcome 1: Analyze usage metrics for trends to strategically implement professional learning opportunities for educators and staff in <i>Clever</i> , <i>CatchOn</i> , and <i>SMART Admin Portal</i> . Evaluation for Outcome 2: Analyze usage metrics for trends to strategically implement professional learning opportunities for educators and staff in <i>Clever</i> , <i>CatchOn</i> , and <i>SMART Admin Portal</i> . Evaluation for Outcome 3: Compare the 2021 accountability testing performance of students in selected schools in which <i>Clever</i> , <i>CatchOn</i> , and the <i>SMART Admin Portal</i> are being used with student performance in the same number of similarly profiled schools in which the applications are not being used.
	Budget Narrative:

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
	Purchase district licenses for continued use for the following digital tools. Screencastify \$113,000 Kami \$146,000E
Use of Funds:	Provide a total dollar amount per activity. \$ 259,000.

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area:	
Proposed Safe & Healthy Student Activity 6.1.4: Mobile STEAM Lab	
Activity Implementation: Finalize the conversion of a school bus into a mobile STEAM lab to service the district's 4 STEM schools during FY2020-21. Transformative steps include: <ul style="list-style-type: none"> • Building technology, engineering, math, and art stations on the vehicle • Complete wiring and cabinets • Bus Wrap 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? (Address all beneficiaries selected above; add more as needed) <ul style="list-style-type: none"> ▪ Finalize the work students started transforming the bus into a mobile STEM lab to increase student interest in science, technology, engineering, art, and math (STEAM) careers. ▪ Increase level of student engagement through the building the capacity for educators utilizing technology effectively. Outcome 1: A minimum of five (5) classes from each of the district's four (4) designated STEM schools will experience increased awareness and knowledge on accessing STEAM information and activities. Outcome 2: By promoting STEM literacy and increasing access to learning opportunities, a minimum of 50 underrepresented students will be engaged. Outcome 3: NA	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: https://www.learningundefeated.org/mobile-stem-education/ Evaluation How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i> Evaluation for Outcome 1: By completing one of the four lesson sets available in the LabDisc K-12 Science Solution Labs (chemistry, biology, environmental, and general science). Evaluation for Outcome 2: Measure the participation by attendance logs in extracurricular activities (e.g. <i>Girls Who Game, CoderZ, and Minecraft</i>). Evaluation for Outcome 3: NA
	Budget Narrative: \$50,000 funds used to hire a contractor to finalize the Mobile STEAM Lab.
Use of Funds:	Provide a total dollar amount per activity. \$50,000

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.1 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area:	
Proposed Safe & Healthy Student Activity 6.1.5: Professional Development for District Technology Leaders	
Activity Implementation: Invite twenty administrators to register and attend the International Society for Technology in Education (ISTE) Conference FY2020-2021.	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? (Address all beneficiaries selected above; add more as needed) <ul style="list-style-type: none"> ▪ Increased use by administrators modeling the effective use of technology. ▪ Increase level of student engagement through the building the capacity for educators utilizing technology effectively. 	Providing professional learning resources to discover, adapt, and share relevant high-quality educational resources Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: “The most effective way school administrators can promote technology use is to themselves be knowledgeable and effective users of technology,” https://www.educationworld.com/a_tech/tech087.shtml
	Evaluation
	How and when will the listed outcomes be measured for success? <i>(Add more as needed)</i>
Outcome 1: 20 district leaders will attend the International Society for Technology in Education (ISTE) Conference	Evaluation for Outcome 1: Written summary of information of interest retrieved from attending the conference
Outcome 2: To increase the knowledge base of 20 district leaders on utilizing innovative technology strategies and techniques.	Evaluation for Outcome 2: The number of principals that return from the conference and conduct a workshop on innovative technology strategies and techniques at their schools.
Outcome 3: NA	Evaluation for Outcome 3: NA
	Budget Narrative: \$175 Conference registration fee and ISTE membership for 20 administrators = \$3,500
Use of Funds:	\$ \$3,500

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.2 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area:	
Proposed Safe & Healthy Student Activity 6.2: School Based Engagement and Technology Leads	
Activity Implementation: (How will the activity operate and over what duration?) During FY2020-2021 Establish a facilitator program to support designees in schools responsible for providing instructional technology related training and support.	
<ol style="list-style-type: none"> 1. Principal select and submit designated staff member 2. Pre-survey to assess knowledge base and skillset 3. Provide staff with overview, expectations, and scheduled meetings and professional learning dates 4. Attend trainings 5. Deliver training to staff 6. Post-survey to assess growth in the areas of knowledge base and skillset related to technology use and integration 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
What specific changes will occur as a result of the activity and who will benefit? <i>(Check all that apply; add more as needed)</i>	What Title IV-A strategies align to the proposed activity? <i>(Use Drop Down Menus)</i>
Who benefits from this activity? <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Educators <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. <input type="checkbox"/> Other Stakeholders: Click or tap here to enter text. What are the desired changes? <i>(Address all beneficiaries selected above; add more as needed)</i> <ul style="list-style-type: none"> ▪ Increased knowledge and understanding of technology use and strategies to support personalized learning and embedded technology-rich instructional delivery. ▪ Increase level of student engagement through the building the capacity for educators utilizing technology effectively. 	Providing professional learning resources to implement and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning Level I - Strong Evidence Provide a link or citation below to support the Level of Evidence: “High-quality professional development creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts that relate new instructional strategies to teachers’ students and classrooms. By working collaboratively, teachers can create communities that positively change the Professional development that focuses on teaching strategies associated with specific curriculum content supports teacher learning within their classroom contexts. LEARNING POLICY INSTITUTE RESEARCH BRIEF 2 culture and instruction of their entire grade level, department, school, and/or district. “Collaboration” can span a host of configurations—from one-on-one or small group collaboration to schoolwide collaboration to collaboration with other professionals beyond the school.” Hammond, L. L. (2017, May). Effective Teacher Professional Development. Retrieved August 29, 2020, from https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf PIC-RAT research-based resource https://citejournal.org/volume-20/issue-1-20/general/the-picrat-model-for-technology-integration-in-teacher-preparation/
Outcome 1: 80% of the school district’s 208 schools will have their technology leads designee attend instructional technology training provided by the Technology Training Team.	
Outcome 2: School-based ETLs delivering PIC-RAT training in 200 schools.	
Outcome 3:	

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.2 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies.	
LECS Plan Focus Area:	
Proposed Safe & Healthy Student Activity 6.2: School Based Engagement and Technology Leads	
Activity Implementation: (How will the activity operate and over what duration?) During FY2020-2021 Establish a facilitator program to support designees in schools responsible for providing instructional technology related training and support.	
<ol style="list-style-type: none"> 1. Principal select and submit designated staff member 2. Pre-survey to assess knowledge base and skillset 3. Provide staff with overview, expectations, and scheduled meetings and professional learning dates 4. Attend trainings 5. Deliver training to staff 6. Post-survey to assess growth in the areas of knowledge base and skillset related to technology use and integration 	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
100 ETLs will become EMPOWERED Educators by delivering four (4) technology infused workshops at their schools.	Evaluation How and when will the listed outcomes be measured for success? (Add more as needed)
Outcome 4: 80% of students will show an increase in the use of technology at the Creative/Transformative level based on educator's ability to incorporate information from the PIC_RAT training.	Evaluation for Outcome 1: Submit an action plan for how they will support their school community with providing instructional and technical support. Evaluation for Outcome 2: Plan and deliver a professional development session on the district's framework for technology integration with staff members. Evaluation for Outcome 3: Create and share templates and resources for district and global educators, demonstrating technology innovation in lessons and activities. Evaluation for Outcome 4: Monitor student usage of the educational technology. Compare technology usage among students against educators that received PIC-RAT training and educators that did not receive the training.
	Budget Narrative: 5 days of workshop pay for 200 educators at a cost of \$87.50 - Total=\$87,500/Fringes - \$6,694 200Supplies and materials for public recognition for Engagement and Technology Leads become PGCPs EMPOWERED educators - \$31,907
Use of Funds:	Provide a total dollar amount per activity.
	\$126,101

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.3 Effective Use of Technology Activities	
<p>Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 6.4, 6.5, etc.</p>	
<p>LECS Plan Focus Area:</p>	
<p>Proposed Safe & Healthy Student Activity 6.3: Google Certified Educator Bootcamps</p>	
<p>Activity Implementation: Host Level 1 and Level 2 bootcamps designed to help the learners develop the necessary skills to facilitate and inspire student learning and creativity. We will continue to expand this opportunity to reach 120 individual teachers and administrators, impacting at least 50 schools. The nature of the bootcamps provides an opportunity for learners to connect with peers and to identify new or different instructional strategies. The learning activities that occur over the three days of each bootcamp model instructional practices that promote collaboration and critical thinking during FY2020-2021.</p>	
Outcomes	Strategies: (see definitions #21 for Evidence-Based ESEA Section 8101)
<p>What specific changes will occur because of the activity and who will benefit? (Check all that apply; add more as needed)</p>	<p>What Title IV-A strategies align to the proposed activity? (Use Drop Down Menus)</p>
<p>Who benefits from this activity? <input checked="" type="checkbox"/>Students <input checked="" type="checkbox"/>Educators <input type="checkbox"/>Other Stakeholders: <input type="checkbox"/>Other Stakeholders: Click or tap here to enter text.</p> <p>What are the desired changes? (Address all beneficiaries selected above; add more as needed)</p> <ul style="list-style-type: none"> Increased use of the core G Suite tools to create instructional activities that promote student collaboration, critical thinking and problem-solving opportunities. Increase level of student engagement through the building the capacity for educators utilizing technology effectively. Increase educators’ ability to utilize the entire G-Suite in Google classroom for student engagement 	<p>Providing professional learning resources to use technology effectively in the classroom</p> <p>Level I - Strong Evidence</p> <p>Provide a link or citation below to support the Level of Evidence: “Teacher study groups are often thought to be effective professional development structures. Such teacher communities may foster teacher learning through a collaborative culture and the codification of group members' collective knowledge.”</p> <p>Stanley, Ann Marie. (2011). Professional Development within Collaborative Teacher Study Groups: Pitfalls and Promises. Arts Education Policy Review. 112. 71-78. 10.1080/10632913.2011.546692.</p>
<p>Outcome 1:</p> <ul style="list-style-type: none"> 100% of participants in the Level 1 Google Certified Educator Bootcamp will develop fundamental skills in the use of G Suite tools and will be able to successfully implement Google for Education into their teaching practice to enhance teaching and learning. This learning series is for educators with a basic understanding of the core features of G Suite as well as well as an understanding of how to meaningfully use technology in the classroom. Teachers will be able to use the core G Suite tools to create instructional activities that promote student collaboration and critical thinking. <p>Outcome 2:</p>	<p>Evaluation</p> <p>How and when will the listed outcomes be measured for success? (Add more as needed)</p> <p>Evaluation for Outcome 1: Participants will have benchmark activities throughout the coursework to demonstrate understanding.</p> <p>Evaluation for Outcome 2: Participants will be asked to self-report exam results.</p> <p>Evaluation for Outcome 3: NA Click or tap here to enter text.</p>

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

6.3 Effective Use of Technology Activities	
Please write a brief description of the identified focus area from the Local ESSA Consolidated Strategic (LECS) Plan. Select Effective Use of Technology strategies from the drop-down menu that will support the proposed activity. Please remember that any allocation ≥\$30,000 must spend a portion of the overall allocation for Effective Use of Technology strategies. ADD MORE ACTIVITIES AS NEEDED, MAINTAIN NUMERICAL ORDER, e.g. 6.4, 6.5, etc.	
<ul style="list-style-type: none"> After completion of the bootcamp, 100% of participants will be prepared to take the Level 1 Google Certified Educator exam. Outcome 3: NA	
	Budget Narrative: <ul style="list-style-type: none"> 2 full days of workshop pay for 100 Level 1 educators at a cost of \$175.00- Total = \$35,000/Fringes - \$2,678 2 full days of workshop pay for 100 Level 2 educators at a cost of \$175.00 - Total = \$35,000/Fringes - \$2,678 2 full days of workshop for 6 Level 1 or 2 Google Certified Educator mentors (instructors) at a cost of \$175.00 = \$2,100/Fringes - \$161 1 full day of instructor pay for 3 instructors at a cost of \$225 = \$675 / Fringes - \$52
Use of Funds:	Provide a total dollar amount per activity. \$78,342

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

BUDGET NARRATIVE 6.0

Prince George's County Public Schools					
Title IV, Part A Grant - Effective Use of Technology - Budget Narrative					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Activity 6.0 - Strategy Item #6.1.1					
203-205-09/03-Supplies & Materials	Innovating Digital Practices - Courageous Edventures: Navigating Obstacles to Discover Classroom Innovation - Staff Development Books	100 books @ \$35.00/per book	\$ 3,500	\$ -	\$ 3,500
203-205-09/01-Salaries and Wages	"Challenge Based Coaches for Engagement & Technology Coaches - Professional Development (workshop pay)	6 full day workshop sessions x 25 participants (educators) @ \$175/per participant	\$ 26,250	\$ -	\$ 26,250
212-04-Other Charges	"Challenge Based Coaches for Engagement & Technology Coaches - Professional Development (fringe benefits)	\$26,250 x .0765 (FICA)	\$ 2,008	\$ -	\$ 2,008
203-205-09/01-Salaries & Wages	"Challenge Based Coaches for Engagement & Technology Coaches - Professional Development (facilitator pay)	6 full day workshop sessions x 2 facilitators (instructors) @ \$225/per facilitator/per session	\$ 2,700	\$ -	\$ 2,700
212-04-Other Charges	"Challenge Based Coaches for Engagement & Technology Coaches - Professional Development (fringe benefits)	\$2,700 x .0765 (FICA)	\$ 207	\$ -	\$ 207
Subtotal - Activity 6.0 - Strategy Item #6.1.1 (Engagement & Technology Coaches)					\$ 34,665
Activity 6.0 - Strategy Item #6.1.2					
203-205-09/01-Salaries & Wages	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (workshop pay)	10 centralized after-school workshops with 20 participants per session x \$87.50/per participant	\$ 17,500	\$ -	\$ 17,500
212-04-Other Charges	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (fringe benefits)	\$17,500 x .0765 (FICA)	\$ 1,339	\$ -	\$ 1,339
203-205-09/01-Salaries & Wages	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (facilitator pay)	10 centralized after-school workshops with 1 facilitator per session x \$225.00/per facilitator (10 facilitators in total)	\$ 2,250	\$ -	\$ 2,250
212-04-Other Charges	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (fringe benefits)	\$2,250 x .0765 (FICA)	\$ 172	\$ -	\$ 172
203-205-09/01-Salaries & Wages	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (workshop pay)	10 school-based after-school workshops with 20 participants per session x \$87.50/per participant	\$ 17,500	\$ -	\$ 17,500
212-04-Other Charges	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (fringe benefits)	\$17,500 x .0765 (FICA)	\$ 1,339	\$ -	\$ 1,339
203-205-09/01-Salaries & Wages	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (facilitator pay)	10 school-based after-school workshops with 1 facilitator per session x \$225.00/per facilitator (10 facilitators in total)	\$ 2,250	\$ -	\$ 2,250

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Prince George's County Public Schools					
Title IV, Part A Grant - Effective Use of Technology - Budget Narrative					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
212-04-Other Charges	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (fringe benefits)	\$2,250 x .0765 (FICA)	\$ 172	\$ -	\$ 172
Subtotal - Activity 6.0 - Strategy Item #6.1.2 (Plugged-In & Powered-Up Educators)					\$ 42,522
Activity 6.0 - Strategy Item #6.1.3					
203-205-02/04 - Other Charges	Screencastify (video portal for teaching) - Dues; Subscriptions	Based on vendor quote (district-wide on-line subscription for 208 schools)	\$ 113,000	\$ -	\$ 113,000
203-205-02/04 - Other Charges	Kami (digital classroom application for chrome to allow editing documents) - Dues; Subscriptions	Based on vendor quote (district-wide on-line subscription for 208 schools)	\$ 146,000	\$ -	\$ 146,000
Subtotal - Activity 6.0 - Strategy Item #6.1.3 (Instructional Software)					\$ 259,000
Activity 6.0 - Strategy Item #6.1.4					
203-205-02/02- Contracted Services	Mobil STEM Lab (contracted services to finalize the overall function of the mobile bus) - Other Contracted Services	Based on vendor quote	\$ 50,000	\$ -	\$ 50,000
Subtotal - Activity 6.0 - Strategy Item #6.1.4 (Mobile STEM Lab-Bus)					\$ 50,000
Activity 6.0 - Strategy Item #6.1.5					
203-205-09/04-Other Charges	International Society for Technology in Education (ISTE) Conference - Registration & Membership Fees	20 administrators x \$175/conference registration	\$ 3,500	\$ -	\$ 3,500
Subtotal - Activity 6.0 - Strategy Item #6.1.5 (ISTE - Professional Development)					\$ 3,500
Activity 6.0 - Strategy Item #6.2					
203-205-09/01-Salaries and Wages	PGCPS EMPOWERED - School Based Engagement & Technology Leads - Professional Development (workshop pay)	5 days (1/2-day workshop) for 200 educators @ \$87.50/per participant/educator	\$ 87,500	\$ -	\$ 87,500
212-04-Other Charges	PGCPS EMPOWERED - School Based Engagement & Technology Leads - Professional Development (fringe benefits)	\$87,500 x .0765 (FICA)	\$ 6,694	\$ -	\$ 6,694
203-205-09/03 - Supplies & Materials	PGCPS EMPOWERED - Supplies and materials for staff recognition - Supplies & Materials	Based on various vendor quotes (200 Engagement & Technology Leads x \$159.60/per participant-estimated)	\$ 31,907	\$ -	\$ 31,907
Subtotal - Activity 6.0 - Strategy Item #6.2 (School Based Engagement & Technology Leads)					\$ 126,101
Activity 6.0 - Strategy Item #6.3					
203-205-09/01-Salaries & Wages	Google Certified Educator Bootcamp - Professional Development (workshop pay)	2 full day workshops for 100 Level I participants x \$175 (full day workshop pay)	\$ 35,000	\$ -	\$ 35,000
212-04-Other Charges	Google Certified Educator Bootcamp - Professional Development (fringe benefits)	\$35,000 x .0765 (FICA)	\$ 2,678	\$ -	\$ 2,678
203-205-09/01-Salaries & Wages	Google Certified Educator Bootcamp - Professional Development (workshop pay)	2 full day workshops for 100 Level II participants x \$175 (full day workshop pay)	\$ 35,000	\$ -	\$ 35,000
212-04-Other Charges	Google Certified Educator Bootcamp - Professional Development (fringe benefits)	\$35,000 x .0765 (FICA)	\$ 2,678	\$ -	\$ 2,678

Appendix F - Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Prince George's County Public Schools					
Title IV, Part A Grant - Effective Use of Technology - Budget Narrative					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
203-205-09/01-Salaries & Wages	Google Certified Educator Bootcamp - Professional Development (facilitator pay)	2 full day workshops for 6 Level I and II Google Certified Educator Mentors x \$175 (full day workshop pay)	\$ 2,100	\$ -	\$ 2,100
212-04-Other Charges	Google Certified Educator Bootcamp - Professional Development (fringe benefits)	\$2,100 x .0765 (FICA)	\$ 161	\$ -	\$ 161
203-205-09/01-Salaries & Wages	Google Certified Educator Bootcamp - Professional Development (facilitator pay)	3 facilitators/instructors @ \$225.00/per facilitator (1 full day)	\$ 675	\$ -	\$ 675
212-04-Other Charges	Google Certified Educator Bootcamp - Professional Development (fringe benefits)	\$675 x .0765 (FICA)	\$ 52	\$ -	\$ 52
Subtotal - Activity 6.0 - Strategy Item #6.3 (Google Certified Educator Bootcamp)					\$ 78,342
Title IV, Part A - Effective Use of Technology- Grand Total:					\$ 594,129

Appendix F: Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): Prince George's County Public Schools Grant Year: FY 2021
(use drop down)

7.0 EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 8501]:

Equitable Services: Services and other benefits to private school students must be secular, neutral, and non-ideological (Sec. 8501(a)(2)), must be provided in a timely manner, and must be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel (Sec. 8501(a)(3)(A)). To help ensure such equity, the state education agency must designate an ombudsman to monitor and enforce the requirements relating to the participation of children in private schools (Sec. 8501(a)(3)(B)).

Participating Private Schools and Services: Provide information regarding *the names of participating private schools, the number of private school students, and the calculated cost per pupil, that will benefit from Title IV-A services.* (Include below or as an attachment)

Insert Table with Private Schools Participating in Title IV, Part A Program

Private Schools Participating in Title IV, Part A Program			
Based on Enrollment Data for SY2019-2020 for Prince George's County, SY2020-2021			
SCHOOL	TCH	STUDENTS	ALLOCATION
Al-Huda School	50	530	\$ 10,035
Bishop McNamara HS	130	856	\$ 16,207
Chelsea School	34	70	\$ 1,325
DeMatha Catholic HS	75	822	\$ 15,563
Elizabeth Seton HS	100	593	\$ 11,228
Excellence Christian School	33	199	\$ 3,768
The Foundation School	123	135	\$ 2,556
From the Heart Christian School	35	197	\$ 3,730
Grace Brethren Christian Academy	73	510	\$ 9,656
Holy Redeemer School	25	215	\$ 4,071
Holy Trinity Episcopal Day School	81	424	\$ 8,028
Lanham Christian School	40	220	\$ 4,165
National Christian Academy	30	287	\$ 5,434
Reid Temple Christian Academy	47	237	\$ 4,487
Riverdale Baptist	50	413	\$ 7,820
New Chapel Christian Academy	50	73	\$ 1,382
St. Ambrose School	23	210	\$ 3,976
St. Columba School	18	156	\$ 2,954
St. Jerome Academy	35	285	\$ 5,396
St. John the Evangelist	25	208	\$ 3,938
St. Joseph's Regional Catholic School	23	176	\$ 3,332
St. Mary of the Assumption School	23	188	\$ 3,559
St. Mary of the Mills	45	271	\$ 5,131
St. Mary's School in Landover Hills	31	187	\$ 3,541
St. Mary School of Piscataway	14	115	\$ 2,177
St. Matthias the Apostle School	18	168	\$ 3,181
St. Philip Apostle School	15	148	\$ 2,802
St. Pius X Regional School	43	463	\$ 8,766
St. Vincent Pallotti HS	62	404	\$ 7,649
Archdiocese of Washington		<i>included in above totals</i>	
TOTAL		8,760	\$ 165,857

Appendix F: Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): Prince George's County Public Schools Grant Year: FY 2021
(use drop down)

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)).

A. Number of Students		
LEA enrollment		131,639
Participating Private Schools Enrollment		8,760
Total Enrollment		140,399
B. Title IV, Part A Allocation		
Total LEA allocation		\$2,712,485
Administrative Costs up to 2% (for public and private school programs)		\$54,250
LEA Allocation Minus Admin Costs		\$2,658,235
C. Per Pupil Rate		
Per Pupil Rate		\$ 18.9334
D. Equitable Services		
Amount LEA must reserve for equitable services for private school teachers and other educational personnel		\$ 165,857

Describe the school system's written process to invite private schools to the initial consultation meeting, provide on-going consultation, and manage disputes and/or complaints.

Initial Consultation:	<p>The standard consultation process utilized by PGCPs to determine equitable services to students in private schools is described below: Private schools in PGCPs are identified on the MSDE website. PGCPs' Title I Program Office contacts each school via US mail and/or email. This correspondence provides opportunity for private school officials to acknowledge that they would like to participate in equitable services.</p> <ul style="list-style-type: none"> ▪ Schools were asked to respond and indicate their intention to participate for SY21 ▪ The Initial Consultation Meeting for Non-public schools for FY21 planning was held on October 16, 2020
On-Going Consultation:	<p>Non-public schools are provided technical assistance through on-going consultations with the Title IV, Part A administrative consultant. Title I Office coordinates inviting participating schools to attend ongoing consultation meetings; agendas are sent prior to the meetings whereby representatives can review and provide input. Title I, Title II, Title III, and Title IV participate and present at these meetings.</p>
Managing Disputes/Complaints:	<p>The Agenda for the Initial Consultation Meeting conducted on October 16, 2020 via Webex included explanation of the Prince George's County Complaint Resolution Procedures for Equitable Services under Every Student Succeeds Act (ESSA). Participants were provided instructions on how to direct complaints to the appropriate PGCPs personnel.</p>

Describe the school system's **process for providing equitable participation** to students in private schools. This should include evidence of a needs assessment, monitoring practices, and a professional development action plan. (Include below or as an attachment)

Appendix F: Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Local Educational Agency (LEA): <u>Prince George's County Public Schools</u> (use drop down)		Grant Year: FY 2021
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)).		
Needs Assessment:	Private school officials determine the needs of students based on each school's individual assessment. Based on the assessment results, schools determine the specific students who will be served. (Needs assessment results are attached)	
Monitoring:	Services to students may be provided through a third-party vendor. On a quarterly basis, program managers monitor the progress of program implementation in each school.	
Professional Development Plan:	For SY2020-2021, through consultation meetings, the schools decided not to provide professional development. Therefore, a professional development action plan was not developed.	
Total Amount for Non-Public Transfers:		\$165,857
REMEMBER, THE 20%, 20% and 15% RULE INCLUDES NONPUBLIC SPENDING.		

Local Educational Agency: Prince George's County Public Schools
(use drop down)

Grant Year: FY 2021

8.0 Assurances [ESEA, Section 4106(E)(2)]:

EACH APPLICATION SHALL INCLUDE ASSURANCES THAT THE LEA WILL—

- (A) prioritize the distribution of funds to schools served by the LEA that—
 - i. are among the schools with the greatest needs, as determined by such LEA;
 - ii. have the highest percentages or numbers of children counted under section 1124(c);
 - iii. are identified for comprehensive support and improvement under section 1111(c)(4)(d)(i);
 - iv. are implementing targeted support and improvement plans as described in section 1111(d)(2); or
 - v. are identified as a persistently dangerous public elementary school or secondary school under section 8532;

 - (B) comply with section 8501 (regarding equitable participation by private school children and teachers);
 - i. the LEA maintains control over materials, equipment and property purchased with federal funds, if applicable under section 8501(d)(1);
 - ii. the LEA **expenditures**, when providing educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children under section 8501(a)(4); and
 - iii. the LEA assures that educational services and other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and non-ideological under section 8501(a)(2).

 - (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 LEA 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 LEA receiving an allocation under section 4105(a)(1) in an amount less than \$30,000 shall be required to provide only one of the assurances described in subparagraphs (C), (D), and (E) of subsection (e)(2)

RECIPIENT ASSURANCES

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

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

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

Monica E. Goldson, Ed.D., Chief Executive Officer



11/13/2020

Superintendent of Schools or Head of Grantee Agency

Date

9.0 INTERNET SAFETY [ESEA, Section 4121]:

No funds made available under this part to a LEA for an elementary school or secondary school that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) may be used to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, LEA, or other authority with responsibility for administration of such school both—

(1)(A) has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene;
- (ii) child pornography; or
- (iii) harmful to minors; and

(B) is enforcing the operation of such technology protection measure during any use of such computers by minors; and

(2)(A) has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—

- (i) obscene; or
- (ii) child pornography; and

(B) is enforcing the operation of such technology protection measure during any use of such computers.

(A) SCHOOLS WITH INTERNET SAFETY POLICIES AND TECHNOLOGY PROTECTION MEASURES IN PLACE.—A LEA with responsibility for a school covered by subsection (a) that has in place an Internet safety policy meeting the requirements of subsection (a) shall certify its compliance with subsection (a) during each annual program application cycle under this Act.

By checking this box the LEA certifies that it is in compliance with the internet safety policies and technology protection measures.

10.0 BUDGET NARRATIVE:

Guidance for Completion of the Budget Narrative for Individual Grants

(REMEMBER TO CALCULATE THE PERCENTAGES FOR WELL-ROUNDED (20%) & SAFE & HEALTHY STUDENTS (20%) OFF THE TOP OF THE ORIGINAL ALLOCATION)

The budget narrative is an explanation of your budget and must be able to stand on its own without having to refer to the proposal for information. Although information to justify a line item (such as job descriptions for personnel) might be contained within the grant application, a separate and complete justification for each line item must be provided in the budget narrative. It should include the following information: *It is recommended that you arrange the budget narrative by content area, i.e., 4.0: Well-Rounded Education, 5.0: Safe and Healthy Students, and 6.0: Effective Use of Technology for reporting purposes.*

- Description of the specific item (What is it?)
- Description of how the specific item relates to the project (Why is this item needed to fulfill the project objective?)
- Arithmetical explanation of how you estimated the requested amount (What formula did you use to arrive at your estimate? Show the detail.)

Set up your Budget Narrative in the same order and with the same headings as the Budget, i.e., MSDE Category, Program and Object. Without the Narrative, the Budget is just a collection of numbers. You will also want to tie Budget items in the Narrative to the allowable activities discussed in the plan so the reviewer clearly sees their necessity. Make absolutely sure your sums are accurate.

Each line must be detailed and specific. General expenses should be broken down into specific line items. For example, "meeting expenses" can be broken down into room rental, photocopying and refreshments. It is important to be as detailed as possible.

Clearly show the requested funds and in-kind contributions for each line item. Indicate the source of the in-kind contribution. Both requested and in-kind funds must be reasonable and within current market prices.

Show how the expense was calculated for each line item. Reviewers will use this information to determine if your budget is reasonable and cost-effective.

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.

10.0 BUDGET NARRATIVE:

Guidance for Completion of the Budget Narrative for Individual Grants

(REMEMBER TO CALCULATE THE PERCENTAGES FOR WELL-ROUNDED (20%) & SAFE & HEALTHY STUDENTS (20%) OFF THE TOP OF THE ORIGINAL ALLOCATION)

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. **Must be subtracted from indirect cost calculation.**

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. **Must be subtracted from indirect cost calculation.**

Indirect Costs

- To calculate the indirect cost, please refer to the Financial Reporting Manual for Maryland Public Schools (section D-1). This calculation should be included on the budget narrative as a separate line item and is not associated with any specific Activity. The calculation is as follows:

Total allocation less (-) transfers (equitable services) less (-) equipment x 0.0(ICR) x 1.0(ICR)

Example: The LEA total allocation is \$50,000. The LEA indirect cost rate = 2.0%.

The LEA has \$4,000 in transfers for equitable services and \$1,000 in equipment.

The indirect cost rate calculation =

$$\$50,000 - \$4,000 \text{ (equitable services)} - \$1,000 \text{ (equipment)} = \$45,000.$$

$$\$45,000 \times .02 = \$900. \$900 \times 1.02 = \underline{\$918 \text{ INDIRECT COSTS.}}$$

Appendix F: Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

CONSOLIDATED BUDGET NARRATIVE

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
4.0/4.1	203-205-09/01 - Salaries & Wages	Howard B. Owens Science Center (HBOSC) First Hand Climate Research Project - Professional development (workshop pay)	20 teachers x \$175/workshop pay x 2 days	\$ 7,000	\$ -	\$ 7,000
4.0/4.1	203-205-09/01 - Salaries & Wages	HBOSC First Hand Climate Research Project - Facilitator Stipends	1 facilitator x \$1,000/stipend pay	\$ 1,000	\$ -	\$ 1,000
4.0/4.1	203-205-09/01 - Salaries & Wages	HBOSC First Hand Climate Research Project - Teacher Facilitator Stipends	2 facilitators x \$250/per day x 2 days	\$ 1,000	\$ -	\$ 1,000
4.0/4.3	203-205-09/01 - Salaries & Wages	Conflict and Compromise: Agents of Change Through Social Movement - Professional development (workshop pay)	40 Teachers x 3 days x \$175 workshop pay	\$ 21,000	\$ -	\$ 21,000
4.0/4.3	203-205-09/01 - Salaries & Wages	Conflict and Compromise: Agents of Change Through Social Movement - Professional development (workshop pay)	40 Teachers x 1 1/2 half-day x \$87.50	\$ 3,500	\$ -	\$ 3,500
4.0/4.4	203-205-09/01 - Salaries & Wages	AP Workshop - Professional development (workshop pay)	150 participants @ \$175/per participant x 4 days	\$ 105,000	\$ -	\$ 105,000
4.0/4.4	203-205 - 09/01 Salaries & Wages	A Day with an AP Reader - Professional Development (workshop pay)	30 teachers x 5 sessions @ \$175 (workshop pay per session)	\$ 26,250	\$ -	\$ 26,250
5.0/5.1.1	207 - 01 - Salaries & Wages	Positive Behavior Intervention Supports (PBIS) New Team Training - Professional development (workshop pay)	50 participants x \$87.50 (1/2 day workshop pay) x 8 days (professional development trainings)	\$ 35,000	\$ -	\$ 35,000
5.0/5.1.2	207 - 01 - Salaries & Wages	Restorative Practice Coordinator - 10 additional summer duty days - Salaries & Wages (2nd Assignment)	1 employee @ \$60.00 (estimated hourly rate) x 7.5 hours/per day x 10 days	\$ 4,500	\$ -	\$ 4,500
5.0/5.1.3	207 - 01 - Salaries & Wages	Bullying, Harassment & Intimidation Prevention - Data entry by district employee for staff to analyze information - Salaries & Wages (2nd Assignment)	1 employee @ \$55.00 (estimated hourly rate) x 169 hours	\$ 9,295	\$ -	\$ 9,295
5.0/5.1.5	207 - 01 - Salaries & Wages	District Mental Health Strategy Team - Salaries & Wages (stipend payment)	8 Mental Health Team members @ \$1,000/per person (stipend)	\$ 8,000	\$ -	\$ 8,000
5.0/5.1.6	207 - 01 - Salaries & Wages	School Wellness - Wellness Champion Stipend - Salaries & Wages (stipend payment)	209 schools x \$300 per school/wellness champion	\$ 62,700	\$ -	\$ 62,700
5.0/5.2.1	207 - 01 - Salaries & Wages	Counseling Support for Students (mental health, tobacco, drug and alcohol) - Salaries & Wages (2nd Assignments)	13 counselors @ \$60.00/per hour (estimated) x 4.5 hours x 45 weeks	\$ 157,950	\$ -	\$ 157,950
5.0/5.2.2	207 - 01 - Salaries & Wages	Counseling Support for Students Academic Achievement - Professional School Counselors – 10 addl. days -summer - Salaries & Wages (2nd assignments)	58 School Counselors x 7.5 hrs. x \$60 (estimated hourly rate) x 10 days	\$ 261,000	\$ -	\$ 261,000
5.0/5.2.3	207 - 01 Salaries & Wages	Student Attendance - Increase attendance & reduce truancy- Salaries & Wages (2nd Assignments)	43 PPWs x 7.5 hrs. x \$71.00 (estimated hourly rate) x 10 days	\$ 228,975	\$ -	\$ 228,975
5.0/5.2.3	207 - 01 Salaries & Wages	Student Attendance - Increase attendance & reduce truancy- Salaries & Wages (2nd Assignments)	1 PPW Instructional Specialist x 8 hrs. x \$70.00 (estimated hourly rate) x 10 days	\$ 5,600	\$ -	\$ 5,600
5.0/5.2.4	207 - 01 Salaries & Wages	Peer Mediation - Stipend payment for peer mediation teachers- Salaries & Wages (stipend payment)	200 Peer Mediation Teachers x \$500 per person	\$ 100,000	\$ -	\$ 100,000

Appendix F: Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Prince George's County Public Schools Consolidated Budget Narrative						
Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant						
5.0/5.2.4	207 - 01 Salaries & Wages	Peer Mediation Professional Development Training - 1/2 workshop for peer mediation teachers - Salaries & Wages (workshop pay)	200 Peer Mediation Teachers x \$87.50 (1/2 workshop pay-per person)	\$ 17,500	\$ -	\$ 17,500
5.0/5.2.5	208 - 01 Salaries & Wages	Immunization Compliance - School Nurses- Salaries & Wages (2nd assignments)	55 nurses x 7.5 hours x \$43.69 x 10 days	\$ 180,221	\$ -	\$ 180,221
6.0/6.1.1	203-205-09/01-Salaries and Wages	"Challenge Based Coaches for Engagement & Technology Coaches - Professional Development (workshop pay)	6 full day workshop sessions x 25 participants (educators) @ \$175/per participant	\$ 26,250	\$ -	\$ 26,250
6.0/6.1.1	203-205-09/01-Salaries & Wages	"Challenge Based Coaches for Engagement & Technology Coaches - Professional Development (facilitator pay)	6 full day workshop sessions x 2 facilitators (instructors) @ \$225/per facilitator/per session	\$ 2,700	\$ -	\$ 2,700
6.0/6.1.2	203-205-09/01-Salaries & Wages	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (workshop pay)	10 centralized after-school workshops with 20 participants per session x \$87.50/per participant	\$ 17,500	\$ -	\$ 17,500
6.0/6.1.2	203-205-09/01-Salaries & Wages	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (facilitator pay)	10 centralized after-school workshops with 1 facilitator per session x \$225.00/per facilitator (10 facilitators in total)	\$ 2,250	\$ -	\$ 2,250
6.0/6.1.2	203-205-09/01-Salaries & Wages	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (workshop pay)	10 school-based after-school workshops with 20 participants per session x \$87.50/per participant	\$ 17,500	\$ -	\$ 17,500
6.0/6.1.2	203-205-09/01-Salaries & Wages	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (facilitator pay)	10 school-based after-school workshops with 1 facilitator per session x \$225.00/per facilitator (10 facilitators in total)	\$ 2,250	\$ -	\$ 2,250
6.0/6.2	203-205-09/01-Salaries and Wages	PGCPS EMPOWERED - School Based Engagement & Technology Leads - Professional Development (workshop pay)	5 days (1/2 day workshop) for 200 educators @ \$87.50/per participant/educator	\$ 87,500	\$ -	\$ 87,500
6.0/6.3	203-205-09/01-Salaries & Wages	Google Certified Educator Bootcamp - Professional Development (workshop pay)	2 full day workshops for 100 Level I participants x \$175 (full day workshop pay)	\$ 35,000	\$ -	\$ 35,000
6.0/6.3	203-205-09/01-Salaries & Wages	Google Certified Educator Bootcamp - Professional Development (workshop pay)	2 full day workshops for 100 Level II participants x \$175 (full day workshop pay)	\$ 35,000	\$ -	\$ 35,000
6.0/6.3	203-205-09/01-Salaries & Wages	Google Certified Educator Bootcamp - Professional Development (facilitator pay)	2 full day workshops for 6 Level I and II Google Certified Educator Mentors x \$175 (full day workshop pay)	\$ 2,100	\$ -	\$ 2,100
6.0/6.3	203-205-09/01-Salaries & Wages	Google Certified Educator Bootcamp - Professional Development (facilitator pay)	3 facilitators/instructors @ \$225.00/per facilitator (1 full day)	\$ 675	\$ -	\$ 675
Subtotal - Salaries & Wages						\$ 1,464,216
FIXED CHARGES						
Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
4.0/4.1	212 - 04 - Other Charges	Howard B. Owens Science Center (HBOSC) First Hand Climate Research Project - Professional development (fringe benefits)	\$7,000 x .0765 (FICA)	\$ 536	\$ -	\$ 536

Appendix F: Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Prince George's County Public Schools Consolidated Budget Narrative						
Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant						
4.0/4.1	212 -04 - Other Charges	HBOSC First Hand Climate Research Project - Facilitator Stipends (fringe benefits)	\$1,000 x .0765 (FICA)	\$ 77	\$ -	\$ 77
4.0/4.1	212 -04 - Other Charges	HBOSC First Hand Climate Research Project - Facilitator Stipends (fringe benefits)	\$1,000 x .0765 (FICA)	\$ 77	\$ -	\$ 77
4.0/4.3	212 - 04 - Other Charges	Conflict and Compromise: Agents of Change Through Social Movement - Professional development (fringe benefits)	\$21,000 x .0765 (FICA)	\$ 1,607	\$ -	\$ 1,607
4.0/4.3	212 - 04 - Other Charges	Conflict and Compromise: Agents of Change Through Social Movement - Professional development (fringe benefits)	\$3,500 x .0765 (FICA)	\$ 268	\$ -	\$ 268
4.0/4.4	212-04 - Other Charges	AP Workshop - Professional development (fringe Benefits)	\$105,000 x .0765 (FICA)	\$ 8,033	\$ -	\$ 8,033
4.0/4.4	212 - 04 - Other Charges	A Day with an AP Reader - Professional development (fringe benefits)	\$26,250 x .0765 (FICA)	\$ 2,008	\$ -	\$ 2,008
5.0/5.1.1	212 - 04 - Other Charges	Positive Behavior Intervention Supports (PBIS) New Team Training - Professional development (fringe benefits)	\$35,000 x .0765 (FICA)	\$ 2,678	\$ -	\$ 2,678
5.0/5.1.2	212 - 04 - Other Charges	Restorative Practice Coordinator - 10 additional summer duty days - Salaries & Wages (fringe benefits)	\$4,500 x .0765 (FICA)	\$ 344	\$ -	\$ 344
5.0/5.1.3	212 - 04 - Other Charges	Bullying, Harassment & Intimidation Prevention - Data entry by district employee for staff to analyze information - Salaries & Wages (fringe benefits)	\$9,295 x .0765 (FICA)	\$ 711	\$ -	\$ 711
5.0/5.1.5	207 -04 - Other Charges	District Mental Health Strategy Team - Salaries & Wages (fringe benefits)	\$8,000 x .0765 (FICA)	\$ 612	\$ -	\$ 612
5.0/5.1.6	212 - 04 - Other Charges	School Wellness - Wellness Champion Stipend - Salaries & Wages (fringe benefits)	\$62,700 x .0765(FICA)	\$ 4,797	\$ -	\$ 4,797
5.0/5.2.1	212 - 04 - Other Charges	Counseling Support for Students (mental health, tobacco, drug and alcohol) - Salaries & Wages (fringe benefits)	\$157,950 x .0765 (FICA)	\$ 12,083	\$ -	\$ 12,083
5.0/5.2.2	212 - 04 - Other Charges	Counseling Support for Students Academic Achievement - Professional School Counselors – 10 addl. days -summer - Salaries & Wages (fringe benefits)	\$261,000 x .0765 (FICA)	\$ 19,967	\$ -	\$ 19,967
5.0/5.2.3	212 - 04 Other Charges	Student Attendance - Increase attendance & reduce truancy- Salaries & Wages (fringe benefits)	\$228,975 x .0765 (FICA)	\$ 17,517	\$ -	\$ 17,517
5.0/5.2.3	212 - 04 Other Charges	Student Attendance - Increase attendance & reduce truancy- Salaries & Wages (fringe benefits)	\$5,600 x .0765 (FICA)	\$ 428	\$ -	\$ 428
5.0/5.2.4	212 - 04 Other Charges	Peer Mediation - Stipend payment for peer mediation teachers- Salaries & Wages (fringe benefits)	\$100,000 x .0765 (FICA)	\$ 7,650	\$ -	\$ 7,650
5.0/5.2.4	212 - 04 Other Charges	Peer Mediation Professional Development Training - 1/2 workshop for peer mediation teachers - Salaries & Wages (fringe benefits)	\$17,500 x .0765 (FICA)	\$ 1,339	\$ -	\$ 1,339
5.0/5.2.5	212 - 04 - Other Charges	Immunization Compliance - School Nurses – Second Assignment (fringe benefits)	\$180,221 x .0765 (FICA)	\$ 13,787	\$ -	\$ 13,787
6.0/6.1.1	212-04-Other Charges	"Challenge Based Coaches for Engagement & Technology Coaches - Professional Development (fringe benefits)	\$26,250 x .0765 (FICA)	\$ 2,008	\$ -	\$ 2,008
6.0/6.1.1	212-04-Other Charges	"Challenge Based Coaches for Engagement & Technology Coaches - Professional Development (fringe benefits)	\$2,700 x .0765 (FICA)	\$ 207	\$ -	\$ 207
6.0/6.1.2	212-04-Other Charges	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (fringe benefits)	\$17,500 x .0765 (FICA)	\$ 1,339	\$ -	\$ 1,339
6.0/6.1.2	212-04-Other Charges	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (fringe benefits)	\$2,250 x .0765 (FICA)	\$ 172	\$ -	\$ 172
6.0/6.1.2	212-04-Other Charges	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (fringe benefits)	\$17,500 x .0765 (FICA)	\$ 1,339	\$ -	\$ 1,339

Appendix F: Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Prince George's County Public Schools Consolidated Budget Narrative						
Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant						
6.0/6.1.2	212-04-Other Charges	Plugged-in & Powered Up Educators - After-School Technology Workshops - Professional Development (fringe benefits)	\$2,250 x .0765 (FICA)	\$ 172	\$ -	\$ 172
6.0/6.2	212-04-Other Charges	PGCPS EMPOWERED - School Based Engagement & Technology Leads - Professional Development (fringe benefits)	\$87,500 x .0765 (FICA)	\$ 6,694	\$ -	\$ 6,694
6.0/6.3	212-04-Other Charges	Google Certified Educator Bootcamp - Professional Development (fringe benefits)	\$35,000 x .0765 (FICA)	\$ 2,678	\$ -	\$ 2,678
6.0/6.3	212-04-Other Charges	Google Certified Educator Bootcamp - Professional Development (fringe benefits)	\$35,000 x .0765 (FICA)	\$ 2,678	\$ -	\$ 2,678
6.0/6.3	212-04-Other Charges	Google Certified Educator Bootcamp - Professional Development (fringe benefits)	\$2,100 x .0765 (FICA)	\$ 161	\$ -	\$ 161
6.0/6.3	212-04-Other Charges	Google Certified Educator Bootcamp - Professional Development (fringe benefits)	\$675 x .0765 (FICA)	\$ 52	\$ -	\$ 52
Subtotal - Fixed Charges						\$ 112,014
CONTRACTED SERVICES						
Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
4.0/4.2	203 - 205 - 02/02 - Contracted Services	Turnitin Feedback Studio Writing Support Program (online platform application) - Contracted Services	Turnitin Feedback Studio Full Suite for 2 years (Year 1 - \$110,279 & Year 2 - \$118,405)	\$ 228,684	\$ -	\$ 228,684
4.0/4.3	203-205-09/02 - Contracted Services	Conflict and Compromise: Agents of Change Through Social Movement (Mikva Challenge - Restorative Justice Program Contract - Contracted Services	Based on vendor quotes	\$ 25,215	\$ -	\$ 25,215
4.0/4.4	203-205 - 02/02 - Contracted Services	AP Summer Institute - Contracted Services	8 courses @ \$11,500/each course	\$ 92,000	\$ -	\$ 92,000
4.0/4.4	203-205 - 09/02 - Contracted Services	A Day with an AP Reader - Consultant Fee (contracted services)	5 workshops x \$4,500 (per workshop)	\$ 22,500	\$ -	\$ 22,500
6.0/6.1.4	203-205-02/02- Contracted Services	Mobil STEM Lab (contracted services to finalize the overall function of the mobile bus) - Other Contracted Services	Based on vendor quote	\$ 50,000	\$ -	\$ 50,000
Subtotal - Contracted Services						\$ 418,399
SUPPLIES & MATERIALS						
Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
5.0/5.1.2	207 - 03 - Supplies & Materials	Restorative Approaches - The Restorative Classroom Book (resource materials) - Supplies & Materials	50 school coordinators x \$35.00/per book	\$ 1,750	\$ -	\$ 1,750
5.0/5.1.3	207 - 03 - Supplies & Materials	Bullying, Harassment & Intimidation Prevention - Second Step Classroom Kits - bullying preventive curriculum for elementary school counselors - Supplies & Materials	25 schools x \$1,129/per kit	\$ 28,225	\$ -	\$ 28,225
5.0/5.2.6	207 - 03 - Supplies & Materials	Crisis Prevention Intervention (CPI) - CPI Refresher Books (Supplies & Materials)	840 CPI Refresher books x \$20/per book	\$ 16,800	\$ -	\$ 16,800
6.0/6.1.1	203-205-09/03-Supplies & Materials	Innovating Digital Practices - Courageous Adventures: Navigating Obstacles to Discover Classroom Innovation - Staff Development Books	100 books @ \$35.00/per book	\$ 3,500	\$ -	\$ 3,500
6.0/6.2	203-205-09/03 - Supplies & Materials	PGCPS EMPOWERED - Supplies and materials for staff recognition - Supplies & Materials	Based on various vendor quotes (200 Engagement & Technology Leads x \$159.60/per participant-estimated)	\$ 31,907	\$ -	\$ 31,907

Appendix F: Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Prince George's County Public Schools Consolidated Budget Narrative						
Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant						
Subtotal - Supplies & Materials						\$ 82,182
OTHER CHARGES						
Activity #	Category/Object	Line Item	Calculation	Amount	In-Kind	Total
5.0/5.1.1	207 - 04 - Other Charges	Solution Tree Global Professional Development Subscription - Dues; Subscriptions	250 subscriptions @ \$70.00 per subscription	\$ 17,500	\$ -	\$ 17,500
5.0/5.1.1	207-04 - Other Charges	Association for Positive Behavior Support (APBS) Virtual Conference - Registration Fees	25 staff members @ \$350.00 per registration	\$ 8,750	\$ -	\$ 8,750
5.0/5.1.3	207 - 04 - Other Charges	School Culture & Achievement Professional Development Conference (Solution Tree) - Other Charges (registration fees)	2 staff members x \$750 (conference registration fees)	\$ 1,500	\$ -	\$ 1,500
5.0/5.1.3	207 - 04 - Other Charges	School Culture & Achievement Professional Development Conference (Solution Tree) - Other Charges (travel related expenditures)	Travel Related Expenditures Airfare (flight) - 2 staff members @ \$800/each Hotel - 4 nights @ \$250/per night x 2 staff members Travel Pier Diem - \$130-\$135 per day x 4 days x 2 staff members (estimated)	\$ 4,468	\$ -	\$ 4,468
5.0/5.1.4	207 - 04 - Other Charges	Safe Schools - student on-line training programs - Other Charges (on-line subscriptions)	Based on vendor quotes (Grades 6-12 on-line subscriptions)	\$ 27,718	\$ -	\$ 27,718
5.0/5.1.5	207 -04 - Other Charges	Center for the Promotion of Social & Emotional Learning (CPSEL) National Virtual Conference - Registration Fees	24 School Psychologists x \$565.00 (3-day registration conference fee)	\$ 13,560	\$ -	\$ 13,560
5.0/5.2.6	207 - 04 - Other Charges	Crisis Prevention Intervention (CPI) - Annual Fee for Certified Instructors (Other Charges)	28 Certified Instructors (annual fee) x \$150.00/per instructor	\$ 4,200	\$ -	\$ 4,200
6.0/6.1.3	203-205-02/04 - Other Charges	Screencastify (video portal for teaching) - Dues; Subscriptions	Based on vendor quote (district-wide on-line subscription for 208 schools)	\$ 113,000	\$ -	\$ 113,000
6.0/6.1.3	203-205-02/04 - Other Charges	Kami (digital classroom application for chrome to allow editing documents) - Dues; Subscriptions	Based on vendor quote (district-wide on-line subscription for 208 schools)	\$ 146,000	\$ -	\$ 146,000
6.0/6.1.5	203-205-09/04-Other Charges	International Society for Technology in Education (ISTE) Conference - Registration & Membership Fees	20 administrators x \$175/conference registration	\$ 3,500	\$ -	\$ 3,500
Subtotal - Other Charges						\$ 340,196
NON-PUBLIC TRANSFERS						
5.0	203-205-07/02 - Contracted Services	Equitable Services to students in private (non-public) schools	See Section 7.0 - Calculation Information (district level spread of funding in anticipation of applications)	\$ 19,903	\$ -	\$ 19,903
5.0	203-205-07/03 - Supplies & Materials	Equitable Services to students in private (non-public) schools	See Section 7.0 - Calculation Information (district level spread of funding in anticipation of applications)	\$ 36,489	\$ -	\$ 36,489
5.0	203-205-07/04 - Other Charges	Equitable Services to students in private (non-public) schools	See Section 7.0 - Calculation Information (district level spread of funding in anticipation of applications)	\$ 19,903	\$ -	\$ 19,903

Appendix F: Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grants

Prince George's County Public Schools Consolidated Budget Narrative						
Title IV, Part A Grant - Student Support & Academic Enrichment (SAES) Grant						
5.0	203-205-07/05 - Equipment	Equitable Services to students in private (non-public) schools	See Section 7.0 - Calculation Information (district level spread of funding in anticipation of applications)	\$ 89,563	\$ -	\$ 89,563
Subtotal - Non-Public Transfers						\$ 165,858
Administrative Cost (allowed to charge up to 2% of total grant award) / 201-23/02 - Contracted Services						
5.0	201-23/02 - Contracted Services	Title IV, Part A Grant Project Manager - daily grant oversight - Contracted Services	\$2,712,485 x .02 (2% percentage allowed per MSDE)	\$ 54,250	\$ -	\$ 54,250
Subtotal - Administrative Cost						\$ 54,250
Indirect Cost Recovery (201-22/08 Transfers)						
5.0	201-22/08 - Transfers	Indirect Cost Recovery - Transfers (FY21 Approved IDC Rate - 3.05%)	Grant amount - equipment - equitable services = base Base - (Base/(1 + IDC Rate)= IDC amount	\$ 75,373	\$ -	\$ 75,373
Subtotal - Indirect Cost Recovery						\$ 75,373
Title IV, Part A Grand Total Requested						\$ 2,712,485

MSDE C-125 Budget Request

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

ORIGINAL GRANT BUDGET	2,712,485	AMENDED BUDGET#		REQUEST DATE	11/15/20
GRANT NAME	Title IV, A Student Support & Academic Enrichment (SAES) Grant	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT#		RECIPIENT GRANT #	7011		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Prince George's County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	July 1, 2020	June 30, 2022	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							
Prog. 22 Business Support						75,373.00	75,373.00
Prog. 23 Centralized Support		54,250.00					54,250.00
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.		370,684.00		259,000.00			629,684.00
Prog. 03 Career & Tech Prog.							
Prog. 04 Gifted & Talented Prog.							
Prog. 07 Non Public Transfers		19,903.00	36,489.00	19,903.00	89,563.00		165,858.00
Prog. 08 School Library Media							
Prog. 09 Instruction Staff Dev.	393,475.00	47,715.00	35,407.00	3,500.00			480,097.00
Prog. 10 Guidance Services							
Prog. 11 Psychological Services							
Prog. 12 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							
Prog. 09 Instruction Staff Dev.							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin & Supv.							
207 Student Personnel Serv.	890,520.00		46,775.00	77,696.00			1,014,991.00
208 Student Health Services	180,221.00						180,221.00
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing & Distr.							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges				112,014.00			112,014.00
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	1,464,216.00	492,552.00	118,670.00	472,113.00	89,563.00	75,373.00	2,712,485.00

Finance Official Approval	Michael Herbstman, Chief Financial Officer	<i>Michael Herbstman</i>	11/12/20	301-952-6099
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Monica E. Goldson, Ed.D., Chief Executive Officer	<i>Monica E. Goldson</i>	11/13/2020	301-952-6008
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Lynne Muller, Ph.D., Section Chief, Student Services, Specialist School Counseling			410-767-3364
	Name	Signature	Date	Telephone #

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APPENDIX G

FINE ARTS INITIATIVE

GRANTS APPLICATION



FINE ARTS INITIATIVE GRANTS APPLICATION

Local school systems should provide a cohesive, stand-alone response to the prompts below.

1. Complete the chart below describing the progress and challenges in meeting the Programs in Fine Arts goals articulated in the system’s 2019-2020 Local ESSA Consolidated Strategic Plan. Identify the programs, practices, strategies, and resource allocations that are related to progress.
2. Supervisory staff receive opportunities to attend professional development in order to remain current in the field.
3. All staff attended one professional development during SY20.

2019-2020 FINE ARTS		
VOCAL GENERAL		
Goals	Progress	Challenges
<ul style="list-style-type: none"> ▪ Create a choral library so teachers can access more than 10,000 titles of choral literature packed in boxes. ▪ Purchase current choral literature. ▪ All staff to attend a professional conference for music program leadership. 	<ol style="list-style-type: none"> a. Installation of the choral library shelving was delayed due to the COVID-19 pandemic. The purchase of additional materials will be completed by November 2020. 	
THEATRE		
<ul style="list-style-type: none"> ▪ Provide substitutes for Teacher Leaders to plan and attend Theatre Festival. ▪ Provide keynote speaker and hands-on workshops for theatre students. ▪ Increase the number of students attending theatre workshops ▪ Update Creative, Visual, and Performing Arts Program curriculum. 	<ol style="list-style-type: none"> a. Substitute funds were used to pay for coverage for teachers to plan the 10th Annual Theatre Festival. b. Teacher membership dues were paid into two national theatre organizations - American Alliance for Theatre and Education (AATE) and Educational Theatre Association (EdTA) 	<ul style="list-style-type: none"> ▪ The annual Theatre Festival was cancelled due to the pandemic
VISUAL ARTS		
<ul style="list-style-type: none"> ▪ Increase the number of elementary art teachers by five (5). ▪ Increase the number of schools participating in the 3D Art Exhibit ▪ Develop a county-wide exhibit for seniors. ▪ Update curriculum documents for Art 6 and Pre-K. 	<ol style="list-style-type: none"> a. Revise the Art 6, 7, 8 curricula for middle schools in partnership with Anne Arundel County Public Schools (AACPS). b. Student artwork displayed by showcase coordinators both within the county and statewide. 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. c. Writers were hired to revise the Art I curriculum and work jointly with AACPS to create the Art 8 curriculum. Additionally, completed the Digital Studio 8 curriculum. 	<ul style="list-style-type: none"> ▪ Moved the countywide art exhibit to a virtual platform due to the COVID-19 pandemic.
INSTRUMENTAL MUSIC		

2019-2020 FINE ARTS

Goals	Progress	Challenges
<ul style="list-style-type: none"> ▪ Work with four (4) vendors to provide two free masterclass sessions for 50 students to improve mastery of pedagogical skills. ▪ Increase number of teachers participating in assessment workshops. ▪ Continue with the assessment of professional development workshops with the focus on string pedagogy for non-string majors. ▪ Purchase instructional supplies for workshops. 	<ul style="list-style-type: none"> ▪ Workshop pay was used to support 75 teachers in orchestra and/or band to provide pertinent feedback to the teachers on the entire assessment process and include after-school. ▪ Materials of instruction funds were spent to purchase new music for the Middle School Honor Band and Orchestra students. 	<ul style="list-style-type: none"> ▪ All large instrumental music ensemble performance assessments were cancelled due to the COVID-19 pandemic. ▪ 19 Middle School Honor Ensembles were cancelled due to the COVID-19 pandemic.

DANCE

<ul style="list-style-type: none"> ▪ Increase the number of Middle and High schools offering dance education. Provide more opportunities for students to see dance performances. ▪ Partner with higher education to provide PGCPs high schools with one masterclass in dance. ▪ Provide basic dance attire for students in need. ▪ All schools with dance education will participate in county dance showcase. ▪ Obtain supervisor membership in National Dance Education Organization (NDEO) and International Association of Blacks in Dance (IABD). 	<ul style="list-style-type: none"> ▪ <i>International Conference</i> in order to continue to expose the instructional program to latest instructional techniques. ▪ The 23rd Annual Secondary Showcase events were divided into two separate concerts based on geographical areas, north and south, to accommodate new schools and increased participation. The Southern Area Dance Showcase was held on March 7, 2020. ▪ Middle and High School Honors Dance ensembles performed at the Dance Matinee and at the Southern Showcase events. A collaborative piece performed by both groups. ▪ The 8th Annual PGCPs Dance Showcase matinee was held on Friday, March 6, 2020 at High Point High School where 12 performing groups from across the county performed for approximately 1,300 PGCPs elementary, middle and high school students. 	<ul style="list-style-type: none"> ▪ The Northern Dance Showcase was cancelled due to the pandemic. ▪ The PGCPs Student Choreography Showcase was cancelled due to the pandemic
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MEDIA ARTS

<ul style="list-style-type: none"> ▪ Revise the Film Festival to increase participation opportunities for students, families, and the community. ▪ Offer professional development for the staff gain insight into other districts' Media Arts program. ▪ Provide professional development that include supplies so teachers can implement their new ideas. 	<ul style="list-style-type: none"> ▪ Media Arts \$10,785 ▪ Professional Development was provided for Adobe practice and skills needed for Media Day and the Film Festival. ▪ Funds were allocated to support student supplies for remote learning. 	<ul style="list-style-type: none"> ▪ The district schools closed due to the COVID-19 pandemic two weeks before the first PGCPs Film Festival Showcase. ▪ Only a limited amount of travel funds was spent before the district banned travel and limited conference attendance to online.
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2. Complete the chart below outlining the system’s 2020-2021 goals to implement COMAR 13A.04.16 Programs in Fine Arts and the strategic targets (forecast to 2024 Fine Arts Certification) within each arts discipline. Include an overview of resources, partnerships, and necessary adjustments to ensure progress to meet, at a minimum, the requirements set forth in the regulations regarding the implementation of fine arts instructional programming, development of curriculum, instructional planning, instructional delivery, material selection, and assessment.

2020-2021 FINE ARTS		
	2020-2021 Goals	2023-2024 Targets <i>Forecast to Fine Arts Certification in 2024</i>
DANCE		
\$11,620	<ul style="list-style-type: none"> ▪ Increase the number of middle and high schools offering dance education by three (3) schools ▪ Provide more opportunities for students to see dance performances. ▪ Partner with higher education to provide PGCPs high schools with one masterclass in dance. ▪ Provide basic dance attire for students in need. ▪ All schools with dance education programs will participate in county dance performance assessments (Student Choreography Showcase, PGCPs Dance Day, Matinees) either virtual, face-to-face, or hybrid) ▪ Obtain supervisor membership in National Dance Education Organization (NDEO) and International Association of Blacks in Dance (IABD). 	<ul style="list-style-type: none"> ▪ Increase number of new dance education programs by 15. ▪ Every high school to receive two masterclasses in dance. ▪ Students will have opportunities to audition for scholarships during masterclasses. ▪ Continue to meet students’ material needs in order to participate in dance education. ▪ Offer multiple dance matinees featuring dance instructional programs within a school feeder pattern. ▪ Provide opportunity for supervisor and resource teacher receive membership in both organizations.
MEDIA ARTS		
\$10,800	<ul style="list-style-type: none"> ▪ Provide students with one masterclass, (either virtual or face-to-face) for all Creative Performing Arts (CPA) and Visual Performing Arts (VPA) Schools (five schools). ▪ Professionals will be contracted to lead sessions for the PGCPs Film Festival Showcase and visit classrooms. ▪ Media Arts staff will attend professional development to learn how Media Arts programs are developed and evaluated. ▪ Provide materials of instruction to support special projects. 	<ul style="list-style-type: none"> ▪ Revise curriculum to reflect Media Arts Standards. ▪ Provide Professional Development in all aspects of Media Arts: Journalism, Film Production, Podcasting, Coding/Maker, and more. ▪ Provide more student opportunities in different aspects of Media Arts ▪ Teacher and Student Certification in Adobe software. ▪ Media Arts courses at the high school level meet the fine arts requirement.
INSTRUMENTAL MUSIC		
\$11,562	<ul style="list-style-type: none"> ▪ Provide 15 beginner/transitional instruments to pilot a third-grade instrumental program at one school. ▪ Develop elementary instrumental music classes for five (5) schools on starter/transitional instruments to increase enrollment and 	<ul style="list-style-type: none"> ▪ Increasing the number of students participating to 250. ▪ Provide opportunity for all teachers with five years of experience or less will participate in assessment workshops to improve instruction.

	2020-2021 Goals	2023-2024 Targets <i>Forecast to Fine Arts Certification in 2024</i>
	<p>recruitment.</p> <ul style="list-style-type: none"> ▪ Provide five (5) professional development masterclass and/or workshop opportunities in middle schools using community partners to increase professional artist-to-student interaction and engagement ▪ Provide access to virtual performance software for VPA schools (two schools). ▪ Provide music method books for students that have limited access to digital devices or Internet. 	<ul style="list-style-type: none"> ▪ Provide opportunity for all teachers without a string education background to complete masterclasses to improve instruction
VOCAL GENERAL MUSIC		
\$11,515	<ul style="list-style-type: none"> ▪ Expand the lending choral library with purchases of current choral literature and solo literature (piano, guitar, vocal). 40 copies of six (6) pieces ▪ All staff attend a professional conference for music program leadership ▪ Secure an editor to assist with virtual instruction. ▪ Provide digital piano and guitar methods books. ▪ Provide professional development for teachers for digital instructional use. 	<ul style="list-style-type: none"> ▪ Increase access to multicultural literature for choral and general music instruction. ▪ Share strategies with teachers and district leaders to understand best practices in vocal general music.
DRAMA/THEATRE		
\$11,484	<ul style="list-style-type: none"> ▪ Provide substitutes for Teacher Leaders to plan and attend Theatre Festival. ▪ Provide keynote speakers and hands-on workshops for theatre students. ▪ Increase the number of theatre programs in the District by two (2) schools. ▪ Provide professional development and purchase resources for teachers to use in a virtual setting. ▪ Partner with various local theatres and organizations to provide one masterclass for students in the CPA and VPA schools (five schools). 	<ul style="list-style-type: none"> ▪ Increase number of theatre programs in the district. ▪ Continue updating Creative, Visual, and Performing Arts Program curricula to reflect National Core Arts Standards and Maryland State Standards.
VISUAL ARTS		
\$11,303	<ul style="list-style-type: none"> ▪ Increase the number of schools participating in the 3D Exhibit by two (2) schools. ▪ Increase the number of schools participating in the countywide exhibit for seniors by two (2) schools. ▪ Update curriculum documents for Art 6 and Pre-K. 	<ul style="list-style-type: none"> ▪ Increase the number of schools participating in the 3D Exhibit by 10 schools. ▪ Increase the number of schools participating in the countywide exhibit for seniors by 10 schools. ▪ Update all curriculum documents including our Visual and Performing Arts programs.

3. Provide a detailed **budget narrative** using the *MSDE Proposed Fine Arts Budget Form*. For reference, refer to “Guidance for Completion of the Budget Narrative for the Fine Arts Initiative,” “Sample Fine Arts Budget,” and “Fine Arts Budget Categories” in the following pages. The budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals identified in this 2020-2021 State Fine Arts Initiative Grant Application.** Budget narrative forms are available in Excel format through the MSDE Fine Arts Office.

Fine Arts Budget Narrative, Prince George's County SY2020-2021 / FY 2021-2022					
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 Showcase	10 consultants x \$300/per consultant	\$3,000		\$3,000
Instr. Special Programs - Supplies and Materials	Annual Dance Showcase	Classroom Teacher Supplies	\$1,339		\$1,339
Instr. Staff Dev. – Other Charges	Professional Development	Membership – National Dance Education Organization (\$185.00/per membership) and International Association of Blacks in Dance (\$125.00/per membership) x 3 memberships per organization	\$930		\$930
Fixed Charges	(FICA)	\$5,900 x .0765	\$451		\$451
		Total	\$11,620		\$11,620
Drama/Theatre					
Instr. Staff Dev. - Salaries and Wages	Virtual 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	Virtual Theatre Arts Festival	12 consultants x \$300/per consultant	\$3,600		\$3,600
Instr. Special Programs – Supplies and Materials	Support Virtual Learning	Classroom Teacher Supplies	\$1,609		\$1,609
Instr. Staff Dev. - Other Charges	Professional Development (Membership Dues)	Membership – American Alliance for Theatre & Education (AATE - \$125.00) and Educational Theatre Association (EdTA - \$95.00)	\$220		\$220
Fixed Charges	(FICA)	\$5,625 x 0.765	\$430		\$430
		Total	\$11,484		\$11,484
Instrumental Music					
Instr. Staff Dev. - Salary and Wages	Professional Development & Assessment Pedagogy Workshops	20 teachers x 1-day workshop session pay x \$175	\$3,500		\$3,500
Instr. Staff Dev. - Contracted	Virtual PD Consultants	3 consultants x \$300/per consultant	\$900		\$900

Fine Arts Budget Narrative, Prince George's County SY2020-2021 / FY 2021-2022					
Category/ Object	Line Item	Calculation	Amount	In-Kind	Total
Services					
Instr. Special Programs – Supplies and Materials	Instrument Supplies	Classroom Teacher Supplies	\$6,894		\$6,894
Fixed Charges	(FICA)	\$3,500 x .0765	\$268		\$268
		Total	\$11,562		\$11,562
Visual Arts					
Instr. Special Programs – Salaries and Wages	Art Show Coordinator Stipends	2 Countywide Exhibit Coordinators x \$2,250 each 1 3D Exhibit Coordinator x \$500 1 Senior Exhibit Coordinator x \$500	\$5,500		\$5,500
Instr. Special Programs – Salaries and Wages	Curriculum Writing Stipends	5 writers x \$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	Professional Editor	1 Professional Editor x \$1,500	\$1,500		\$1,500
Instr. Special Programs – Supplies and Materials	Choral Library and digital method books	Choral literature, solo literature (Piano, Guitar and Vocal)	\$9,900		\$9,900
Fixed Charges	(FICA)	\$1,500 x .0765	\$115		\$115
		Total	\$11,515		\$11,515
Media Arts					
Instr. Staff Dev. - Contracted Services	Film Festival Showcase/ Masterclasses	12 sessions x \$300/per session 5 sessions x \$500/per session	\$6,100		\$6,100
Instr. Special Programs – Supplies and Materials	Student Supplies to support specialty projects	Film making equipment, Maker supplies, sound equipment	\$4,000		\$4,000
Instr. Special Programs – Other Charges	Professional Development (Registration Fees)	2 staff members x \$350/per staff member	\$700		\$700
		Total	\$10,800		\$10,800
		Subtotal	\$68,284		\$68,284
Indirect Costs		\$70,367 (total grant) - \$0.00 (equipment allocation) - \$0.00 (equitable services) = \$70,367 (total grant base) - (\$70,367/1.0305 (3.05% FY21 IDC Rate) = \$2,083 (IDC allocation)	\$2,083		\$2,083
		Total Requested	\$70,367		\$70,367

MSDE C-125 BUDGET REQUEST

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

ORIGINAL GRANT BUDGET	\$70,367	AMENDED BUDGET #		REQUEST DATE	09/03/20
GRANT NAME	Fine Arts Initiative Grant	GRANT RECIPIENT NAME	Prince George's County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	3931		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	Prince George's County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2020	6/30/2021	
		FROM		TO	

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	BUDGET BY CAT./PROG.
201 Administration							
Prog. 21 General Support							
Prog. 22 Business Support						2,083.00	2,083.00
Prog. 23 Centralized Support							
202 Mid-Level Administration							
Prog. 15 Office of the Principal							
Prog. 16 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog. 01 Regular Prog.							
Prog. 02 Special Prog.	12,000.00		23,742.00	700.00			36,442.00
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.	15,025.00	13,600.00		1,150.00			29,775.00
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				2,067.00			2,067.00
214 Community Services							
215 Capital Outlay							
Prog. 34 Land & Improvements							
Prog. 35 Buildings & Additions							
Prog. 36 Remodeling							
Total Expenditures By Object	27,025.00	13,600.00	23,742.00	3,917.00	0.00	2,083.00	70,367.00

Finance Official Approval	Michael Herbstman, Chief Financial Officer	<i>Michael Herbstman</i>	11/12/20	301-952-6099
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Monica E. Goldson, Ed.D., Chief Executive Officer	<i>Monica E. Goldson</i>	11/13/2020	301-952-6008
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	Alysia Lee, Division of Curriculum, Assessment & Accountability			410-767-0352
	Name	Signature	Date	Telephone #

RECIPIENT ASSURANCES

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

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs 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 Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

Monica E. Goldson, Ed.D., Chief Executive Officer



11/13/2020

Superintendent of Schools or Head of Grantee Agency

Date

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APPENDIX H

EQUITABLE SERVICES

TO PRIVATE SCHOOLS

UNDER ESSA SECTION



Appendix H: Equitable Services to Private Schools Under ESSA Section

Appendix H: Equitable Services to Private Schools under ESSA Section

This section applies to Title I, Part A and programs covered Title VIII, including:

- Title I, Part A(Improving Basic Programs Operated by Local Education Agencies
- Title I, Part C Migrant Education Program)
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers, Principals and Other School Leaders
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers

To ensure equitable services and other benefits are being provided for eligible private school students, teachers, and other educational personnel, the Equitable Services State Ombudsman is responsible for monitoring and enforcing the requirements in the Every Student Succeeds Act (ESSA) under Title I and covered programs under Title VIII. **Please submit the following:**

- Consultation timeline for each program
- Signed Affirmation of Consultation
- Complaint procedures/dispute resolution process for covered programs under ESSA

In addition, the Maryland State Department of Education and local education agencies (LEA) must annually provide information to private school officials on the amount of funds allocated for equitable services under Title I and each of the covered programs under Title VIII (*Sections 1117(a)(4)(C) and 8501 (a)(4)(C)*).

Please complete the Equitable Services Table for each program listed. Provide information regarding the names of participating private schools, the number of private school participants, and proportionate share for equitable services.

Local School System: Prince George's County Public Schools		EQUITABLE SERVICES TABLE				
Participating Private School Name and Address	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
<i>All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</i>	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Staff	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Students
Archbishop Nealle School 104 Port Tobacco Road La Plata, MD 20646	0		0	0	0	
Al-Huda School 5301 Edgewood Road College Park, MD 20740	9		50	0	530	
Bishop McNamara 6800 Marlboro Pike Forestville, MD 20747	0		130	0	856	
DeMatha Catholic HS 4318 Madison Street Hyattsville, MD 20781	0		75	0	822	
Elizabeth Seton High School 57515 Emerson Street Bladensburg, MD 20710	0		100	0	593	
Excellence Christian School 9010 Frank Tippet Road Upper Marlboro, MD 20772	0		33	0	199	
Foundation School 1330 McCormick Drive Largo, MD 20774	0		123	0	135	
From the Heart Christian School 4949 Allentown Road Camp Springs, MD 20746	0		35	0	197	
George E. Peters Adventist School 6303 Riggs Road Adelphi, MD 20783	0		0	0	0	
Grace Brethren Christian School 6501 Surratts Road Clinton, MD 20735	0		510	0	510	
Highland Park Christian Academy 6801 Sheriff Road Landover, MD 20785	0		0	0	0	
Holy Family Catholic School 2200 Callaway Street Hillcrest Heights, MD 20748	0		0	0	0	
Holy Redeemer 4902 Berwyn Road College Park, MD 20740	4		25	27	207	
Holy Trinity Episcopal Day School	0		81	0	424	

Local School System: Prince George's County Public Schools		EQUITABLE SERVICES TABLE				
Participating Private School Name and Address	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
<i>All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</i>	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Staff	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Students
11902 Daisy Lane Glenn Dale, MD 20769						
Lanham Christian School 8400 Good Luck Road Lanham, MD 20706	0		40	0	220	
NASA Goddard CDC 8800 Greenbelt Road Greenbelt, MD 20771	0		0	0	0	
National Christian Academy 6700 Bock Road Fort Washington, MD 20744	0		0	0	287	
New Hope Academy 7009 Varnum Street Landover Hills, MD 20784	0		40	3	0	
Reid Temple Christian Academy 11400 Glenn Dale Boulevard Glenn Dale, MD 20769	0		47	0	237	
Riverdale Baptist School 1133 Largo Road Upper Marlboro, MD 20774	0		50	0	413	
St. Ambrose School 6310 Jason Street Cheverly, MD 20785	15		28	0	206	
St. Columba School 7800 Livingston Road Oxon Hill, MD 20745	14		16	14	182	
St. Jerome Academy 5207 42nd Place Hyattsville, MD 20781	0		18	24	300	
St. John the Evangelist School 8912 Old Branch Avenue Clinton, MD 20735	5		21	21	220	
St. Joseph's Regional Catholic School 11011 Montgomery Road Beltsville, MD 20705	3		13	41	202	
St. Mary's Catholic School 7207 Annapolis Road Landover Hills, MD 20784	21		15	52	217	
St. Mary's of the Assumption 4610 Largo Road Upper Marlboro, MD 20772	0		23	0	0	

Local School System: Prince George's County Public Schools		EQUITABLE SERVICES TABLE				
Participating Private School Name and Address	Title I-A	Title I-C	Title II-A	Title III-A	Title IV-A	Title IV-B
<i>All participating private schools must be verified as a non-profit private school and on the MSDE's Nonpublic School Approval website including church exempt schools. http://marylandpublicschools.org/about/Pages/DEE/NPSA/index.aspx</i>	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Staff	Total Number of Participating Students	Total Number of Participating Students	Total Number of Participating Students
St. Mary of the Mills 106 St. Marys Place Laurel, MD 20707	0		19	0	267	
St. Mary's School of Piscataway 13407 Piscataway Road Clinton, MD 20735	0		14	0	0	
St. Matthias the Apostle School 9473 Annapolis Road Lanham, MD 20706	24		21	36	185	
St Matthew's UME Ed Center 14900 Annapolis Road Bowie, MD 20715	0		42	0	0	
St. Philip the Apostle Catholic School 5414 Henderson Way Camp Springs, MD 20746	6		15	0	0	
St. Pius X Regional School 14710 Annapolis Road Bowie, MD 20715	0		43	0	0	
St. Vincent Pallotti High School 113 St. Marys Place Laurel, MD 20707	0		62	0	404	
Total Allocation:	\$549,132		\$238,364	\$24,282		NA

TITLE I, PART DOCUMENTATION

TITLE I, PART A CONSULTATION TIMELINE

Month	PGCPS Major Agenda Topic	Consultation Topic(s)
<p>November 2019 - December 2019</p>	<p>Title I staff will request principals or central office serving a group of private schools for the following poverty data (appropriate) on private school students:</p>	<p>What services will be offered; How and when the agency will make decisions about the delivery of services to eligible children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor; The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;</p>
<p>January 2020</p>	<p>Title I staff will obtain from principals or central office serving a group of private schools the requested poverty data (appropriate) on private school students.</p>	<p>What services will be offered; How and when the agency will make decisions about the delivery of services to eligible children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers; Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor; How, if the agency disagrees with the views of the private school officials on the provision of services through a contract, the local educational agency will provide in writing to such private school officials an analysis of the reasons why the local educational agency has chosen not to use a contractor; Whether to provide equitable services to eligible private school children I. by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or II in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;</p>

Month	PGCPS Major Agenda Topic	Consultation Topic(s)
<p>April 2020</p>	<p>Title I staff matched addresses of private school students from low-income families to participating public school attendance areas.</p> <p>Estimate the amount of funds generated for instruction using the same estimated per-pupil amount that is used for public school students in participating public school attendance areas.</p> <p>Title I staff will meet with private school officials to discuss poverty data collected, amount of estimated instructional funds generated, and determine if funds will be pooled, not pooled, or a combination of both options.</p>	<p>What services will be offered; How the children’s needs will be identified;</p> <p>How, where, and by whom the services will be provided; Whether the LEA will provide services directly or through a separate government agency, consortium, entity, or third-party contractor; When, including the approximate time of day, services will be provided; Whether to provide equitable services to eligible private school children— (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools; Whether to consolidate and use funds provided under subsection (a)(4) in coordination with eligible funds available for services to private school children under applicable programs, as defined in section 8501(b)(1) to provide services to eligible private school children participating in programs.</p>

Month	PGCPS Major Agenda Topic	Consultation Topic(s)
May/June 2020	<p>Title I staff will determine the multiple, educationally related, objective criteria to be used to select eligible students (educationally needy students who reside in Title I attendance areas) in consultation with private school officials.</p> <p>Obtain from private school officials lists of names, addresses, and grades of private school students who meet the criteria.</p> <p>Discuss with private schools officials the needs of selected students, appropriate Title I services to serve those needs, and location of services.</p> <p>Design services that meet participants' needs based on consultation, using the estimated amount of funds generated by private school students from low-income families, and the equitable share of funds reserved for district wide instructional activities.</p> <p>Determine with private schools officials the standards and annual assessments for measuring progress of the Title I program.</p>	<p>What services will be offered; How the children's needs will be identified;</p> <p>How, where, and by whom the services will be provided; When, including the approximate time of day, services will be provided; Whether to provide equitable services to eligible private school children— (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;</p>
June 2020	<p>Obtain written affirmation from private school officials or their representatives that timely and meaningful consultation has occurred.</p> <p>Assess the achievement of current year's program using the standards previously agreed upon last year</p>	<p>What services will be offered; How the children's needs will be identified;</p> <p>How, where, and by whom the services will be provided; When, including the approximate time of day, services will be provided; Whether to provide equitable services to eligible private school children— (i) by creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(A) based on all the children from low-income families in a participating school attendance area who attend private schools; or (ii) in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools; How the services will be academically assessed and how the results of that assessment will be used to improve those services;</p> <p>The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that is allocated under subsection (a)(4)(A) for such services, and how that proportion of funds is determined; Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.</p>

Month	PGCPS Major Agenda Topic	Consultation Topic(s)
July - August 2020	<p>Define annual progress. Determine criteria for making program modifications when annual progress is not achieved.</p> <p>Title I staff will determine in consultation with private school officials the professional development and parent involvement needs of private school teachers and families of private school participants’</p> <p>Inform private schools officials of tentative program designs, service delivery models, number of Title I participants, allocations, locations of services, and estimated costs.</p> <p>Update private school officials if there are any changes. Generate a list of students who will receive Title I services beginning in September of the next school year.</p> <p>Complete all necessary reports, contract negotiations, ordering of materials, hiring of teachers, etc.</p> <p>Finalize the complaint and dispute procedures</p>	<p>How the children’s needs will be identified; What services will be offered;</p> <p>How, where, and by whom the services will be provided; When, including the approximate time of day, services will be provided; Whether the agency shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate.</p> <p>The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;</p>
September 2020	<p>Title I will report on the readiness of the Title I program for private school participants to private school officials.</p>	<p>What services will be offered; How, where, and by whom the services will be provided; When, including the approximate time of day, services will be provided; How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;</p>
September - October 2020	<p>Title I will begin services for students identified the previous spring as participants and provide private school officials with their name, services to be provided, and names of Title I teachers.</p> <p>Plan professional development (if applicable) and parent involvement activities based on previous spring’s consultation.</p>	<p>What services will be offered; How, where, and by whom the services will be provided; When, including the approximate time of day, services will be provided; How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor;</p>
November 2020 - June 2021	<p>Title I staff will continue monitoring visits to Title I classrooms and have regular communications with private school officials about student progress and program compliance</p>	<p>How the children’s needs will be identified; What services will be offered; How, where, and by whom the services will be provided; How the services will be academically assessed and how the results of that assessment will be used to improve those services; Timelines and due dates for all time sensitive information will be shared including signed affirmation and intent to participate forms as well as program applications as appropriate. How and when</p>

Month	PGCPS Major Agenda Topic	Consultation Topic(s)
	<p>Assess student progress and evaluate program effectiveness as an ongoing process</p> <p>Continue to implement professional development and parent involvement activities based on previous spring's consultation.</p>	<p>the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;</p>

Key issues relating to the provision of Title I services are discussed during consultation, which provides an opportunity for the both the public and private school officials to express their views and to have those views considered. Ultimately, the LEA is responsible for planning, designing, and implementing the Title I program and may not delegate that responsibility to the private schools or their officials.

As a result, private school officials who want services for their eligible students should be aware of their roles in the consultation process to ensure that Title I programs designed by the LEA effectively meet the needs of their participating children, their teachers, and their families. Roles for the private school officials are:

- Participating in consultation;
- Providing lists of addresses and grades of low-income families;
- Providing lists of names, addresses, and grade levels of children who meet the multiple, educationally related, objective criteria for participation eligibility;
- Suggesting ideas, program designs, and modifications that meet the needs of their eligible children, their teachers, and their families; and
- Providing a dedicated space, if appropriate.

COMPLAINT PROCEDURES AND DISPUTE RESOLUTION FOR TITLE I PART A

Twice during the program year (January and July), the Title I Staff and private school officials discuss the complaint procedures and dispute resolution process. All parties consult to determine on how complaints and disputes can be resolved at various levels. Upon agreement, the team adopts the final resolution process. Additionally, during these meetings private school officials receive notification of the ESEA Equitable Services requirement for the State Educational Agency to designate an Ombudsman to assist with resolution. This practice is in place to ensure the appropriate equitable services for private school students, teachers, and families. By August, finalized dispute procedures are presented to all participating private school officials.

TITLE I, PART A - AFFIRMATION OF CONSULTATION

Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA



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

PART I: CONTACT INFORMATION

LEA INFORMATION

NAME OF LEA:
 Prince George's County Public Schools

LEA REPRESENTATIVE & TITLE:
 Chandra J. Brown, Coordinating Supervisor

CONTACT INFORMATION

TELEPHONE NUMBER:
 301-618-8390

EMAIL ADDRESS:
 chandra.brown@pgcps.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL:
 Archdiocese of Washington Catholic Schools

PRIVATE SCHOOL REPRESENTATIVE & TITLE:
 Brian Radziwill

CONTACT INFORMATION

TELEPHONE NUMBER:
 301-853-5357

EMAIL ADDRESS:
 radziwillb@adw.org

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

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

Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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

Affirmation of Consultation – 5/11/2020

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



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


- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION (SY 2020-2021)

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

By signing this form, we agree that:

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

LEA REPRESENTATIVE SIGNATURE:	DATE:
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: 	DATE: 6/25/20

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

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
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Please share any Comments or Requests for Further Consultation

Each program must maintain a copy of this form in its records for program monitoring purposes. In addition, this form reflects the results of agreement between the LEA and private school official and must be transmitted to the MSDE's

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



Equitable Services Ombudsman (ESSA Section 1117(b)(1)) by including it in the Equitable Services Section of the Local ESSA Consolidated Strategic Plan.

Affirmation of Consultation – 5/11/2020

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



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

PART I: CONTACT INFORMATION

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

PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL: Al-Huda School	TELEPHONE NUMBER: 301-982-2402
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Haroon Baqai, Principal	EMAIL ADDRESS: hbaqai@alhuda.org

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

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

Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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

Affirmation of Consultation – 5/11/2020

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



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

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION (SY 2020-2021)

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

By signing this form, we agree that:

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

LEA REPRESENTATIVE SIGNATURE:	DATE:
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE: June 24, 2020

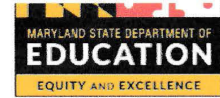
ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
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Please share any Comments or Requests for Further Consultation

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

**Maryland State Department of Education
Affirmation of Consultation Form
Federal Program Under ESSA**



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

PART I: CONTACT INFORMATION

LEA INFORMATION	CONTACT INFORMATION
NAME OF LEA: <i>Prince George's County</i>	TELEPHONE NUMBER:
LEA REPRESENTATIVE & TITLE:	EMAIL ADDRESS:

PRIVATE SCHOOL INFORMATION	CONTACT INFORMATION
NAME OF PRIVATE SCHOOL: <i>G. E. Peters Adventist School</i>	TELEPHONE NUMBER: <i>301559 6710</i>
PRIVATE SCHOOL REPRESENTATIVE & TITLE: <i>Carol Canter Interim Principal</i>	EMAIL ADDRESS: <i>ccanter@accsda.com</i>

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

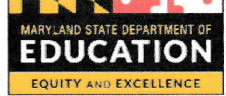
PART II: INDICATE FEDERAL PROGRAM PARTICIPATION (Programs covered under ESSA Section 1117 and Section 8501)

Title I, Part A <input checked="" type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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

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Affirmation of Consultation Form
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PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION (SY 2020-2021)

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

By signing this form, we agree that:

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

LEA REPRESENTATIVE SIGNATURE:	DATE:
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Carrie H. Carter</i>	DATE: <i>June 25, 2020</i>

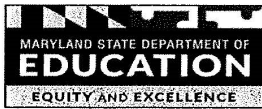
ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
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Please share any Comments or Requests for Further Consultation

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

TITLE I, PART A - COMPLAINT PROCEDURE



Maryland State Department of Education Equitable Services Complaint Procedures

The Every Student Succeeds Act (ESSA) which is a reauthorization of the Elementary and Secondary Education Act of 1965 requires State educational agencies (SEA) to develop and implement written procedures for receiving, investigating, and resolving complaints from parents, teachers, or other individuals and organizations concerning violations of the participation by private school children and teachers by an SEA, local educational agency (LEA), educational service agency, consortium of those agencies, or entity. (ESSA Section 8501 and 8503)

The Equitable Services Complaint Process covers the following programs.

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title II, Part A: Preparing, Training, and Recruiting High Quality Teachers, Principals, or Other School Leaders
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers

Submitting a Complaint:

Prior to a complaint being submitted, every attempt should be made to resolve a disagreement before contacting the Maryland State Department of Education (MSDE) Equitable Service Ombudsman (ESO). In the event a disagreement cannot be resolved, the complainant may contact the MSDE ESO for dispute resolution prior to an official complaint being filed.

An official complaint may be filed with the MSDE ESO if a dispute cannot be resolved at the local level with the SEA, LEA, educational service agency, consortium of those agencies, or entity. The complainant should specify if the following were violated:

- Consultation in a timely and meaningful manner
- The views of the private school officials
- Equitable services to teachers and/or students
- Other

When contacting the MSDE ESO, the private school official should provide the following:

- The name of the private school/entity submitting the complaint.
- Clearly describe how the SEA, LEA, educational service agency, consortium of those agencies, or entity receiving equitable services has violated a requirement of a federal statute or regulation that applies to a program requiring equitable participation.
- If appropriate, cite details and proper reference(s) of statutory or regulatory requirement(s).

The MSDE ESO will confirm receipt of the complaint within five business days. An investigation of the complaint and resolution will be provided by the MSDE ESO within 45 days. (*ESEA section 8503 (a)*)

Complaint Procedures and Timeline:

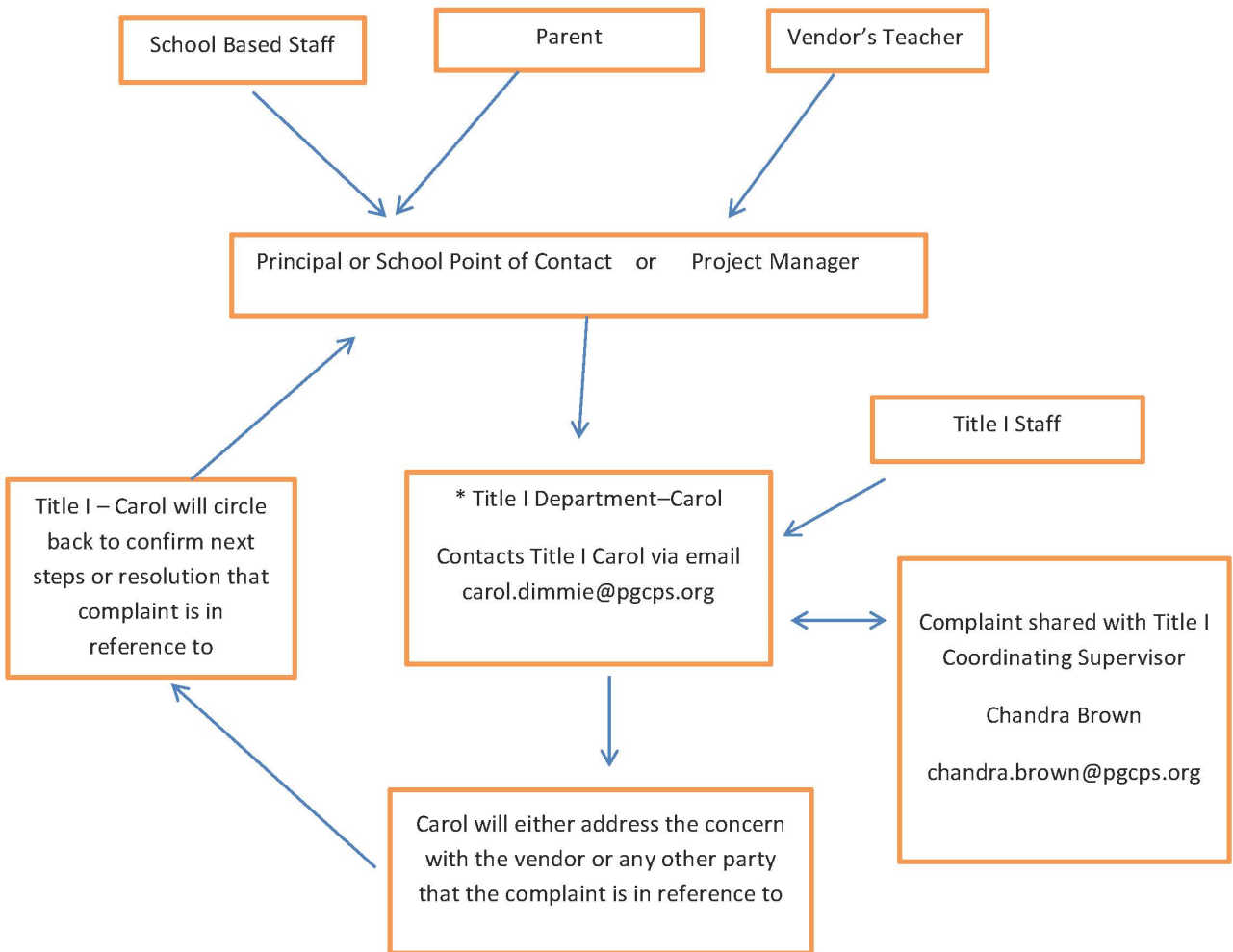
Equitable Services Complaint Resolution Process	TIMELINE
1. An official complaint may be filed with the MSDE ESO by parents, teachers, or other individuals and organizations regarding the participation by private school children and teachers.	Official complaint submitted to MSDE ESO
2. The MSDE ESO will send a written confirmation that it has received a complaint within five business days. This notification may also include a request for additional information to investigate the complaint.	Five (5) business days from receipt of written complaint.
3. The MSDE ESO, in coordination with appropriate MSDE leadership staff, as necessary, will make a final decision regarding the complaint within 45 days of the date it was received, except under extenuating circumstances that warrant an extension. In such case, the private school official will be notified that an extension of time is necessary with explanation. The final decision will include a summary of findings and the nature of corrective action, if any, to be taken including applicable timelines.	Within 45 days from receipt of written complaint.
4. If the complainant is not satisfied with the final decision provided by MSDE, a complaint may be submitted to the Secretary of the United States Department of Education and resolution will be provided within 90 days of written complaint.	After MSDE renders final resolution of complaint.

Complaints should be submitted to:
 Barbara Scherr
 Equitable Services Ombudsman
Barbara.scherr@maryland.gov
 (410) -767-0291

ESO Complaint Process
 9/3/19

First Level Concern Procedures

To ensure effective communication among all stakeholders, this flow chart identifies the action that should take place once a concern has been identified. As a reminder, all correspondence should be originated or followed up in writing to provide the LSS an opportunity to respond and address concerns in a timely manner.



***Note: All concerns expressed will be acknowledged within 2 business days**

ESSA and Title I Department
Prince George's County Public Schools

Updated 8/3/20



Second Level Concern Procedures

Please ensure that the first level concern procedures has been done prior to the following the steps below.

1. If resolution is not to the satisfaction of the stakeholder within the first level, the stakeholder is to bring it to the attention of the Coordinating Supervisor, Chandra Brown (Chandra.brown@pgcps.org) which will respond within 48 hours.
2. After that, the Director, Dr. Tracey Adesegun should be the next level to direct your complaint prior to moving to the PGCPs (adesegun@pgcps.org) which will respond within 48 hours.
3. If by any means, the resolution is not to the satisfaction, then go to <https://apps.pgcps.org/pls/apex/f?p=370:1:::> to document an official concern. An Area Resolution Specialist will respond accordingly.
4. Lastly, if needed, Equitable Services State Ombudsman, Barbara Scherr (Barbara.scherr@maryland.gov) which will respond within 48 hours.

Finalized 8/15/19

TITLE II, III, and IV, PART A - COMPLIANT RESOLUTION PROCEDURE



COMPLAINT RESOLUTION PROCEDURES FOR ELEMENTARY AND SECONDARY EDUCATION UNDER EVERY STUDENT SUCCEEDS ACT (ESSA)

The first core value of Prince George’s County Public Schools (PGCPS) is “students are our priority”. PGCPS believes that realizing its strategic goal of “*Outstanding Academic Achievement for All Students*” requires shared responsibility, accountability, transparency, and partnerships. In upholding these principles, PGCPS recognizes that there will be times when an individual may need to make an inquiry of PGCPS employees, raise a concern, or file a formal complaint.

It is the practice of PGCPS to review concerns and complaints in a collaborative and timely manner. The efficient and courteous servicing of constituent concerns is a critical component to maintain transparency, promote systemic improvement, inform constituents, and support the needs of the students and the school district. When complaints occur, PGCPS encourages individuals to seek informal resolution initially at the administrative level most closely responsible for the issue. To facilitate this process, PGCPS provides a step-by-step guide to addressing complaints and concerns.

The PGCPS Guide to Addressing Concerns provides a process to address inquiries, problems, issues, complaints and concerns for resolution and to facilitate continuous systemic improvement. The Guide may be found on the web at <https://www1.pgcps.org/guide-to-addressing-concerns/>.

For additional information about complain procedures for ESSA, contact the office or administrator listed below for the specific program of question.

PROGRAMS	CONTACT	TELEPHONE NUMBER
Title I, Part A <i>Improving Basic Programs</i>	Division of Accountability <i>Department of ESSA & Title I</i>	Dr. Tracey Adesegun 301-618-8390
Title II, Part A <i>Systems of Support For Excellent Teaching And Leading</i>	Division of Academics <i>Department of Academic Programs</i>	Dr. Judith White Mr. Clarence Parker 301-808-8240
Title III, Part A <i>English Language Acquisition, Language Enhancement, And Academic Achievement</i>	Division of Academics <i>Department of Academic Programs</i> <i>Office of English Language Learners</i>	Dr. Judith White Dr. Melissa Kanney 301-445-8450
Title IV <i>Student Support and Academic Achievement</i>	Division of Special Education & Student Services <i>Department of Student Services</i>	Ms. Elizabeth Faison Dr. Wardell Payne 301-567-8670



TITLE II, PART A CONSULTATION TIMELINE

January – February: PGCPS will meet individually with each non-public school who had qualifying students to determine their needs for the following school year.

March: Prince George's County Public Schools sends an Intent to Participate form to each non-public school listed on the MSDE website.

April: Prince George's County Public Schools invites all who returned the Intent to Participate form to an Initial Consultation Meeting.

May – June: PGCPS will work with the schools to refine their needs assessment from January – February.

May: Prince George's County Public Schools holds an Initial Consultation Meeting jointly with Titles I – IV.

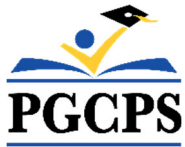
July: Non-public schools' needs assessments will be finalized and funds will be allocated in the grant.

August: Title II will contact non-public schools who expressed an interest in participating in Title II to inform them of their school's allocation and provide them with a copy of the Title II application for completion.

September: Title II will communicate to non-public schools how much funding is remaining from the prior year grant and offer schools access to funding on a first come, first serve basis.

October: Non-public schools submit their Title II applications for review and approval.

November: Prince George's County Public Schools holds a Consultation Meeting jointly with Titles I – IV for participating non-public schools.



TITLE III, PART A - CONSULTATION TIMELINE

April: Prince George's County Public Schools sends an Intent to Participate form to each non-public school listed on the MSDE website.

April: Prince George's County Public Schools invites all who returned the Intent to Participate form to an Initial Consultation Meeting.

May: Prince George's County Public Schools holds an Initial Consultation Meeting jointly with Titles I – IV.

September: Title III contacts non-public schools who expressed an interest in participating in Title III to ensure they have what they need to administer the ELPA (English Language Proficiency Assessment) to their students whose HLS (Home Language Survey) makes them eligible for testing.

October: Non-public schools submit their test results.

November: PGCPS submits the names and information for students who qualify for ESOL services to MSDE.

January – February: PGCPS will meet individually with each non-public school who had qualifying students to determine their needs for the following school year.

May – June: PGCPS will communicate to non-public schools how much funding they are allowed and work with the schools to refine their needs assessment from January – February.

July: Non-public schools' needs assessments will be finalized and funds will be allocated in the grant.

**Maryland State Department of Education
Affirmation of Consultation Form**



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

PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

NAME OF LEA: Prince George's County Public Schools	TELEPHONE NUMBER: 301-445-8450
LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Instructional Specialist	EMAIL ADDRESS: dyohe@pgcps.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: St Jerome Catholic School	TELEPHONE NUMBER:
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Susie Ritz	EMAIL ADDRESS:

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

Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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

Affirmation of Consultation – 1/27/2020

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

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

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

By signing this form, we agree that:

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

LEA REPRESENTATIVE SIGNATURE:
Scanne Yohe

DATE: *2/20/2020*

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:
X Dan R. [Signature]

DATE: *2/20/2020*

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

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

DATE:

Please share any Comments or Requests for Further Consultation

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

**Maryland State Department of Education
Affirmation of Consultation Form**



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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

NAME OF LEA: Prince George's County Public Schools	TELEPHONE NUMBER: 301-445-8450
LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Instructional Specialist	EMAIL ADDRESS: dyohe@pgcps.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: St. Columba Catholic School	TELEPHONE NUMBER:
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Cindy Cobleigh	EMAIL ADDRESS: cobleighc@stccatholic.org

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

Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where, and by whom the services will be provided;
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- F. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, as applicable, and the proportion of funds that is allocated for such services, and how the proportion of funds allocated for equitable services is determined;
- G. How and when the LEA, consortium, or entity will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
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 - ii. in the agency's participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(A) based on the number of children from low-income families who attend private schools;
- I. If applicable, total carryover funds available for the provision of equitable services under the respective program(s) and in determining how carryover funds will be used, the LEA must consult with the appropriate private school officials.
- J. Whether the LEA, consortium, or entity shall provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

Affirmation of Consultation – 1/27/2020

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

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
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PART V: AFFIRMATION OF CONSULTATION

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

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LEA REPRESENTATIVE SIGNATURE: <i>Dianne Yoh</i>	DATE: <i>2/19/20</i>
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PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Amber A. [Signature]</i>	DATE: <i>2/19/2020</i>
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ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
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Please share any Comments or Requests for Further Consultation

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**Maryland State Department of Education
Affirmation of Consultation Form**



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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

NAME OF LEA: Prince George's County Public Schools	TELEPHONE NUMBER: 301-445-8450
LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Instructional Specialist	EMAIL ADDRESS: dyohe@pgcps.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: St John the Evangelist Catholic School	TELEPHONE NUMBER: 301-681-7656
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Karen Panciera	EMAIL ADDRESS: resource@saintjohnsschool.org

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

Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
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Affirmation of Consultation – 1/27/2020

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

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PART V: AFFIRMATION OF CONSULTATION

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

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- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE: 	DATE:
PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: 	DATE: 2/10/20

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

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
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Please share any Comments or Requests for Further Consultation

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**Maryland State Department of Education
Affirmation of Consultation Form**



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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

NAME OF LEA: Prince George's County Public Schools	TELEPHONE NUMBER: 301-445-8450
LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Instructional Specialist	EMAIL ADDRESS: dyohe@pgcps.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: Holy Redeemer Catholic School	TELEPHONE NUMBER: 301-474-3993
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Elizabeth Scribner	EMAIL ADDRESS: Elizabeth.Scribner@holy-redeemer.org

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

Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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

Affirmation of Consultation – 1/27/2020

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

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
- L. The method or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private schools **TITLE I ONLY**
- M. When, including the approximate time of day, services will be provided; **TITLE I ONLY**
- N. Whether to provide services to eligible private school children by consolidating and using funds in coordination with eligible funds available for services to private school children under programs covered by Section 8501(b)(1). **TITLE I ONLY**

PART V: AFFIRMATION OF CONSULTATION

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

By signing this form, we agree that:

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

LEA REPRESENTATIVE SIGNATURE: <i>Dianne Yohe</i>	DATE: <i>2-10-20</i>
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PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Elizabeth Scriber</i>	DATE: <i>2/10/20</i>
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ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
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Please share any Comments or Requests for Further Consultation

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**Maryland State Department of Education
Affirmation of Consultation Form**



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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

NAME OF LEA: Prince George's County Public Schools	TELEPHONE NUMBER: 301-445-8450
LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Instructional Specialist	EMAIL ADDRESS: dyohe@pgcps.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: St Joseph's Regional Catholic School	TELEPHONE NUMBER: 301-937-7154
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Jane Bertolotti, Principal <i>Janine</i>	EMAIL ADDRESS: principal@stjosrcs.org

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

Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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Affirmation of Consultation – 1/27/2020

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

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- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:

Diianne Goh

DATE:

2-4-20

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

Banti

DATE:

February 4, 2020

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

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

DATE:

Please share any Comments or Requests for Further Consultation

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Affirmation of Consultation Form**



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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

NAME OF LEA: Prince George's County Public Schools	TELEPHONE NUMBER: 301-445-8450
LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Instructional Specialist	EMAIL ADDRESS: dyohe@pgcps.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: The Academy of St. Matthias the Apostle	TELEPHONE NUMBER: 301-577-9412
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Ann O'Hare	EMAIL ADDRESS: aohare@stmatthias.org

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

Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
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- C. How, where, and by whom the services will be provided;
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PART IV: ADDITIONAL CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 ONLY

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PART V: AFFIRMATION OF CONSULTATION

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- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE: <i>Deanne Yule</i>	DATE: <i>2/19/20</i>
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PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Caron O'Hare</i>	DATE: <i>2/19/2020</i>
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ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
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Please share any Comments or Requests for Further Consultation

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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

NAME OF LEA: Prince George's County Public Schools	TELEPHONE NUMBER: 301-445-8450
LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Instructional Specialist	EMAIL ADDRESS: dyohe@pgcps.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: St. Mary's Catholic School	TELEPHONE NUMBER: 301-511-0031
PRIVATE SCHOOL REPRESENTATIVE & TITLE: LaSandra Hayes, Principal	EMAIL ADDRESS: principal@stmarylh.org

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

Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

- A. How the children's needs will be identified;
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Affirmation of Consultation – 1/27/2020

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

- K. How, if the LEA disagrees with the views of the private school officials on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why it has chosen not to use a contractor; **TITLE I ONLY**
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LEA REPRESENTATIVE SIGNATURE: <i>Dianne Yone</i>	DATE: <i>2-4-20 + 2-20-2</i>
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PRIVATE SCHOOL REPRESENTATIVE SIGNATURE: <i>Isabelle M. Hans</i>	DATE: <i>2/4/2020</i>
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ONLY SIGN BELOW IF YOU BELIEVE THAT TIMELY AND MEANINGFUL CONSULTATION HAS NOT OCCURRED OR THAT THE PROGRAM DESIGN IS NOT EQUITABLE WITH RESPECT TO ELIGIBLE PRIVATE SCHOOL STUDENTS.

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:	DATE:
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Please share any Comments or Requests for Further Consultation

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PART I: CONTACT INFORMATION

LEA CONTACT INFORMATION

NAME OF LEA: Prince George's County Public Schools	TELEPHONE NUMBER: 301-445-8450
LEA REPRESENTATIVE & TITLE: Dianne Yohe, ESOL Instructional Specialist	EMAIL ADDRESS: dyohe@pgcps.org

PRIVATE SCHOOL INFORMATION

NAME OF PRIVATE SCHOOL: New Hope Academy	TELEPHONE NUMBER: 301-459-7311
PRIVATE SCHOOL REPRESENTATIVE & TITLE: Cabria Johnson	EMAIL ADDRESS: cjohnson@newhopeacademy.org

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

Title I, Part A <input type="checkbox"/> (ESSA Sect. 1117)	Title I, Part C <input type="checkbox"/> (ESSA Sect. 8501)	Title II, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title III, Part A <input checked="" type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part A <input type="checkbox"/> (ESSA Sect. 8501)	Title IV, Part B <input type="checkbox"/> (ESSA Sect. 8501)
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PART III: CONSULTATION TOPICS COVERED UNDER ESSA SECTION 1117 AND SECTION 8501

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Affirmation of Consultation – 1/27/2020

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- timely and meaningful consultation will continue throughout the school year to discuss implementation and assessment of services provided under these Title programs.

LEA REPRESENTATIVE SIGNATURE:

Stianne Yoh

DATE:

2-20-2020

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

[Signature]

DATE:

2-20-2020

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

PRIVATE SCHOOL REPRESENTATIVE SIGNATURE:

DATE:

Please share any Comments or Requests for Further Consultation

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TITLE IV, PART A - CONSULTATION TIMELINE

April - Prince George's County Public Schools sends an Intent to Participate form to each non-public school listed on the MSDE website.

April - Prince George's County Public Schools invites all who returned the Intent to Participate form to an Initial Consultation Meeting.

May - Prince George's County Public Schools holds an Initial Consultation Meeting jointly with Titles I - IV.

September/October - Title IV contacts non-public schools who expressed an interest in participating in Title IV to inform them of their school's allocation and process for submitting a proposed plan based on a Needs Assessment. This contact is via an email which contains a template for the proposed plan, a list of allowable activities, and a copy of the Title IV, Part A Non-Regulatory Guidance.

October - Title IV conducts a webinar in order to provide TA to those schools that did not attend the May Consultation meeting. Non-public schools submit their proposed plan (including needs assessment, activities, intended outcomes, and a description of the expenses) for approval.

November - Non-public schools' proposed plans will be reviewed and approved. In some cases, clarification may be requested.

December/January - Non-public schools' funds will be loaded to support their approved activities/strategies.

September – June - PGCPS will communicate with non-public schools on a regular basis via email and/or phone to provide TA.

Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

sbattle@fthcm.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

From the Heart Christian School

Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

tjames@stmaryofthemills.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

St. Mary of the Mills

School Address

106 St. Mary Place

Contact Person

Tiffani James

Telephone Number

3014981433

Contact Person Email Address

tjames@stmaryofthemills.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

40

Number of Students in Grades K-12, as of September 1, 2019

267

Number of Students in Grades Pre-K, as of September 1, 2019

0

Signature of Authorized Non-Public School Official

Tiffani James

Date you complete the form

MM DD YYYY

08 / 06 / 2020

This form was created inside of PGCPS.



Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

principal@saintjohnsschool.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Ann Gillespie

School Address

St. John the Evangelist

Contact Person

Ann Gillespie

Telephone Number

3018682010

Contact Person Email Address

principal@saintjohnsschool.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

25

Number of Students in Grades K-12, as of September 1, 2019

220

Number of Students in Grades Pre-K, as of September 1, 2019

18

Signature of Authorized Non-Public School Official

Ann Gillespie

Date you complete the form

MM DD YYYY

07 / 22 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

sritz@stjeromes.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

St. Jerome Academy

School Address

5207 42nd Place Hyattsville, MD 20781

Contact Person

Suzie Ritz

Telephone Number

3012774568

Contact Person Email Address

sritz@stjeromes.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

35

Number of Students in Grades K-12, as of September 1, 2019

300

Number of Students in Grades Pre-K, as of September 1, 2019

100

Signature of Authorized Non-Public School Official

Danny Flynn

Date you complete the form

MM DD YYYY

07 / 21 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

elizabeth.scribner@holy-redeemer.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Holy Redeemer Catholic School

School Address

4902 Berwyn Road, College Park, MD 20740

Contact Person

Lauren Wisniewski

Telephone Number

301-474-3993

Contact Person Email Address

lauren.wisniewski@holy-redeemer.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

27

Number of Students in Grades K-12, as of September 1, 2019

207

Number of Students in Grades Pre-K, as of September 1, 2019

12

Signature of Authorized Non-Public School Official

Katrina Fernandez

Date you complete the form

MM DD YYYY

07 / 20 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

katrina.fernandez@holy-redeemer.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Holy Redeemer School

School Address

4902 Berwyn Road, College Park

Contact Person

Katrina Fernández

Telephone Number

Contact Person Email Address

Katrina.fernandez@holy-redeemer.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

22

Number of Students in Grades K-12, as of September 1, 2019

2017

Number of Students in Grades Pre-K, as of September 1, 2019

14

Signature of Authorized Non-Public School Official

Katrina Fernández

Date you complete the form

MM DD YYYY

07 / 17 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

Principal@stjosrcs.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Janine Bertolotti

School Address

11011 Montgomery Road

Contact Person

Telephone Number

3019377154

Contact Person Email Address

Principal@stjosrcs.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

23

Number of Students in Grades K-12, as of September 1, 2019

202

Number of Students in Grades Pre-K, as of September 1, 2019

22

Signature of Authorized Non-Public School Official

Dr. Janine Bertolotti

Date you complete the form

MM DD YYYY

07 / 17 / 2020

This form was created inside of PGCPS.



Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

aohare@stmatthias.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Academy of St. Matthias the Apostle

School Address

9473 Annapolis Rd. Lanham, MD 20706

Contact Person

Ann O'Hare

Telephone Number

2402718651

Contact Person Email Address

aohare@stmatthias.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

18

Number of Students in Grades K-12, as of September 1, 2019

184

Number of Students in Grades Pre-K, as of September 1, 2019

17

Signature of Authorized Non-Public School Official

Ann O'Hare

Date you complete the form

MM DD YYYY

07 / 17 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

cobleighc@stccatholic.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

St. Columba School

School Address

7800Livingston Road, Oxon Hill, MD

Contact Person

Cindy Cobleigh/Christine Patton

Telephone Number

3018072754 (Cobleigh- cell) 3015676212 (Patton)

Contact Person Email Address

cobleighc@stccatholic.org/pattonc@stccatholic.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

18

Number of Students in Grades K-12, as of September 1, 2019

182

Number of Students in Grades Pre-K, as of September 1, 2019

10

Signature of Authorized Non-Public School Official

Cynthia Cobleigh

Date you complete the form

MM DD YYYY

07 / 17 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

astewart@nationalministries.com

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

National Christian Academy

School Address

6701 Bock Road

Contact Person

Andrew Stewart

Telephone Number

3015679507

Contact Person Email Address

astewart@nationalministries.com

Number of Staff (Teachers, Administration, & Paraprofessionals)

30

Number of Students in Grades K-12, as of September 1, 2019

287

Number of Students in Grades Pre-K, as of September 1, 2019

45

Signature of Authorized Non-Public School Official

Andrew C Stewart

Date you complete the form

MM DD YYYY

07 / 09 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

principal@stnaeylh.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

St. Mary School in Landover Hilks

School Address

7207 Annapolis Road Landover, MD. 20784

Contact Person

LaSandra M. Hayes

Telephone Number

301-577-0031

Contact Person Email Address

Principal@stmarylh.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

31

Number of Students in Grades K-12, as of September 1, 2019

217

Number of Students in Grades Pre-K, as of September 1, 2019

20

Signature of Authorized Non-Public School Official

LaSandra M. Hayes

Date you complete the form

MM DD YYYY

07 / 02 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

anjel.freeman@sofcc.org

Are you interested in participating in one or more federal programs listed below.

Yes

No

I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

Title I, Part A: Improving Academic Achievement of Disadvantaged Students

Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals

Title III, Part A: Language Instruction for Limited English Proficient

Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Firm Foundation Faith Academy ECE

School Address

2261 Oxon Run Drive Temple Hills, MD 20748

Contact Person

Anjelisa Freeman

Telephone Number

301-630-7994

Contact Person Email Address

Number of Staff (Teachers, Administration, & Paraprofessionals)

15

Number of Students in Grades K-12, as of September 1, 2019

10

Number of Students in Grades Pre-K, as of September 1, 2019

28

Signature of Authorized Non-Public School Official

Anjelisa Freeman

Date you complete the form

MM DD YYYY

06 / 30 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

ajordan@stmaryofthemills.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Alisha Jordan

School Address

106 St. Mary Place

Contact Person

Telephone Number

3014981433

Contact Person Email Address

ajordan@stmaryofthemills.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

45

Number of Students in Grades K-12, as of September 1, 2019

2689

Number of Students in Grades Pre-K, as of September 1, 2019

Signature of Authorized Non-Public School Official

Alisha Jordan

Date you complete the form

MM DD YYYY

06 / 30 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

telam-respass@goecseagles.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Excellence Christian School

School Address

9010 Frank Tippett Road, Upper Marlboro, MD 20772

Contact Person

Treesa Elam-Respass

Telephone Number

3018681873 or 240 5357991

Contact Person Email Address

Telam-Respass@goecseagles.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

33

Number of Students in Grades K-12, as of September 1, 2019

199

Number of Students in Grades Pre-K, as of September 1, 2019

39

Signature of Authorized Non-Public School Official

Tfer

Date you complete the form

MM DD YYYY

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

pastorkerryhill@aol.com

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

New Chapel Christian Academy

School Address

5601 Old Branch Ave. Temple Hills,MD 20748

Contact Person

Pastor Kerry Hill

Telephone Number

301-399-9991

Contact Person Email Address

Pastorkerryhill@aol.com

Number of Staff (Teachers, Administration, & Paraprofessionals)

50

Number of Students in Grades K-12, as of September 1, 2019

73

Number of Students in Grades Pre-K, as of September 1, 2019

140

Signature of Authorized Non-Public School Official

Dr. Kerry Hill

Date you complete the form

MM DD YYYY

06 / 29 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

CConto@stambrosecatholicschool.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

St. Ambrose School

School Address

6310 Jason Street

Contact Person

Taylor Dodson

Telephone Number

301-773-0223

Contact Person Email Address

tdodson@stambrosecatholicsschool.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

23

Number of Students in Grades K-12, as of September 1, 2019

206

Number of Students in Grades Pre-K, as of September 1, 2019

17

Signature of Authorized Non-Public School Official

Taylor Dodson

Date you complete the form

MM DD YYYY

06 / 29 / 2020

This form was created inside of PGCPS.



Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

radziwillb@adw.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Archdiocese of Washington Catholic Schools (13 schools together)

School Address

Varies, can send a list

Contact Person

Brian Radziwill

Telephone Number

3018535357

Contact Person Email Address

radziwillb@adw.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

260

Number of Students in Grades K-12, as of September 1, 2019

2902

Number of Students in Grades Pre-K, as of September 1, 2019

3239

Signature of Authorized Non-Public School Official

Brian Radziwill

Date you complete the form

MM DD YYYY

06 / 26 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

tedwards@setonhs.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Tiphonie Edwards

School Address

5715 EMERSON ST

Contact Person

Tiphonie Edwards

Telephone Number

3018644532

Contact Person Email Address

tedwards@setonhs.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

100

Number of Students in Grades K-12, as of September 1, 2019

593

Number of Students in Grades Pre-K, as of September 1, 2019

Signature of Authorized Non-Public School Official

Tiphonie Edwards

Date you complete the form

MM DD YYYY

06 / 22 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

cjohnson@newhopeacademy.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

New Hope Academy

School Address

7009 Varnum Street Hyattsville, Maryland 20784

Contact Person

Cabria Johnson

Telephone Number

301-459-7311

Contact Person Email Address

cjohnson@newhopeacademy.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

40

Number of Students in Grades K-12, as of September 1, 2019

142

Number of Students in Grades Pre-K, as of September 1, 2019

20

Signature of Authorized Non-Public School Official

Cabria Johnson

Date you complete the form

MM DD YYYY

06 / 15 / 2020

This form was created inside of PGcps.



Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

Valerie.henson@gbcseagles.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Valerie Henson

School Address

6501 Surratts Road

Contact Person

Valerie Henson

Telephone Number

13018681600326

Contact Person Email Address

Valerie.henson@gbcseagles.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

73

Number of Students in Grades K-12, as of September 1, 2019

510

Number of Students in Grades Pre-K, as of September 1, 2019

510

Signature of Authorized Non-Public School Official

Valerie Henson

Date you complete the form

MM DD YYYY

06 / 15 / 2020

This form was created inside of PGCPS.



Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

dttenney@pallottihs.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

St. Vincent Pallotti High School

School Address

113 St. Mary's Place Laurel, MD 20707

Contact Person

David Tenney, Elizabeth Curran

Telephone Number

301-725-3228 x2203

Contact Person Email Address

dtenney@pallottihs.org, ecurran@pallottihs.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

62

Number of Students in Grades K-12, as of September 1, 2019

404

Number of Students in Grades Pre-K, as of September 1, 2019

0

Signature of Authorized Non-Public School Official

David Tenney

Date you complete the form

MM DD YYYY

06 / 09 / 2020

This form was created inside of PGCPS.



Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

blivingston@rbschool.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Riverdale Baptist School

School Address

1133 Largo Road, Upper Marlboro, MD 20774

Contact Person

Brenda Livingston

Telephone Number

301-249-7000 x144

Contact Person Email Address

blivingston@rbschool.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

50

Number of Students in Grades K-12, as of September 1, 2019

413

Number of Students in Grades Pre-K, as of September 1, 2019

20

Signature of Authorized Non-Public School Official

Delano J. Brown, Jr.

Date you complete the form

MM DD YYYY

06 / 04 / 2020

This form was created inside of PGCPS.



Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

telam-respass@goecseagles.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Excellence Christian School

School Address

9010 Frank Tippet Road Upper Marlboro, MD 20772

Contact Person

Treesa Elam-Respass

Telephone Number

3018681873

Contact Person Email Address

2405357991

Number of Staff (Teachers, Administration, & Paraprofessionals)

32

Number of Students in Grades K-12, as of September 1, 2019

189

Number of Students in Grades Pre-K, as of September 1, 2019

39

Signature of Authorized Non-Public School Official

TeRespass

Date you complete the form

MM DD YYYY

05 / 27 / 2020

This form was created inside of PGCPS.



Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

mmccart@dematha.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

DeMatha Catholic High School

School Address

4313 Madison Street

Contact Person

Maureen McCart

Telephone Number

2407642221

Contact Person Email Address

mmccart@dematha.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

75

Number of Students in Grades K-12, as of September 1, 2019

822

Number of Students in Grades Pre-K, as of September 1, 2019

0

Signature of Authorized Non-Public School Official

Maureen McCart

Date you complete the form

MM DD YYYY

05 / 27 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

directoreec@gmail.com

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

St. Matthew's UME Education Center

School Address

14900 Annapolis Rd

Contact Person

Christin Vare

Telephone Number

301-464-1813

Contact Person Email Address

directoreec@gmail.com

Number of Staff (Teachers, Administration, & Paraprofessionals)

42

Number of Students in Grades K-12, as of September 1, 2019

17

Number of Students in Grades Pre-K, as of September 1, 2019

75

Signature of Authorized Non-Public School Official

CV

Date you complete the form

MM DD YYYY

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

kkunert@foundationschools.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

The Foundation School

School Address

1330 McCormick Drive

Contact Person

Kelli Kunert

Telephone Number

3018810078 x105

Contact Person Email Address

kkunert@foundationschools.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

123

Number of Students in Grades K-12, as of September 1, 2019

135

Number of Students in Grades Pre-K, as of September 1, 2019

0

Signature of Authorized Non-Public School Official

Tori Wilson

Date you complete the form

MM DD YYYY

05 / 27 / 2020

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Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

f mills@chelseaschool.edu

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Chelsea School

School Address

2970 Belcrest Center Drive

Contact Person

Frank Mills

Telephone Number

2404672100

Contact Person Email Address

fmills@chelseaschool.edu

Number of Staff (Teachers, Administration, & Paraprofessionals)

34

Number of Students in Grades K-12, as of September 1, 2019

70

Number of Students in Grades Pre-K, as of September 1, 2019

70

Signature of Authorized Non-Public School Official

Frank Mills

Date you complete the form

MM DD YYYY

05 / 27 / 2020

This form was created inside of PGCPS.



Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

hbaqai@alhuda.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Al-Huda School

School Address

5301 Edgewood Road

Contact Person

Haroon Baqai

Telephone Number

3019822402

Contact Person Email Address

hbaqai@alhuda.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

50

Number of Students in Grades K-12, as of September 1, 2019

530

Number of Students in Grades Pre-K, as of September 1, 2019

80

Signature of Authorized Non-Public School Official

Haroon Baqai

Date you complete the form

MM DD YYYY

05 / 26 / 2020

This form was created inside of PGCPS.



Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

lzarro@htrinity.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Holy Trinity Episcopal School

School Address

11902 Daisy Lane, Glenn Dale , MD 20769

Contact Person

Laykin Zarro

Telephone Number

3014643215

Contact Person Email Address

Lzarro@htrinity.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

81

Number of Students in Grades K-12, as of September 1, 2019

424

Number of Students in Grades Pre-K, as of September 1, 2019

32

Signature of Authorized Non-Public School Official

Laykin Zarro

Date you complete the form

MM DD YYYY

05 / 26 / 2020

This form was created inside of PGCPS.



Non-Public Schools Response Form

Please complete this form by June 15, 2020. If you have any questions, please email Mr. Clarence Parker at clarence.parker@pgcps.org.

Email address *

charles.shryock@bmhs.org

Are you interested in participating in one or more federal programs listed below.

- Yes
- No
- I have additional questions, please contact me at _____.

Indicate the federal program(s) in which you are interested:

- Title I, Part A: Improving Academic Achievement of Disadvantaged Students
- Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers & Principals
- Title III, Part A: Language Instruction for Limited English Proficient
- Title IV, Part A: Student Support and Academic Enrichment

Name of Non-Public School

Bishop McNamara High School

School Address

6800 Marlboro Pike, Forestville, Maryland, 20747

Contact Person

Dian Carter

Telephone Number

301-735-8401

Contact Person Email Address

dian.carter@bmhs.org, charles.shryock@bmhs.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

130

Number of Students in Grades K-12, as of September 1, 2019

856

Number of Students in Grades Pre-K, as of September 1, 2019

0

Signature of Authorized Non-Public School Official

Charles Shryock IV

Date you complete the form

MM DD YYYY

05 / 26 / 2020

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School Address

4949 Allentown Road, Suitland, MD 20746

Contact Person

Dr. Susie A. Long

Telephone Number

(301) 899-2968

Contact Person Email Address

slong@fthcm.org

Number of Staff (Teachers, Administration, & Paraprofessionals)

35

Number of Students in Grades K-12, as of September 1, 2019

197

Number of Students in Grades Pre-K, as of September 1, 2019

25

Signature of Authorized Non-Public School Official

Steven A. Battle, Sr.

Date you complete the form

MM DD YYYY

05 / 26 / 2020

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APPENDIX I TRANSFERABILITY OF FUNDS



APPENDIX I TRANSFERABILITY

TRANSFERABILITY OF FUNDS CHART

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

TRANSFERABILITY OPTION WILL NOT BE UTILIZED

Total FY 2021 Allocation	Funds Available for Transfer	\$ Amount to be transferred out of each program	Programs to which an LEA May Transfer Funds	\$ Amount to be transferred into the program
\$	Title II, Part A – Supporting effective instruction state grants		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs	
			<input type="checkbox"/> Title I, Part C – Education of migratory children	
			<input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
	\$		<input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants	
			<input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement	
			<input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants	
			<input type="checkbox"/> Title V, Part B – Rural education	
\$	Title IV, Part A – Student support and academic enrichment grants		<input type="checkbox"/> Title I, Part A – Improving basic programs operated by LEAs	
			<input type="checkbox"/> Title I, Part C – Education of migratory children	
			<input type="checkbox"/> Title I, Part D – Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	
			<input type="checkbox"/> Title II, Part A – Supporting effective instruction state grants	
	\$		<input type="checkbox"/> Title III, Part A – State grants for English language acquisition and language enhancement	
			<input type="checkbox"/> Title IV, Part A – Student support and academic enrichment grants	
			<input type="checkbox"/> Title V, Part B – Rural Education	

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APPENDIX J
COMAR REQUIREMENTS
EDUCATIONAL EQUITY
GIFTED & TALENTED
COMPREHENSIVE
TEACHER INDUCTION
AND MENTORING



Appendix J- COMAR Requirements

Code of Maryland Regulations (COMAR) Reporting Requirements Title 13A STATE BOARD OF EDUCATION

Subtitle 01 STATE SCHOOL ADMINISTRATION

Chapter 06 Educational Equity

Authority: Education Article, §2-205(c) and (h), Annotated Code of Maryland .01 Purpose

.01 Purpose.

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

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

Please Refer to PGCPs Executive Summary.

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APPENDIX J - COMAR REQUIREMENTS GIFTED & TALENTED



COMAR 13A.04.07 GIFTED AND TALENTED EDUCATION

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

1) The process for identifying gifted and talented students

PGCPS's student assessment data for TAG identification come from multiple sources, reflect multiple assessment methods, and represent an appropriate balance of quantitative and qualitative measures. At each grade level, there are several paths to identification in designated areas of intellectual giftedness and academic talent. The identification tools used to identify students for talented and gifted services are cognitive ability measures, a teacher checklist of gifted characteristics and behaviors, achievement data, and report card grades.

Grade 1

All students in grade 1 are universally tested and screened using the Otis-Lennon School Ability Test (OLSAT). All students who score between the 81st and 99th percentile are screened for gifted services. The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), and report card grades are used during the screening process.

Grade 1 students who score below the 81st percentile, but whose non-verbal ability is above the 90th percentile, are administered the Naglieri Non-verbal Ability Test (NNAT). The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), and report card grades are used during the screening process.

Grade 2

All new registrants to PGCPS are administered the (OLSAT). All students who score between the 81st and 99th percentiles are screened for gifted services. The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), NWEA MAP Reading Assessment, and report card grades are used during the screening process.

All grade 2 students who were nominated by their OLSAT scores in grade 1, but who did not qualify for gifted services are rescreened. The teacher checklist of gifted characteristics and behaviors, Development Reading Assessment (DRA), NWEA Map Reading Assessment, and report card grades are used during the screening process.

Grade 3

All students in grade 3 who are not already identified for gifted services are universally tested and screened using the OLSAT, the NWEA MAP Reading Assessment, and Scholastic Math Inventory Assessment. All students who score between the 81st and 99th percentiles on the OLSAT and/or score above the 89th percentile on both the reading and math assessment are screened for gifted services. The teacher checklist of gifted characteristics and behaviors and report card grades are used during the screening process.

Grade 4

Grade 4 students who were nominated by their OLSAT scores in grade 3, but who did not qualify for gifted services are rescreened. The OLSAT score, reading and math achievement assessment scores, the teacher checklist of gifted characteristics and behaviors, and report card grades are used during the screening process.

In collaboration with our ESOL Department, a record review of any grade 4 student receiving ESOL services with a WIDA Access Test score of 6 or scores of 4.0 or higher on comprehension, writing, and reading subtests were screened for gifted services.

Grades 5 – 8

Students in grades 5 - 8 can be nominated for screening by a teacher, administrator, parent, or themselves. Students must have a MCAP Scale Score between the 89th and 99th district percentile in either reading or math to be eligible for additional testing and screening. The OLSAT score, MCAP reading and math achievement assessment scores, the teacher checklist of gifted characteristics and behaviors, and report card grades are used during the screening process.

1) The process for identifying gifted and talented students

New Students

Grades 4 and 5

All new registrants to PGCPs are administered the OLSAT, as well as the MAP Reading and the SCAT Math Assessments. All students who score between the 81st and 99th percentiles on the OLSAT and/or above the 89th percentile on both the reading and math assessments are screened for gifted services. The teacher checklist of gifted characteristics and behaviors, and report card grades are also used during the screening process.

Students in grades 4 and 5 with MCAP scores between the 89th and 99th percentile are screened for gifted services.

Grade 6 – 8

New registrants in grades 6 - 8 can be nominated for screening by a teacher, administrator, parent, or themselves. All new registrants are eligible to take the OLSAT and reading and math achievement assessments for screening. The OLSAT score, MCAP reading and math achievement assessment scores, the teacher checklist of gifted characteristics and behaviors, and report card grades are used during the screening process.

Twice-Exceptional Screenings

Teachers, administrators, parents, and psychologists may nominate any student in grades 2 - 8 to be screened for gifted services. The cognitive ability measures, teacher checklist of gifted characteristics and behaviors, achievement data, and report card grades are used in the screening process, as well as individual cognitive ability assessments (i.e. WISC, Woodcock-Johnson, etc.), psychological report, Individual Education Plan (IEP), parent checklist, student work, creativity assessment based on E. Paul Torrance's research, and School Instructional Team (SIT) meeting notes. Each Twice-Exceptional case is reviewed by the Supervisor of Talented and Gifted and the Special Education Twice-Exceptional Specialist.

In addition to parent or staff nominations, a review of all reading and math achievement data for students with disabilities (SWD) is completed. The Twice Exceptional Resource Teacher follows up with TAG Coordinators and teachers of potential twice exceptional students to complete the screenings.

Gifted English Language Learners Screenings

Teachers, administrators, parents, and psychologists may nominate students in grades 2 - 7 to be screened for gifted services. The cognitive ability measures, a teacher checklist of gifted characteristics and behaviors, achievement data, report card grades, and consideration for students who are currently receiving English as a Second Language (ESOL) services or who have exited ESOL services factor into the screening process. Additional testing with the Naglieri Non-verbal Ability Test may administered on a case-by-case basis.

In collaboration with our ESOL Department, a record review of any grade 4 student receiving ESOL services with a WIDA Access Test score of 6, or scores of 4.0 or higher on comprehension, writing, and reading subtests were screened for gifted services.

General Screening Notes:

- Universal testing and screening are completed in grades 1 and 3.
- New registrant testing and screening are completed in grades 2, 4, and 5
- The Teacher Checklist of Gifted Characteristics and Behaviors is based on Dr. Joseph Renzulli's *Three Ring Conception of Giftedness*

Talented and Gifted Re-screening Opportunities

Multiple testing and re-screening opportunities are provided for students throughout elementary and middle school grades. Students who do not score within qualifying range (81-99 percentile) on the grade 1 administration of the OLSAT Cognitive Ability Assessment are given the opportunity to retake the assessment in grade 2.

In addition, the MCAP reading and math achievement assessments are given every year starting in grade 3, so students can be screened in grade 4-8 annually based on their achievement data. Also, the NWEA Map Reading assessment is

1) The process for identifying gifted and talented students

administered 2-3 times a year starting in grade 2. Students take the OLSAT in grades 1 and 3, MCAP in grades 3 - 8, and NWEA MAP Reading in grades 2-8. Students can be screened based on any valid test data. Test data are valid for two (2) years. If OLSAT test data are more than two (2) years old and the student has a standardized reading or math assessment above the 89th percentile, the student is eligible to take a new OLSAT assessment to be screened.

Finally, re-screening is done for any nominated student who has been screened but did not qualify for services. In addition, nominations for re-screening can be initiated at any time by the TAG Office, parents, teachers, administrators, and students.

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

*The number of GT students in each school and local school system will be derived from 2019-20 Attendance Data Collections provided to the MSDE Office of Accountability.

Note: PGCPS has many Specialty Programs/Choice Programs. Many students who are identified for TAG services at their neighborhood schools and receive TAG services at a Specialty Program School by choice.

3) The percentage of gifted and talented students identified in the local school system in 2019-20*

*Local school systems must also report how the percentage was calculated.

For the 2019-20 school year, 10.8% of PGCPS students in grades 1 – 12 were identified for TAG services. This percentage was derived by dividing the number of students receiving gifted services (13,036) by the Spring enrollment count for grades 1 – 12 that is reported annually to the MSDE Office of Accountability (120,549).

4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale in 2019-20

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

5) The continuum of programs and services

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

TALENTED AND GIFTED PROGRAMS

TAG Pull-Out Program - Elementary School

The TAG Pull-Out Program provides TAG-identified students who attend an attendance area school with an enriched, thematic, and interdisciplinary educational experience beyond PGCPS' core curricula. The TAG Pull-Out curriculum components include enrichment units that provide opportunities for developing critical and creative thinking skills, as

5) The continuum of programs and services

well as advanced research skills through independent study and Junior Great Books Shared Inquiry. TAG Pull-Out groups meet two (2) hours per week from October through June.

TAG in the Regular Classroom Program - Elementary School

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

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

TAG Center Program – Elementary and Middle School

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

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

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

PGCPS TALENTED AND GIFTED (TAG) SERVICES

Honors Courses – Middle and High School

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

Advanced Placement Courses - High School

The Advanced Placement program allows students to pursue college-level studies while still in high school and is designed to prepare students to take and pass the AP course examinations administered nationally by the Educational Testing Service. College credit is awarded to students who pass end-of-course examinations with scores that are pre-

5) The continuum of programs and services

determined by specific colleges or universities. A minimum of eight (8) AP courses are offered in every PGcps high school.

Dual Enrollment Courses - High School

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

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

Prince George's Community College Underage Student Procedure

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

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

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

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

High School Specialty Programs - High School

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

6) Data-informed goals, targets, strategies, and timelines for 2020-21

Goal: Increase the number of students from low socioeconomic backgrounds who participate in gifted education services district-wide by 2%.

Target	Strategies	Timeline
By June 2021, 43% of students receiving gifted education services will be from low socioeconomic backgrounds.	Analyze PGCPs TAG participation data by subgroups to track progress toward meeting target.	September 2020
By June 2021, 43% of students receiving gifted education services will be from low socioeconomic backgrounds.	Continue to implement universal testing in grades 1 and 3, and new registrant testing in grades 2, 4, and 5.	Grade 1 through 6 Testing Windows: TBD – Fall 2020 Testing may be completed virtually/at-home due to COVID-19.
By June 2021, 43% of students receiving gifted education services will be from low socioeconomic backgrounds.	Implement Grade 2 re-screenings for students who did not qualify in Grade 1.	By November 16, 2020
By June 2021, 43% of students receiving gifted education services will be from low socioeconomic backgrounds.	Implement Local School System Gifted and Talented (GT) Student Identification Pilot Projects: Increasing Gifted Identification of Historically Underrepresented Populations: FARMS and Hispanic. (3-year project)	October 2019 through September 2022
By June 2021, 43% of students receiving gifted education services will be from low socioeconomic backgrounds.	Provide 89 Title I kindergarten and grade 1 teachers with professional learning experiences focused on gifted characteristics of students from diverse and historically underrepresented populations:	
By June 2021, 43% of students receiving gifted education services will be from low socioeconomic backgrounds.	<ul style="list-style-type: none"> ▪ MEGS Gifted Conference ▪ Professional Learning GT Consultant Webinar 1 - Johns Hopkins Center for Talented Development Consultants ▪ Professional Learning GT Consultant Webinar 2 - Johns Hopkins Center for Talented Development Consultants ▪ Professional Learning GT Consultant Webinar 3 - Johns Hopkins Center for Talented Development Consultants ▪ Professional Learning GT Consultant Webinar 4 - Johns Hopkins Center for Talented Development Consultants All Professional Learning will be virtual due to COVID-19.	October 16, 2020 October 2020 November 2020 January 2021 February 2021
By June 2021, 43% of students receiving gifted education services	Identify schools with large FARMS populations and review all assessment records to determine	Fall – Winter 2020

6) Data-informed goals, targets, strategies, and timelines for 2020-21

Goal: Increase the number of students from low socioeconomic backgrounds who participate in gifted education services district-wide by 2%.

Target	Strategies	Timeline
will be from low socioeconomic backgrounds.	if additional students need to be screened or possibly administered the non-verbal cognitive assessment.	
By June 2021, 43% of students receiving gifted education services will be from low socioeconomic backgrounds.	Test all grade 3 students with the Cognitive Abilities Test (CogAT) instead of the Otis-Lennon School Abilities Test (OLSAT) in SY2020-21. The CogAT provides three (3) test scores: non-verbal; verbal; and quantitative. Reviewing any discrepancies among these three (3) tests will determine if additional screening is necessary.	Fall – Winter 2020

Goal: Increase the number of Hispanic students participating in gifted education services district-wide by 2%.		
Target	Strategies	Timeline
By June 2020, 21% of students receiving gifted education services will be Hispanic students.	Analyze PGCPs TAG participation data by subgroups	September 2020
By June 2020, 21% of students receiving gifted education services will be Hispanic students.	Implement universal testing in grades 1 and 3 and new registrant testing in grades 2, 4, and 5.	Grade 1 Testing Window: TBD – Fall 2020 Grade 2 Testing Window: TBD – Fall 2020 Grade 3 Testing Window: TBD – Fall 2020 Grade 4 Testing Window: TBD – Fall 2020 Grade 5 Testing Window: TBD – Fall 2020 Testing may be completed virtually/at-home due to COVID-19.
By June 2020, 21% of students receiving gifted education services will be Hispanic students.	Implement Local School System Gifted and Talented (GT) Student Identification Pilot Projects: Increasing Gifted Identification of Historically Underrepresented Populations: FARMs and Hispanic. (3-year project) <ul style="list-style-type: none"> ▪ MEGS Gifted Conference • Professional Learning GT Consultant Webinar 1 - Johns Hopkins Center for Talented Development Consultants • Professional Learning GT Consultant Webinar 2 - Johns Hopkins Center for Talented Development Consultants • Professional Learning GT Consultant Webinar 3 - Johns Hopkins Center for Talented Development Consultants • Professional Learning GT Consultant Webinar 4 - Johns Hopkins Center for Talented Development Consultants All Professional Learning will be virtual due to COVID-19.	October 2019 through September 2022
		October 16, 2020
		October 2020 November 2020
		January 2021 February 2021
By June 2020, 21% of students receiving gifted education services will be Hispanic students.	Identify schools with large Hispanic populations and review all assessment records, including ACCESS test data, to determine if additional students need to be screened or tested.	Fall 2020

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

Target	Strategies	Timeline
By June 2020, 5% of students receiving gifted education services will also be receiving special education services.	Continue to train TAG Coordinators on the process for nominating and screening twice-exceptional learners.	Fall 2020
By June 2020, 5% of students receiving gifted education services will also be receiving special education services.	Maintain a Twice-Exceptional Google Site for all PGCPs Educators with detailed information about the characteristics of twice- exceptional learners, nomination process, and instructional strategies for meeting their needs.	On-going
By June 2020, 5% of students receiving gifted education services will also be receiving special education services.	Develop more informative Twice-Exceptional website pages for the TAG Office and the Special Education websites.	August – December 2020
By June 2020, 5% of students receiving gifted education services will also be receiving special education services.	Continue to provide classroom teachers, special educators, and guidance counselors with training on how to identify and serve twice-exceptional learners. Professional learning opportunities will be virtual due to COVID-19.	On-going
By June 2020, 5% of students receiving gifted education services will also be receiving special education services.	Distribute the Twice-Exceptional Resource Guide for PGCPs Educators during trainings.	Fall 2020
By June 2020, 5% of students receiving gifted education services will also be receiving special education services.	Collaborate with the Twice-Exceptional Resource Teacher monthly to complete screenings of nominated students.	On-going
By June 2020, 5% of students receiving gifted education services will also be receiving special education services.	Twice-Exceptional Resource Teacher will assist school teams in the creation and completion of the Twice-Exceptional Nomination Form.	On-going
By June 2020, 5% of students receiving gifted education services will also be receiving special education services.	Twice-Exceptional Resource Teacher will attend SIT meetings to help uncover Twice-Exceptional students.	On-going

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APPENDIX J- COMAR COMPREHENSIVE TEACHER INDUCTION AND MENTORING



COMAR 13A.07.01 COMPREHENSIVE TEACHER INDUCTION AND MENTORING

COMPREHENSIVE TEACHER INDUCTION PROGRAM

Title 13A STATE BOARD OF EDUCATION

Subtitle 07 SCHOOL PERSONNEL

.01 Scope.

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

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

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

.04 General Requirements.

- A. Each local school system shall establish and maintain a comprehensive induction program for all new teachers.
- B. The comprehensive induction program shall be designed to provide participating teachers with the knowledge and skills necessary to be successful in their classrooms and schools to enable them to stay in the profession.
- C. Local school systems shall use the Maryland Teacher Professional Development Planning Guide develop the program, which shall include the following professional learning activities:
 - (1) Before the school year begins, orientation programs for all teachers new to the local school system;
 - (2) Ongoing support from a mentor, including regularly scheduled meetings during non-instructional time;
 - (3) Regularly scheduled opportunities for new teachers to observe or co-teach with skilled teachers;
 - (4) Follow-up discussions of the observations and co-teaching experiences;
 - (5) Ongoing professional development designed to address new teacher needs and concerns; and
 - (6) Ongoing formative review of new teacher performance, including classroom observations, reviews of lesson plans, and feedback based on clearly defined teaching standards and expectations.
- D. The district shall consider the need for staffing to:
 - (1) Plan and coordinate all induction activities;
 - (2) Supervise new teacher mentors;
 - (3) Communicate with principals and other school leaders about induction activities; and
 - (4) Oversee the evaluation of the comprehensive induction program.
- E. The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers.

.05 Participation in the Comprehensive Induction Program.

- A. All teachers new to the profession shall participate in all induction activities until they receive tenure. Veteran teachers, in their first year of teaching in the district, shall participate in all induction activities designed for veteran teachers for a minimum of 1 year.
- B. To the extent practicable given staffing and fiscal concerns, local school systems shall adopt at least one of the following options for teachers during their comprehensive induction period:

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

PGCPS Comprehensive Teacher Induction Program

A. Provide a description of your Comprehensive Teacher Induction Program, including:

- staffing and oversight;
- orientation programs;
- ongoing professional learning;
- organization and schedules for mentor/mentee meetings;
- opportunities for observation and co-teaching;
- monitoring of new teacher needs, concerns, ongoing supports, formative review, and follow-up;
- action plans; and
- use of relevant and appropriate data.

Context

Prince George’s County Public Schools (PGCPS) is dedicated to the premise that every child deserves an outstanding teacher every day, for every learning experience. The school system aims to graduate every student college- and career-ready. Anchored in these indicators, our Comprehensive Teacher Induction Program is designed to create and nurture a professional learning culture aimed to train, support, and retain educators during their critical induction years, including educators both new to the profession and new to PGCPS. Our Comprehensive Teacher Induction Program is grounded in the latest research and best to assist educators for classroom success. Understanding that many educators who leave the teaching profession do so within their first three years in the position, PGCPS seeks to reverse this trend by providing a targeted, tailored, and transformative induction experience that supports the system’s strategic plan for recruiting, developing, and retaining a high-quality educator workforce.

Professional learning in the induction phase is most meaningful when it is collaborative, implemented over time and embedded in the context of the work environment. Research has shown that what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers (Silva, 2008). In response to the unprecedented circumstances and new opportunities brought on by the impact of Covid-19 on teaching and learning, PGCPS has shifted its Teacher Induction Program to include new content and support structures aimed to increase our educators’ effectiveness at delivering online instruction.

PGCPS’ redesigned Comprehensive Teacher Induction Program is a multifaceted, cross-divisional system of support that aims to develop new and non-tenured teachers through ongoing professional learning, coursework opportunities, peer observations, coaching, mentoring, and technology resources. The Professional Educator Induction Program (PEIP) is our seminal 3-day pre-service training event, designed to prepare new educators with the requisite content and pedagogical knowledge, instructional strategies and resources. Beyond PEIP, our continuum of induction support and resources are provided throughout the year. New teacher induction supports are inclusive of but not limited to the following:

- Professional Educator Induction Program;
- New Teacher Boot Camp;
- Mentoring and Coaching Program;
- Continuing Professional Development (CPD) Courses;
- New Teacher Academy / Monthly PEIP 2.0;
- Resident Teacher Program (PGCRT);
- Conditional Educator Program (New for 20-21 SY);
- Peer Assistance and Review Program;
- Technology Training
- PRAXIS Prep Courses
- PEIP XP;
- Internationally Trained Teacher Support Network

Of these myriad supports, central office mentor teachers, school-based teacher leaders, and consultant teachers play a critical role in the design and delivery of induction trainings, coursework, and mentoring and coaching supports.

Staffing and Oversight

The PGCPs Teacher Induction work is staffed and supported primarily by central and regional office certificated administrative personnel, as well as veteran teacher leaders and school-based administrators. For 19 years, the Office of Professional Learning and Leadership (OPLL) Teacher Mentoring Program has provided high quality mentoring support to probationary teachers in PGCPs. OPLL Mentor Teachers also support all teachers in our Maryland Approved Alternative Preparation Programs, currently our Prince George’s Resident Teacher Program, *Teach for America*, and Notre Dame of Maryland University Special Education Dual Certification Program.

Orientation Programs

Professional Educator Induction Program (PEIP) - Under the Supervision of the Office of Professional Learning and Leadership, PEIP is the seminal event of the August Pre-Service Induction. During this three-day training, new teachers are introduced to school system leaders and fellow educators, and receive information regarding curriculum, systemic initiatives, and priorities. PEIP provides initial system-wide professional development for newly hired teachers. In this program, newly hired teachers receive guidance and training to build their understanding of district programs and curricula required by the school system. Training is differentiated by content, grade, and/or program at the introductory level including the instructional programs and best practices for getting off to a good start. New teachers completing the core module series receive one CPD credit that may be applied for recertification. PEIP is reinforced by continuous workshops and seminars through-out the school year, provided at the school site, by the area offices, and through specific content area offices that oversee the curricula. In addition, OPLL provides new teachers with mentor support by content areas. The attendance for the three-day pre-service induction program (PEIP) totaled 862 new educators. Attendees included resident teachers from *Teach for America* and the *Notre Dame of Maryland University (NDMU) Special Education Alternative Certification Program*. In addition to the initial August trainings, follow-up sessions focusing on content as well as instructional strategies and pedagogy are available throughout the year to further assist new teachers with their professional development needs and to encourage reflection upon their practice.

New Teacher Boot Camp (NTBC) – Under the supervision of the Office of Professional Learning and Leadership, NTBC is a voluntary pre-service component of the Professional Educator Induction Program (PEIP). It’s an opportunity for new teachers to (a) connect with experienced educators; (b) engage in meaningful learning experiences; and (c) familiarize themselves with quality instruction and a variety of resources, within PGCPs. NTBC provides teachers with the knowledge of how to create and maintain success throughout the school year. NTBC training is conducted primarily by OPLL mentor teachers, with assistance from school-based and central office teacher leaders and specialist. A daily average of 215 new teachers participated in the optional three-day New Teacher Boot Camp.

Full Time Mentor Teachers – Under the supervision of the Office of Professional Learning and Leadership (OPLL), mentor teachers are assigned to provide direct mentoring and coaching services as required by COMAR to the following: 1) resident teachers in our Prince George’s County Resident Teacher Program; 2) teachers holding conditional certificates; 3) non-tenured teachers; and 4) tenured teachers new to PGCPs. Mentor teachers also provide assistance to the school community by collaborating with principals, school-based teacher leaders, and other resource providers to ensure that beginning educators experience the support needed to become effective educators. Given the increase in the number of conditionally certified teachers hired in recent years, OPLL mentoring program has been restructured to also serve as certification coaches, assisting new educators to meet coursework and PRAXIS requirements leading to certification. The OPLL Mentor Teacher Program consists of 31 full-time mentor teachers who were former classroom teacher leaders hired to support new teachers by:

- Providing new/non-tenured teachers with coaching and specific feedback on classroom performance;
- Modeling effective instructional approaches and co-planning, team teaching, and teaching demonstration lessons on a regular basis for the new/non-tenured teachers;
- Conducting needs assessments to determine training/resources that new and non-tenured teachers require;
- Assisting new teachers with curriculum implementation;

- Developing and providing workshops for new/non-tenured teachers; and
- Providing certification coaching.

Conditional Educator Program (CEP) (Pilot launched summer 2020) - Under the direction of the Office of the Chief of Human Resources, this newly formed pilot provides full tuition funding for identified conditional educators seeking coursework toward fulfilling their certification requirements. Through the CEP, educators holding conditional certification can take up to 12 fully funded courses through Prince George’s Community College. Through the CEP, conditional certificate holders can also take CPD courses leading to initial certification at no cost. Eligible candidates undergo routine transcript analysis and certification coaching to ensure courses taken are appropriate and lead to the desired areas of certification. This initiative is facilitated through a cross-divisional collaboration with the Certification Office, the Office of Professional Learning and Leadership, Human Resources Operations and Staffing, and PGCC faculty.

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

Continuing Professional Development (CPD) Courses – Through the Office of Professional Learning and Leadership, PGCPs offers targeted professional development courses to all employees. CPD courses are MSDE approved and satisfy teacher initial certification requirements and the renewal of professional certificates. The core CPD team is comprised of a CPD Coordinator, a CPD Liaison, and course instructors consisting of school-based and central office teacher leaders and specialists.

Special Education Mentor Workforce – This network of support is designed to support new and non-tenured special education teachers. Professional learning supports are monthly and include topics such as creating and implementing IEP goals and objectives, Maryland Online training, co-teaching, and differentiating instructions. Training sessions and delivered by the OPLL mentor teachers with SPED content backgrounds.

Internationally Trained Teacher Support Network (ITTSN) - The new OPLL workstream was created to support the increasing number of new and novice teachers whose majority of teacher preparation and teaching experiences have occurred outside of the continental U.S. The network of support is offered through the Office of Professional Learning and Leadership’s mentor teachers in partnership with colleagues from Human Resources Operations and Staffing. Opportunities for ITTSN identified teachers to network with colleagues and engage in targeted and tailored professional learning are provided monthly. Sessions are specifically designed to address cultural barriers and instructional gaps in order to increase teacher effectiveness and student performance.

Peer Assistance and Review Consultant Teachers Program - Under the Supervision of the Office of Employee Performance and working in concert with the Mentor Teachers are Peer Assistance and Review (PAR) Consultant Teachers. The PAR Consultant Teachers Program provides intensive and differentiated support to non-tenured teachers who are in need of improvement in the area of professional practice. The ultimate goal of such support is to increase student achievement by ensuring that the pedagogy of a teacher aligns with best practices. The PAR Program is comprised of 24 full time consulting teachers, a PAR Supervisor, and a PAR Liaison.

Ongoing Professional Learning

Pre-Service Professional Learning - Prior to the start of school, probationary teachers participate in pre-service training focused on preparing them with the tools to successfully begin their teaching careers. Educators engage in content specific systemic professional learning, along with mandatory social and emotional learning. For SY 20-21, all trainings are delivered virtually in both synchronous and asynchronous formats.

PRE-SERVICE WEEK – AUGUST 20-28 2020

DATE	PROFESSIONAL DEVELOPMENT FOCUS
<p align="center">Thursday August 20</p>	<p>Full Day - Principal Led Welcome & Goal Setting</p> <ul style="list-style-type: none"> ▪ CEO Address (Disciplined Execution) ▪ Team Building ▪ Reopening Plan ▪ Teacher Evaluation ▪ Implicit Bias Training
<p align="center">Friday August 21</p>	<p>Full Day- Principal Led Systems, Structures & Expectations Recommended Topics:</p> <ul style="list-style-type: none"> ▪ Systems, Structures & Expectations ▪ Attendance (Staff and Students) ▪ Curriculum Bridging Guides Overview ▪ Department Meetings / Collaborative / Team Planning ▪ Virtual Platforms
<p align="center">Monday August 24</p>	<p>Full Day- Independent Educators Work in Classrooms</p> <ul style="list-style-type: none"> • Educators plan and set up physical or virtual classrooms.
<p align="center">Tuesday & Wednesday August 25-26</p>	<p>PGCPS Professional Development Day Virtual</p> <ul style="list-style-type: none"> ▪ Content-Specific Sessions ▪ Mandatory SEL Training <p align="center"><i>These training sessions will be held over two days and recorded for any time access.</i></p>
<p align="center">Thursday August 27</p>	<p>Full Day- Independent Educators Work in Classrooms</p> <ul style="list-style-type: none"> • Educators plan and set up physical or virtual classrooms. • Staff reviews modules as time permits.
<p align="center">Friday August 28</p>	<p>Mock / Orientation Day – Opening Day Procedures</p> <ul style="list-style-type: none"> ▪ Mock Day / Orientation (AM) ▪ School-Based Principals – Review Opening Day Procedures (PM)

Professional Educator Induction Program (PEIP) 2.0 - Since its launch in 2014, the PGCPS Professional Educator Induction Program (PEIP) 2.0, an extension of PEIP, continues to offer a series of monthly Professional Development sessions provided by OPLL Mentors and Teacher Leaders. During PEIP 2.0 new teachers learn more about the fundamentals for effective pedagogy, student engagement, formative and summative assessment and content delivery. Some of the coursework in this yearlong program include but are not limited to: Wellness and Mindfulness Trainings, Virtual Classroom Management, Goal Setting, Engaging Students Virtually, Special Education Case Management, Framework for Teaching, Technology Training, Communicating with Teachers and Parents, Designing and Utilizing Assessments. For the September 23, 2020 Virtual Kick-off session, 223 new teachers were in attendance. More information about this program can be found on the New Teacher Academy/PEIP 2.0 Google site at <https://tinyurl.com/PGCPSPEIP2-0>.

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

Systemic Training - PGCPs provides systemic professional learning opportunities for probationary teachers throughout their professional careers in the school system. Central to this effort is the ongoing support available to teachers through mentoring and coaching which begins during the teachers' induction phase into PGCPs. Mentors' certified expertise crosses all content areas and levels of pedagogy. Prioritizing the needs of probationary teachers, PGCPs' professional learning offerings are tailored to the needs of new teachers inclusive of offerings in the areas of content, pedagogy, graduate study, and technology implementation through its [My Professional Performance System \(MyPPS\) instructional system](#) and the [CPD Course Catalogue](#). Offerings for probationary teachers include but are not limited to:

- Continuing Professional Development (CPD) Credit Courses
 - Assessment for Teaching Reading (MSDE #15-00-04)
 - Inclusion: Making It Happen So All Students Progress - ONLINE (MSDE #12-16-11R)
 - Inclusion: Making It Happen So All Students Progress (MSDE #12-16-11R)
 - Instruction of Reading for Teachers of Grades K-6 (MSDE #15-00-05)
 - Materials for Teaching Reading - (MSDE #15-00-03)
 - Materials for Teaching Reading - ONLINE (MSDE #15-00-03)
 - Process and Acquisition of Reading for K-6 (MSDE #15-00-02)
 - Teaching Literacy in the Secondary Content Area - PART I (MSDE #15-00-06)
 - Teaching Literacy in the Secondary Content Area - PART I- ONLINE (MSDE #15-00-06)
 - Teaching Literacy in the Secondary Content Area - PART II (MSDE #15-00-07)
- Praxis Preparation Courses
 - Praxis Core Mathematics Preparation
 - Praxis Core Reading Preparation
 - Praxis Core Writing Preparation
- Technology Training Team (T3)
 - Google Suites
 - Distance Learning Tools and Resources
 - Staff Portal
 - MyPPS
 - Help Desk
 - Clever

Collaborative Planning – Collaborative planning is an engaging professional learning process for educators, and when implemented using the *Data Wise* process, is a powerful opportunity to think more critically about teaching and learning in schools. During collaborative planning, school teams meet regularly around the school's essential question and examine relevant data sets to gain a greater understanding around pertinent issues. Collaborative planning teams may be organized by grade level or content area, and often include school administrators who help facilitate the conversations and guide the *Data Wise* process.

Professional Learning Communities (PLC) – This model is integral to change the teaching and learning culture. PLCs provide participants with extended shared learning opportunities. This collaborative learning style is designed to help transition new learnings within the school environment when educators share new ideas with their school-based peers. One example is PGCPs's effort to increase the number of teachers achieving National Board Certification. The Office of Professional Learning and Leadership provides support for schools with teachers desiring to engage in the certification process as a collective group.

Turnkey Training - In a district the size of PGCPs, this strategy is used to ensure that systemic initiatives are scaled to reach probationary as well as veteran educators in every school. School-based teacher leaders, including PDLTs, Grade Level Chairpersons, Elementary Contacts (ECs), Department Chairpersons (DCs), Teacher Coordinators (TCs), Instructional Lead

Teachers (ILTs), and Special Education Coordinators and other resource providers attend district-level training sessions and are responsible, in turn, for training school-based personnel. These teacher leaders often collaborate with their principals and/or instructional leadership teams to plan training for probationary teachers.

Organization and Schedules for Mentor/Mentee

PGCPS offers mentoring services to new teachers as a part of the Prince George’s County Public Schools (PGCPS) Induction Program. OPLL offers mentoring support to both Conditionally Certified Teachers and Certified Teachers during the three-year induction period. In addition, on a case-by-case basis, mentoring services are provided to experienced teachers based on administrator request or teacher self-referral. At the beginning of the school year, mentors are assigned to teachers based on content and grade level expertise.

Under the direction of new leadership in OPLL, and to expand the reach of OPLL mentoring services, OPLL has reorganized its mentoring program structure to better align supports to each of our 13 school Clusters. Mentor teams will be assigned to each cluster to 1) provide direct mentoring services to teacher self-referrals and principal referrals; 2) provide targeted professional development to individual schools and in cluster-specific Professional Learning Communities (PLCs); and 3) establish and/or facilitate school level New Teacher Academies. To enhance mentor teacher capacity to support new and novice educators, monthly Mentor Forums provide a space for the mentor teachers to engage in professional learning, share best practices in coaching and mentoring, collaborate around various OPLL workstreams, and to celebrate and affirm one another.

Mentor Teacher Triage Teams – The Triage Team is comprised of a small groups of mentor teachers whose primary work is in support of schools that demonstrate immediate need – i.e. per request/inquiry by Instructional Directors, principals, department supervisors, etc. Mentors who serve on Triage Teams have demonstrated the ability to adapt quickly to changing scenarios in a seamless manner and are well-versed in content, effective mentoring, and coaching strategies. Following an analysis of the school’s needs, the Mentor Triage Teams provide real-time, onsite support for a designated period of time. Additionally, the Triage Teams coordinate directly with the Office of Employee Performance to ensure seamless transition of teachers who are either entering or exiting the PAR process. Teachers who are new to the district also have access to critical information and resources in a centralized location and are provided a partner to help clarify any questions they may have. Support services fall into the following categories: Managing Your Classroom, PGCPS Platforms/Technology, Navigating Your Building, and Professional Responsibilities & Administrative Procedures.

Opportunities for Observation and Co-teaching

As a major component of the mentoring program, mentor teachers routinely provide opportunities for new and novice teachers to engage in peer observations to observe accomplished teaching from a job-alike colleague. These structured shadowing opportunities are coordinated and facilitated by mentor teachers in collaboration with school administrators and allow for new teachers to reflect on their practice under the guidance of a seasoned educator. Peer observations include a pre-conference with the mentor and mentee in order to identify and discuss targeted areas of improvement as a focus area during the observation. Look for grounded in the Framework for Teaching, the system’s evaluation, and observation instrument, are provided so that shadowing experiences are targeted and lead to an increase in teacher effectiveness in the identified areas of improvement. Post observation lesson reflections allow teacher and mentor to discuss key takeaways. Follow up observations with novice teacher are scheduled to measure teacher improvement resulting from the shadowing experience. In addition, our mentor teachers routinely co-plan and co-teach lessons to model effective instruction. The table below provides a snapshot of the mentoring program observation and co-teaching overview.

Element	Content	Structure	Participant Outcomes
Regularly scheduled opportunities to observe or co-teach with skilled teachers <i>(1st and selected 2nd year</i>	Observation and co-teaching episodes are planned on a bi-weekly basis, at a minimum, and include the following elements:	To provide new teachers opportunities to observe or co-teach with skilled teachers, mentors will be assigned as follows:	<ul style="list-style-type: none"> <input type="checkbox"/> Implement effective instructional and classroom management strategies using a variety of resources; <input type="checkbox"/> Participate in collaborative lesson planning with colleagues; and make

Element	Content	Structure	Participant Outcomes
<i>teachers)</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-conferencing and planning opportunities (includes goal setting and look-fors); <input type="checkbox"/> Observation or co-teaching episode; and post-conference, reflections, and next steps. 	<ul style="list-style-type: none"> <input type="checkbox"/> OPLL Mentor Teachers to first year teachers and experienced teachers new to the district; and Alternative Teacher Preparation Mentors to first-year and identified second-year resident teachers. 	instructional decisions based on student data.

Monitoring of New Teacher Needs, Concerns, Ongoing Supports, Formative Review, and Follow Up

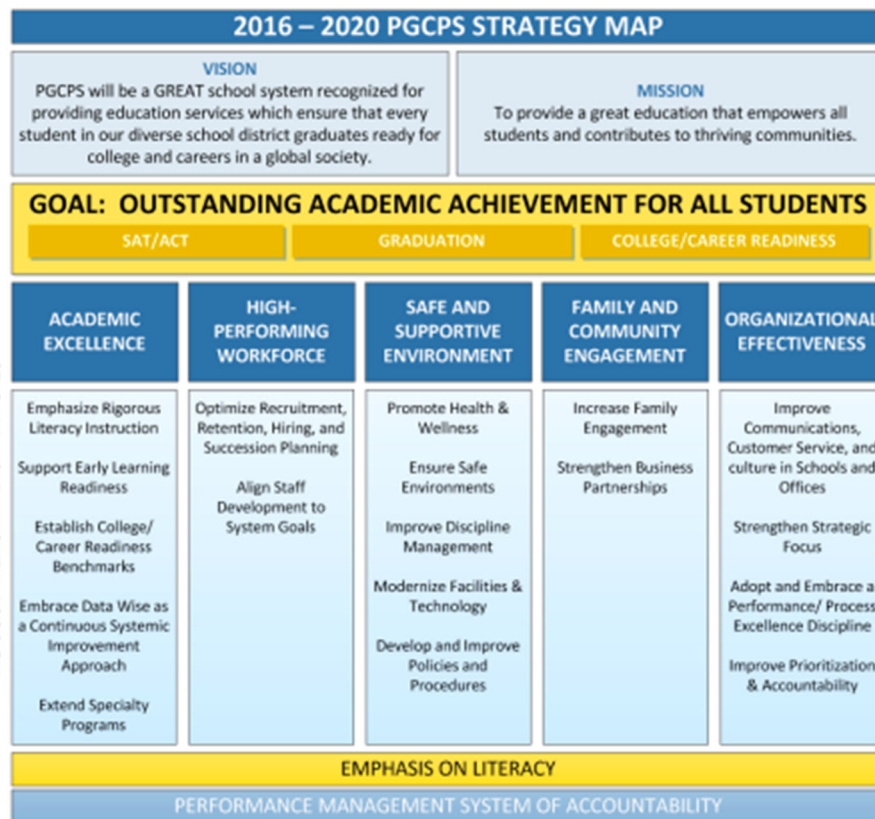
PGCPS Comprehensive Teacher Induction Programs’ observation and feedback models are designed to promote professional growth of new educators and enhance job performance.

Element	Content	Structure	Participant Outcomes
<p>Ongoing formative review of new teacher performance based on clearly defined teaching standards.</p> <p><i>(1st, 2nd, and 3rd year teachers)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Formal and informal observations by school-based administrators, including walkthroughs Classroom visits and observations by mentor teachers with debriefing, coaching and feedback <input type="checkbox"/> Comprehensive professional electronic portfolios created by identified resident teachers organized around domains in the Danielson Framework 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation and feedback from school-based administrators <input type="checkbox"/> Mentor visitation and consultation <input type="checkbox"/> Professional electronic portfolios <input type="checkbox"/> Coaching and post-visitation feedback conferences 	<ul style="list-style-type: none"> <input type="checkbox"/> Enhance reflective teaching practices

Action Plan

Support for PGCPS probationary teachers is grounded in the Academic Excellence focus area of the district’s Strategic Plan. Supports provided are aligned with the key strategies to Key indicators to help actualize the district’s vision:

- 1) Rigorous Literacy Instruction;
- 2) Early Learning Readiness;
- 3) College and Career Readiness;
- 4) A Continuous Systemic Improvement Process; and
- 5) Specialty Programs (PGCPS Strategic Plan, 2016-2020).



PGcps is aware that college graduates and career changers who are interested in the teaching profession need an alternative pathway for obtaining professional certification and developing effective teaching practices. Additionally, the school system has an increasing need to build and sustain an internal pipeline that supports Conditional Teachers, substitute teachers, and support staff within the school system in becoming professionally certified teachers. Through a high-quality teacher preparation program that involves rigorous selection, intensive training, and effective coaching and mentoring based on evidence-based feedback, last year PGcps embarked on a redesign of its Maryland Approved Alternative Preparation (Resident Teacher) program which was reinstated for the 20-21 school year.[^] This redesign addresses identified areas of need from the Maryland State Department of Education and improves beginning teacher performance and retention, which will ultimately support the aforementioned strategic plan. Lessons learned in the redesign of the resident teacher program will carry over to continued refinements of the PGcps Mentoring Program.

Use of Relevant and Appropriate Data

OPLL Mentor Teacher Data Inventory- One of our key partners, Learning Forward, teaches that in order to ensure that the needs of professionals are met, it is necessary to measure impact. In order to deliver effective professional development that meets the needs of probationary teachers, relevant data must be collected in order to assess impact. OPLL maintains a data inventory that is used to make program refinements as necessary.

Mentor logs and end-of-year teacher satisfaction surveys (see inserted graphs below) are utilized to gauge the quality of the mentoring supports delivered throughout the year. These data are used to measure the level of mentor impact, communicate with administrators and stakeholders, and to make continuous program improvements. Click [here](#) for OPLL Mentor Teacher Data Inventory. Data from this Inventory are included in Section D of this response.

Mentor Teacher Data Inventory Matrix

Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
Resident Teacher Pre-Employment Training (PET) Candidate Survey	Receive feedback from teachers regarding their training/onboarding experience.	Weekly (During Pre-Employment Training)	PET Team	PET Team Website	To receive feedback from teachers regarding their training/onboarding experience. Data are shared and discussed with the PET team and PET instructors to aid in instructional adjustments.
Resident Teacher Pre-Employment Training Instructor Survey	Receive feedback from pre-employment training instructors	Weekly (During Pre-Employment Training)	PET Team	PET Team Website/Data portal	Receive feedback from instructors regarding potential challenges for candidates. Data are shared and discussed with the PET team and PET instructors to aid in instructional adjustments.
PGCPS Resident Teacher (PGCRT) Residency Seminars Evaluation	Needs for improvement and future support	Monthly	PGCRT Team	PGCRT Google site and Rolling Agenda	Used to inform us of the RT needs .
PGCRT End of School Year survey	Receive feedback about the program	End of year	ePortfolio	Google Drive	Inform Program Inform MSDE
School Climate Surveys	School climate as reported by parents/students/staff in the school	Every two years	PGCPS	found online @pgcps.org	To inform school staff and community
Mentor Site Log Visits	Captures mentor supports provided. Data can be triangulated by <ul style="list-style-type: none"> ▪ School ▪ Teacher ▪ FFT Domain/Component ▪ Specific supports provided ▪ Mentor ▪ Month 	Daily	Mentors	OPLL Mentor website	Data are shared with principals and mentors. To create individualized supports provided by Triage team for schools in need. To identify focus areas for induction training (New Teacher Boot Camp/New Teacher Academy/PEIP) To determine focus areas for Alternative Certification candidates (Pre-Employment Training and Tuesday Evening Seminars)

Mentor Teacher Data Inventory Matrix

Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
PEIP 2.0 Evaluations	Participants growth, interests, concerns	Monthly	PEIP Committee	Committee Co-chairs	To determine future sessions to present, to analyze the current sessions i.e., effectiveness of presenters
ePortfolio Buzz Analytics	Eportfolio requirements	Bi-monthly	ePortfolio Team	Smore online account	Monitor the use of the site and the interest of the ePortfolio Buzz
New Hire List	Teachers new to PGCPs	Ongoing	HR	Distributed by supervisors to mentors	To develop mentor cohorts and designing professional development
New Appt/New Hire List for administrators	Principal and Assistant Principals newly appointed	Ongoing	HR	Online	To provide support to individuals
SMORE PEIP Flyer (newsletter)	These data show the advertising numbers for the PEIP trainings	Monthly	PEIP committee	Colleague	To help advertise and monitor our reach for PEIP
Mentor Teacher Rolling Agenda Plus/Deltas	What we are doing well and what needs improvement	Monthly	OPLL	Rolling Agenda	To plan for future meetings
New Teacher Boot Camp Session Feedback	These data would provide participant perspective on the training in which they participate during NTBC	Annually	OPLL	Google Spreadsheet - NTBC Team Lead	To evaluate session usefulness and presenter capacity to facilitate and deliver information; determine whether sessions should be presented in the future
End of the Year Mentor/Mentee Survey/Feedback	Guidance on mentor practices for the upcoming year	Annually (end of the year)	Data Team	OPLL Mentor website	<p>To establish potential focus areas for training and ongoing support for teachers</p> <p>To identify and analyze areas of weaknesses and strengths for mentor teachers</p> <p>To determine possible professional development needs for mentor teachers to build capacity</p>

Mentor Teacher Data Inventory Matrix

Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
SLO Data	Instruction	Each SY	Teacher, admins, OEPE	MyPPS (Teachers), Oracle (Admins)	To provide mentoring advice to mentees
Observations	Professional growth	Continuous throughout the year.	Supervisors	MyPPS	Professional growth and development
FFT Calibration	Improving the observational process	Each SY	OEPE/OPLL	MyPPS	For improving the observational process
FFT Prof. Prac Data	Teacher pedagogy	All year	OEPE	MyPPS	For Teacher Support. PD and Evaluation
FFT Stud. Growth Data	Student Growth	May-June	OEPE	Data Warehouse	For Instruction and Evaluation
Teacher Attrition Data	Teacher retention	Ongoing Annually	HR	Oracle	To track losses
Mentor Logs (Support, Retention, Succession)	Captures mentor supports. Data can be triangulated by: <ul style="list-style-type: none"> ▪ School ▪ Teacher ▪ FFT Domain/Component ▪ Specific supports provided ▪ Mentor ▪ Month 	Daily	Mentor teachers	OPLL Mentor site	Data are shared with principals and mentors. To create individualized supports provided by Triage team for schools in need. To identify focus areas for induction training (New Teacher Boot Camp/New Teacher Academy/PEIP) Determine focus areas for Alternative Certification candidates (Pre-Employment Training and Tuesday Evening Seminars)
Student perception surveys	Students answer evaluation questions on a teacher	Once Annually	Testing Coordinator	Principal	Data are used as part of the teacher's final evaluation.
New Teacher Academy/PEIP Evaluations	Receive participant feedback on the effectiveness of sessions offered during the PEIP	Twice monthly	PEIP Team (OPLL)	PEIP Website/dat a hub	Data are used to make necessary modifications or revisions to current PD sessions offered, assist the PEIP planning team with future sessions/program outlines.

Mentor Teacher Data Inventory Matrix					
Data Source	Data Focus (What does the data focus on?)	Dates of Collection	Data Collection (Who is responsible for collection of the data?)	Accessibility (How can the data be accessed?)	Data Use (How is the data being used currently?)
	Evening sessions				To establish potential focus areas for training and ongoing support for teachers
Mentee Feedback Surveys	Receive feedback from teachers receiving mentoring supports. Determine how systemic/mentoring supports have impacted retention or attrition for new hires.	End of the school year	Mentor Teachers	OPLL Mentor website	To establish potential focus areas for training and ongoing support for teachers To identify and analyze areas of weaknesses and strengths for mentor teachers Determine possible professional development needs for mentor teachers to build capacity
Mentee Close-out forms	Mentor Teachers	End of the year/end of services		OPLL Mentor Site	To identify and prioritize focus areas for training and ongoing support during the school year. Determine focus areas for induction training (New Teacher Bootcamp/New Teacher Academy/PEIP) To determine focus areas for Alternative Certification candidates (Pre-Employment Training and Tuesday Evening Seminars)

B. Provide a description of your District Mentoring Program. The use of the term “mentor” includes coaches and consulting teachers.

PGCPS’ Mentoring Program is a multi-layered, cross-divisional network of supports designed to develop and retain new and non-tenured teachers, as well as veteran teachers new to PGCPS. The goal of the district’s mentoring program is to provide professional learning experiences that (a) develop a competent and effective workforce; (b) retain our teachers by investing in their success; and (c) have a positive and long-lasting effect on student development and achievement. Given the forever-changed landscape of public education brought about as a result of the current pandemic, the need to restructure how new teachers are professionally developed has caused us to adjust our induction support elements, content, and structures to maintain a high-quality educator workforce in this new era of distance learning.

Mentoring Program Supports At-a-Glance

Element	Content	Structure	Participant Outcomes
<p>a. Orientation program before the school year begins (1st year teachers)</p>	<p>The pre-service orientation for new teachers includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> New Teacher Boot Camp; <input type="checkbox"/> Welcome to Prince George’s County Public Schools; <input type="checkbox"/> Getting to Know Your Professional Organization; <input type="checkbox"/> Tips and tools for Managing Your Virtual Classroom <input type="checkbox"/> Content-specific Training 	<ul style="list-style-type: none"> <input type="checkbox"/> Optional 3-day “Boot Camp” a week prior to the primary pre-service induction program; <input type="checkbox"/> Three-day pre-service orientation with whole group, small-group and differentiated sessions; <input type="checkbox"/> Sessions taught by master teachers, content supervisors, and central office personnel in model classrooms; and <input type="checkbox"/> Supporting texts and resources distributed to new teachers: 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop awareness of systemic organization and structure, priorities, and processes; <input type="checkbox"/> Access and examine PGCPs curriculum and principles of learning and teaching that form the framework for planning, implementing, and assessing instruction; <input type="checkbox"/> Acquire and practice strategies for effective classroom management; and <input type="checkbox"/> Plan and prepare to effectively implement distance learning.
<p>b. Support from a mentor (1st, and identified 2nd and 3rd year and probationary teachers)</p>	<p>Mentor support includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strategies for effective virtual classroom management and organization <input type="checkbox"/> Collaborative lesson planning and feedback <input type="checkbox"/> Review of student work and assessment data <input type="checkbox"/> Demonstration lessons in new teachers’ virtual classrooms <input type="checkbox"/> Classroom visits with pre- and post-conferencing <input type="checkbox"/> Professional electronic portfolio guidance and feedback for new resident teachers 	<p>New teachers are provided mentor support as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> OPLL Mentor Teachers <ul style="list-style-type: none"> ▪ Full-time mentor support for 1st year teachers and experienced teachers new to the district; ▪ Full-time mentor support for 1st year and identified 2nd year resident teachers; ▪ Mentors to interact with new teachers a minimum of one (1) 45-minute visit per week 	<ul style="list-style-type: none"> <input type="checkbox"/> Infuse literacy strategies effectively across content areas <input type="checkbox"/> Practice effective instructional and classroom management strategies; <input type="checkbox"/> Make instructional decisions based on student data; and <input type="checkbox"/> Complete successful year of teaching and return for another year of service
<p>c. Regularly scheduled opportunities to observe or co-teach with skilled teachers (1st and selected 2nd year teachers)</p>	<p>Observation and co-teaching episodes are planned on a bi-weekly basis, at a minimum, and include the following elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-conferencing and planning opportunities (includes goal-setting and look-fors); <input type="checkbox"/> Observation or co-teaching episode; and <input type="checkbox"/> Post-conferencing, reflections, and next steps. 	<p>To provide new teachers opportunities to observe or co-teach with skilled teachers, mentors will be assigned as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> OPLL Mentor Teachers to first year teachers and experienced teachers new to the district; and <input type="checkbox"/> Alternative Teacher Preparation Mentors to first-year and identified second-year resident teachers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement effective instructional and classroom management strategies using a variety of resources; <input type="checkbox"/> Participate in collaborative lesson planning with colleagues; and <input type="checkbox"/> Make instructional decisions based on student data.

Mentoring Program Supports At-a-Glance			
Element	Content	Structure	Participant Outcomes
<p>d. Ongoing professional development <i>(1st, 2nd, and 3rd year teachers)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Educator Induction Program follow-up sessions to include emphasis on lesson planning and identified components of Framework for Teaching (FFT) <input type="checkbox"/> Continuing Professional Development coursework, with emphasis on classroom management and organization, available in a three-semester format <input type="checkbox"/> New Teacher Academies led by assigned school-based instructional leaders with emphasis on classroom management, instructional strategies, lesson planning, and collaborative planning <input type="checkbox"/> Content-focused trainings with College and Career Readiness Standards-aligned curricula led by curriculum supervisors 	<p>Ongoing support through professional development to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Educator Induction Program Follow-up Sessions <input type="checkbox"/> Continuing Professional Development Courses <input type="checkbox"/> School-based New Teacher Academies and Collaborative Planning Sessions <input type="checkbox"/> Content-based Sessions (Systemic) with College and Career Readiness-aligned curricula 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement differentiated and effective instructional and classroom management strategies using a variety of resources <input type="checkbox"/> Plan collaboratively with colleagues <input type="checkbox"/> Make instructional decisions based on student data <input type="checkbox"/> Increase curriculum content knowledge and improve lesson instruction
<p>e. Ongoing formative review of new teacher performance based on clearly defined teaching standards <i>(1st, 2nd and 3rd year teachers)</i></p>	<p>Formal and informal observations by school-based administrators, including walkthroughs</p> <p>Classroom visits and observations by mentor teachers with debriefing, coaching and feedback</p> <p>Comprehensive professional electronic portfolios created by identified resident teachers organized around domains in the Danielson Framework.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observation and feedback from school-based administrators <input type="checkbox"/> Mentor visitation and consultation <input type="checkbox"/> Professional electronic portfolios <input type="checkbox"/> Coaching and post-visitation feedback conferences 	<ul style="list-style-type: none"> <input type="checkbox"/> Enhance reflective teaching practices

Full Time Mentor Teachers – Under the supervision of the Office of Professional Learning and Leadership (OPLL), mentor teachers are assigned to provide direct mentoring and coaching services as required by COMAR to the following: 1) resident teachers in our Prince George’s County Resident Teacher Program; 2) teachers holding conditional certificates; 3) non-tenured teachers; and 4) tenured teachers new to PGCPs. Mentor teachers also provide assistance to the school community by collaborating with principals, school-based teacher leaders, and other resource providers to ensure that beginning educators experience the support needed to become effective educators. Given the increase in the number of conditionally certified teachers hired in recent years, OPLL mentoring program has been restructured to also serve as certification coaches, assisting new educators to meet coursework and PRAXIS requirements leading to certification. The OPLL Mentor Teacher Program consists of 31 full-time mentor teachers who were former classroom teacher leaders hired to support new teachers by:

- Providing new/non-tenured teachers with coaching and specific feedback on classroom performance;

- Modeling effective instructional approaches and co-planning, team teaching, and teaching demonstration lessons on a regular basis for the new/non-tenured teachers;
- Conducting needs assessments to determine training/resources that new and non-tenured teachers require;
- Assisting new teachers with curriculum implementation;
- Developing and providing workshops for new/non-tenured teachers; and
- Providing certification coaching.

Peer Assistance and Review Consultant Teachers Program - Under the Supervision of the Office of Employee Performance and working in concert with the Mentor Teachers are Peer Assistance and Review (PAR) Consultant Teachers. The PAR Consultant Teachers Program provides intensive and differentiated support to non-tenured teachers who are in need of improvement in the area of professional practice. The ultimate goal of such support is to increase student achievement by ensuring that the pedagogy of a teacher aligns with best practices. The PAR Program is comprised of 24 full time consulting teachers, a PAR Supervisor, and a PAR Liaison.

Alternative Teacher Preparation Mentor Teachers – Through the Office of Professional Learning and Leadership, PGCPS provides mentoring support to the Maryland Approved Alternative Preparation Programs: PGCPS Resident Teachers, NDMU Dual SPED Program, and Teach for America. Alternative Teacher Preparation mentors are comprised of OPLL full release mentor teachers, and supervising teachers (former retirees).

School-Based Support Teachers - School based mentors are full-time faculty at schools who have been identified at the school level to provide targeted support to new teachers. School-based New Teacher Academies are in operation in many schools and offer opportunities for continued collaboration and learning with mentor teachers and teacher leaders.

Professional Development Lead Teachers (PDLT) – PDLTs are experienced teachers identified by their principals who are charged with the responsibility of facilitating professional learning opportunities that strengthen staff capacity to successfully implement the instructional framework required by the CCRS. A corps of PDLTs support school-based instruction and provide professional learning for CCRS and its related components. At its core, the training delivered by the PDLTs is focused on adult learning theory and presentation approaches that actively engage adults. In addition, the training is designed to deepen interest in and exploration of current research focused on improving instruction. Following are the allocations of PDLTs for schools.

Elementary PDLT Assignments

School Type	Number of PDLTs
ALL Elementary	1
ECC	1
Charter School	1
K-8 School (Elementary)	1

Secondary PDLT Assignments

Student Enrollment	Number of PDLTs
1 - 700	1
701 – 1,400	2
1,401 +	3

Central Office Content-focused Mentor Teachers / Coaches / Specialists – These resource providers support classroom teachers, teacher leaders and program coordinators in various instructional areas, including ESOL, Special Education, Mathematics and early reading and literacy. Following is a summary of job embedded, building-level supports provided by Department of Curriculum and Instruction for probationary teachers:

Fourteen (14) Early Literacy Support Teachers (ELST)

- Assigned to 14 selected elementary schools deliver daily support for ½ day
- Provide assistance to kindergarten, first grade, and second grade teachers through coaching, co-planning, and demonstration lessons

Thirteen (13) Reading Recovery Teachers

- Assigned to 13 elementary schools
- Provide reading intervention to selected first graders

Ten (10) Literacy Coaches

- Assigned to 10 middle schools and 9 high schools
- Provide coaching support for secondary Reading/English Language Arts (Grades 6-8, and 10) and Social Studies (Grades 8 and 9) teachers to plan and implement literacy strategy instruction and provide student feedback
- Assist with collaborative planning, facilitate training sessions, conduct coaching opportunities, and lesson modeling

Forty-eight (48) Numeracy Coaches

- Assigned to 24 elementary schools, 13 middle schools, and 12 high schools
- Provide literacy support to build content knowledge and pedagogy
- Build teacher capacity for the delivery of mathematics instruction to cultivate a positive literacy-rich mathematics environment and advance students’ abilities to reason mathematically

Thirteen (13) National Training Network (NTN) Coaches

- Assigned to five (5) elementary schools, six (6) middle schools, and four (4) high schools
- Aid selected teachers in delivering instruction that emphasizes the Standards of Mathematical Practices and mathematical reasoning

Management and coordination of these services is provided under the direction of the Chief of the Division of Human Resources. Additionally, a Director, Supervisor, and Employee Evaluation Instructional Supervisor work collaboratively for deployment of services for its mentoring program. Mentors are assigned across the district to service probationary teachers based on content and grade level. Metrics aligned to systemic goals govern the appraisal of mentor performance.

The table below provides a delineation of the PGCPs mentoring supports.

PGCPS Mentoring Supports	
Project/Area of Focus	Description
New Teacher Induction/PEIP/ Boot Camp 2020-2021	This project provides initial and follow-up experiences for first- through third-year teachers in PGCPs. It addresses the needs of new teachers – strengths, challenges, and opportunities for growth – and provides differentiated and robust programs of support. It incorporates multiple methods to access PD opportunities, including face-to-face sessions, webinars, book talks, etc.
Rigorous Literacy Instruction / Framework for Teaching / College and Career Readiness	As the Rigorous Literacy Instruction and Framework for Teaching (FFT) components are implemented, the district promotes greater understanding and provides specialized probationary teacher support throughout the year. Rigorous Literacy Instruction and FFT training and/or activities are available after school, online, and in the summer.
Data Analysis	Critical to assessing participation and evaluating the effectiveness of professional learning, data are collected on program offerings, mentor-mentee interactions, professional learning feedback, and overall implementation of the mentor teacher program. (See Section C for detailed data.)
Evening Professional Development Series (NDMU)	The NDMU Evening Professional Development Series is designed for resident teachers who are special education teachers. Real-time sessions based on resident teachers’ needs are available monthly through the year.
Resident Teacher Redesign	Understanding the importance of partnerships, the district hosts a Resident Teacher Steering Committee designed to refine its RT program for probationary teachers.
Continuing Professional Development (CPD) Course Instructors	Courses are designed specifically for new, non-tenured, and resident teachers, and/or CPD coursework of any kind. Priority trainings include those which increase teachers’ capacity in: <ul style="list-style-type: none"> College and Career Readiness Standards Classroom organization and management Praxis preparation as needed MSDE-required reading courses

PGCPS Mentoring Supports	
Project/Area of Focus	Description
	<ul style="list-style-type: none"> Facilitators must take the Online Teaching and Facilitating CPD course in order to teach online courses.
PGCRT, NDMU and TFA Pre-employment Training (PET) and Internship Planning	Pre-employment training and internship experiences are available for candidates in the Maryland Approved Alternative Preparation Programs. Participants work closely with HR personnel and the Office of Professional Learning and Leadership to identify PET instructors and supervising teachers and develop a robust training program.
Three-Year PD Planning Committee	In an effort to ensure that all professional development opportunities align with systemic goals for educator effectiveness and student achievement, and to provide requisite support for personnel in the induction phase of their careers, PGCPS has convened a Professional Development Task Force (PDTF) that will design an induction training plan for probationary teachers.
Framework for Teaching and Teacher Evaluation System	Prince George's County Public Schools uses a standards-based teacher evaluation system that was developed through the collaborative efforts of teachers, administrators, and central office staff. This evaluation system is built upon the components of effective instruction. The Framework for Teaching is the work of Charlotte Danielson and the Educational Testing Service and is a comprehensive review of the professional responsibilities of teachers. It is also the basis of how the district collects and rates evidence from classroom evaluations. The district uses the data rendered by FFT to build capacity of its probationary teachers.

Training for New Mentors

The PGCPS mentoring program is anchored in *the New Teacher Center Instructional Program and Practice Standards* in alignment with the Charlotte Danielson *Framework for Teaching* (FFT). The New Mentor Academy (NMA) is designed to provide targeted support and professional development for newly hired mentor teachers in the Office of Professional Learning and Leadership. Led by seasoned mentor teachers, the NMA team plans monthly coaching/learning sessions, assigns mentor coaches, and identifies resources useful in the successful induction of new mentors in their preparation to support new teachers. In the first year, new mentors engage in a “Learning and Leading” series of professional learning modules to build their capacity as mentor teachers. New mentor are also paired with a veteran mentor for the entire school year, allowing space for the new mentors to enhance their skills under the tutelage of a seasoned mentor coach.

Supervision of Mentors

Management and coordination of mentoring services are supervised under the direction of the Chief of the Division of Human Resources. Additionally, a director, supervisor, and mentor coordinators work collaboratively for deployment of services for the PGCPS Mentoring Program. Mentors are assigned across the district to service probationary teachers based on content and grade level. Metrics for program services realigned to systemic goals govern the appraisal of mentor performance. Mentor teacher metrics are monitored through the following:

1. Activity logs
2. Beginning of year calibration work session
3. Mentee survey data
4. Weekly workstream meetings
5. Onsite observations
6. Monthly mentor forums
7. Delivery of service “Team Talk” initiative
8. Ongoing retreats and professional development

Additionally, mentor efficacy is monitored through mentor performance standards within the system’s Standards for Excellence (SFE) model. This model is rooted in the spirit of continuous growth and improvement of teaching and learning in the district and has been developed in partnership with the Prince George’s County Educators’ Association (PGCEA), the Association of Supervisory and Administrative School Personnel (ASASP), and the Office of Employee Performance.

Training for School Administrators & Staff

COMAR .04E "The comprehensive induction program may provide annual training for principals, assistant principals, and school-based professional development staff to familiarize them with the factors that contribute to teacher attrition and retention, the learning activities and schedule for induction program participants, the role of mentors and expectations for supporting mentors' work in schools, and the importance of school-level coordination of support for new teachers."

Training for school administration and staff is provided on an ongoing basis through:

- Cluster Meetings
- Grade Level Meetings
- Systemic Principal Meetings
- Leadership Institutes
- PGCPS Online Training Platforms
- School Based Training
- One-on-one Principal Coaching
- Leadership Development Programs

C. Provide data regarding the scope of your mentoring program.

Overview of PGCPS New Teacher Mentoring Support, SY2019-20			
Sub-Categories	No. of Assigned Staff	Estimated number of New and Non-tenured Teachers Supported	Office(s) Responsible for Oversight
Full-Release Mentor Teachers	31	480 (direct mentoring support) All (professional development and induction supports)	Office of Professional Learning and Leadership
School-Based Support Teachers	110	all	School Principals
*Alternative Teacher Preparation Mentor Teachers (NDMU, TFA)	13	13	Office of Professional Learning and Leadership
PAR Consulting Teachers	24	230	Office of Employee Performance
Professional Development Lead Teachers (PDLT)		all	School Principals, Curriculum & Instruction
Subtotal*	173		
Central Office Content-focused Mentor Teachers/Coaches/Specialists			
Early Literacy Support Teachers (ELST)	14	all	Dept. of Curriculum and Instruction
Reading Recovery Teachers	13	all	Dept. of Curriculum and Instruction
Literacy Coaches	10	all	Dept. of Curriculum and Instruction
Numeracy Coaches	48	all	Dept. of Curriculum and Instruction

Overview of PGCPs New Teacher Mentoring Support, SY2019-20			
Sub-Categories	No. of Assigned Staff	Estimated number of New and Non-tenured Teachers Supported	Office(s) Responsible for Oversight
Subtotal	85		
Grand Total	258		

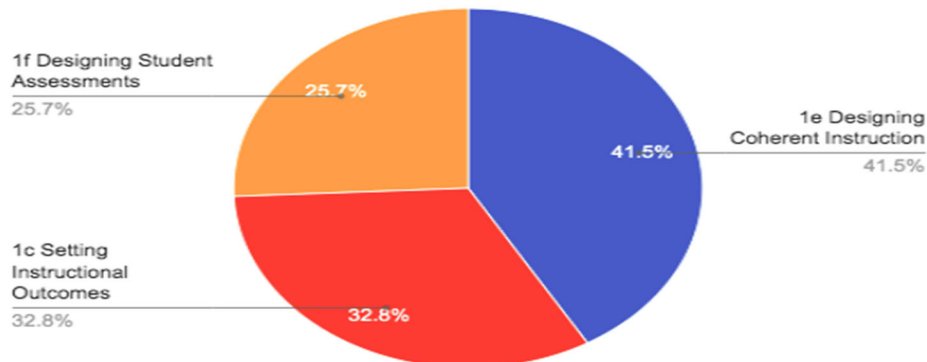
*PGCRT was suspended during the 19-20 SY as part of the Resident Teacher redesign and has been and reinstated for SY 20-21.

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

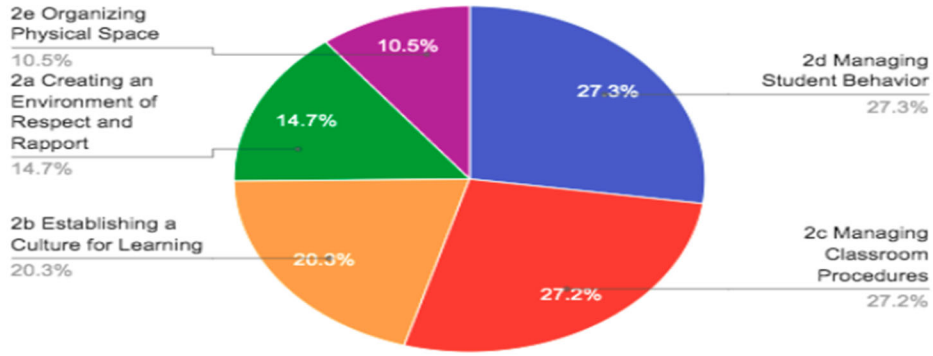
PGCPS’ [Strategic Plan](#) identifies a “high performing workforce” as a critical area of focus in the school system’s quest to facilitate *outstanding academic achievement for all students*. Within this framework, the mentoring component of the school system’s overall New Teacher Induction Program is critical to *high performance* among the system’s non-tenured teaching force. The mentoring component is evaluated through constant analysis of mentor teacher logs, mentee teacher feedback regarding mentor teacher services, new teacher participation in, and evaluations of, ongoing professional development sessions, induction support surveys, new teacher perceptions of both mandatory and optional new teacher orientation programs, and ultimately, new teacher retention. To improve the validity of data captured from the above-referenced activities and the subsequent analysis of referenced data, the Office of Professional Learning and Leadership recently partnered with the Office of Research and Evaluation to review and revise its data capture tools. Data displayed in graphs below provide a snapshot of the relative effectiveness of the mentoring component of the PGCPS’ New Teacher Induction Program.

Sample Mentor Log Data (SY2019-20)

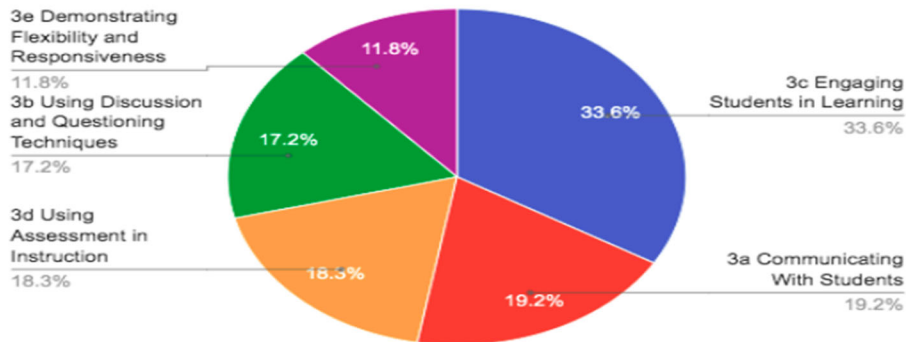
FFT Domain 1: Planning and Preparation



FFT Domain 2: The Classroom Environment



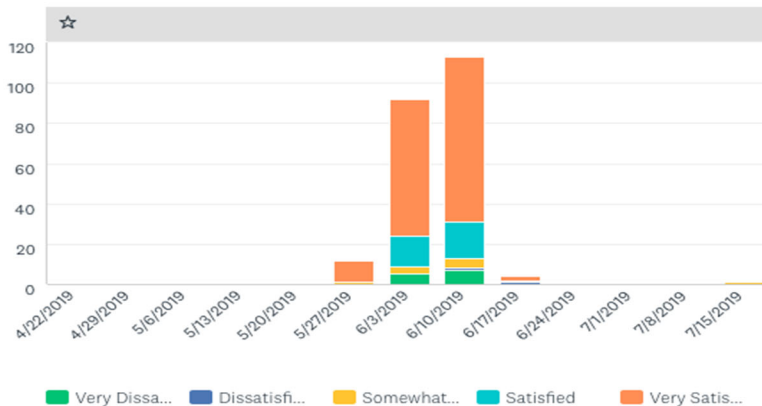
FFT Domain 3: Instruction



End-of-Year Mentee Feedback (SY2019-20)

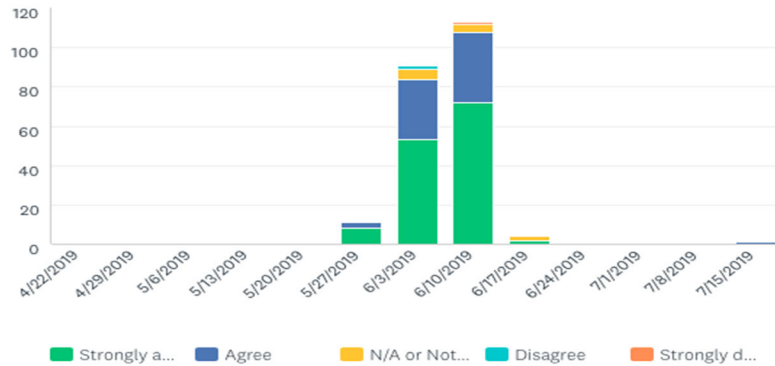
Overall, how satisfied are you with the level of support you received from your mentor teacher?

Answered: 222 Skipped: 0 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



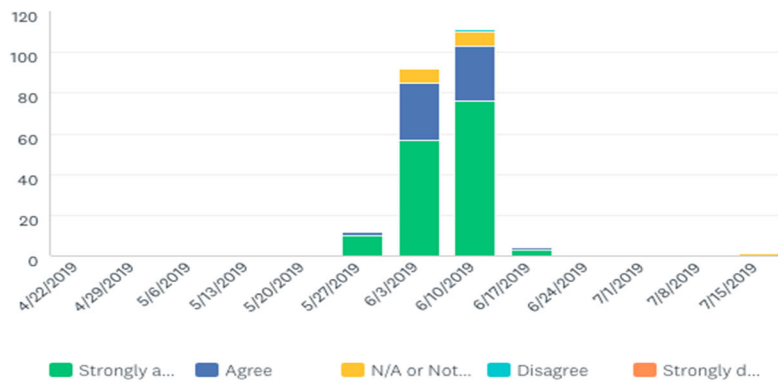
My mentor teacher provided helpful assistance and/or guidance with differentiating instruction to help facilitate student learning.

Answered: 221 Skipped: 1 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



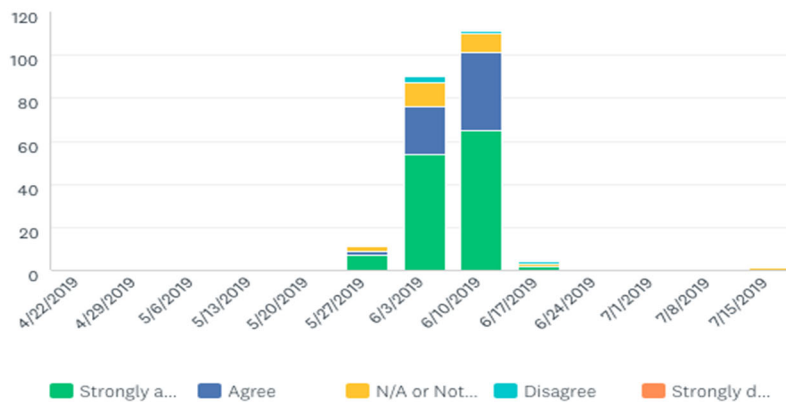
My mentor teacher provided me with helpful assistance and/or guidance with establishing classroom procedures and routines to facilitate student learning.

Answered: 221 Skipped: 1 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



My mentor teacher provided helpful assistance and/or guidance with developing or using assessments.

Answered: 220 Skipped: 2 First: 5/30/2019 Zoom: 4/22/2019 to 7/15/2019



August PEIP 2020 Participant Survey Data

Overall, how satisfied are you with your induction support from PGCPS (any internal/external supports you received to help you as a first year teacher in the PGCPS school district).

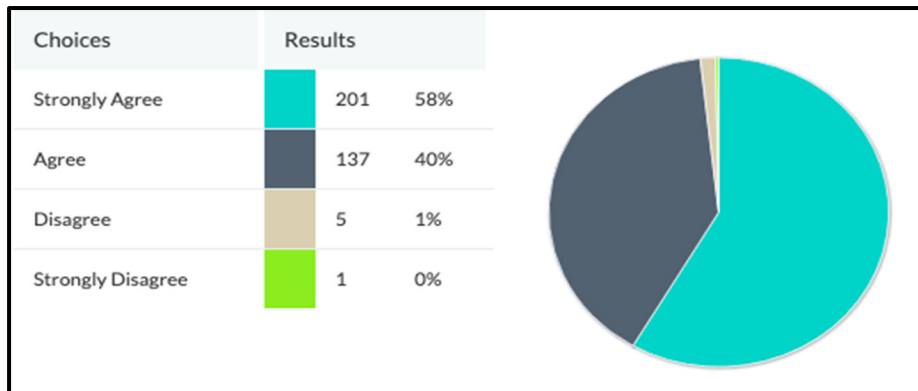
Answered: 49 Skipped: 0

3.3★
average rating

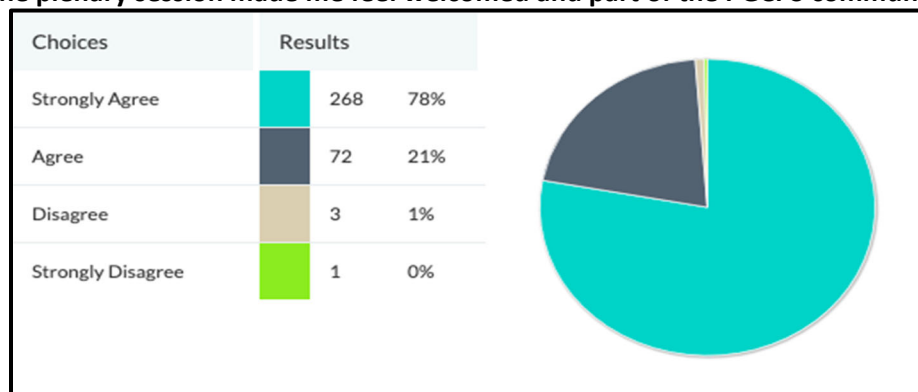


	NOT AT ALL SATISFIED	SOMEWHAT SATISFIED	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
★	0.00% 0	16.33% 8	36.73% 18	46.94% 23	49	3.31

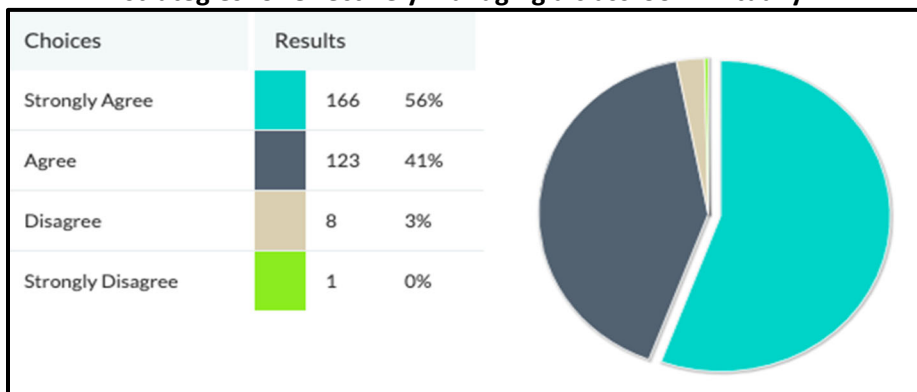
The PEIP virtual event platform is user friendly.



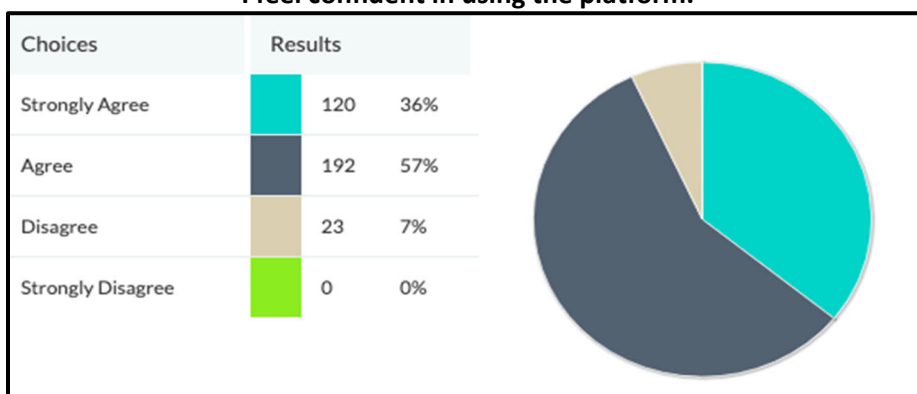
The plenary session made me feel welcomed and part of the PGCPS community.



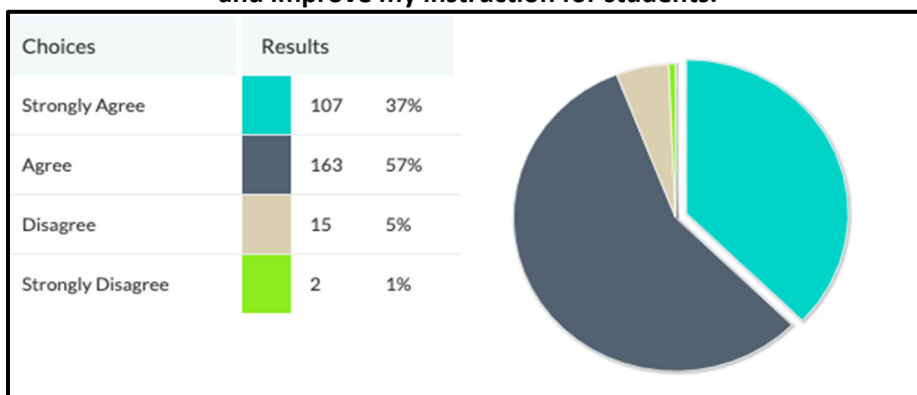
After participating in the Tools & Tips for Managing Your Virtual Classroom, I gained strategies for effectively managing a classroom virtually.



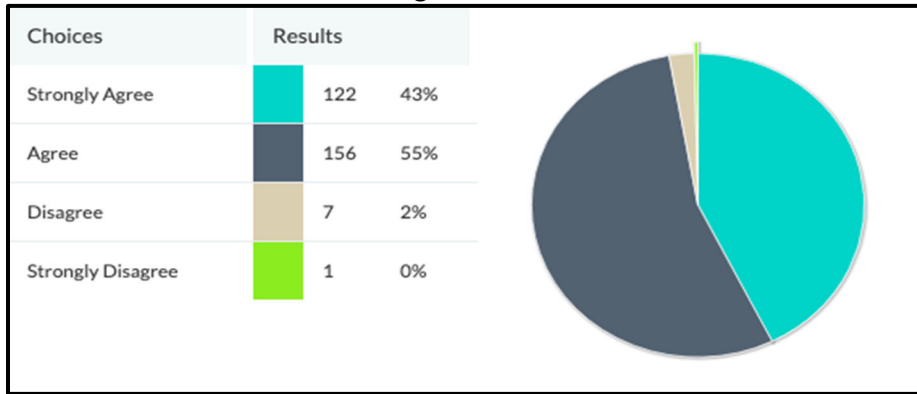
After completing the Staff Portal overview, I feel confident in using the platform.



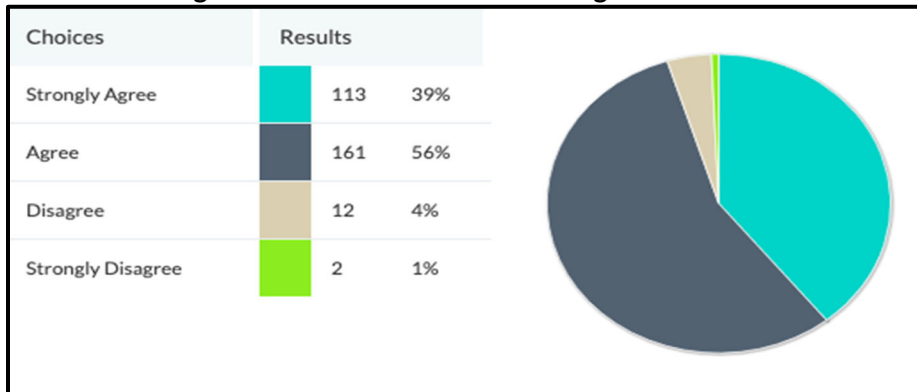
At the conclusion of the Framework for Teaching session, I can evaluate my teaching practice based on the four domains and improve my instruction for students.



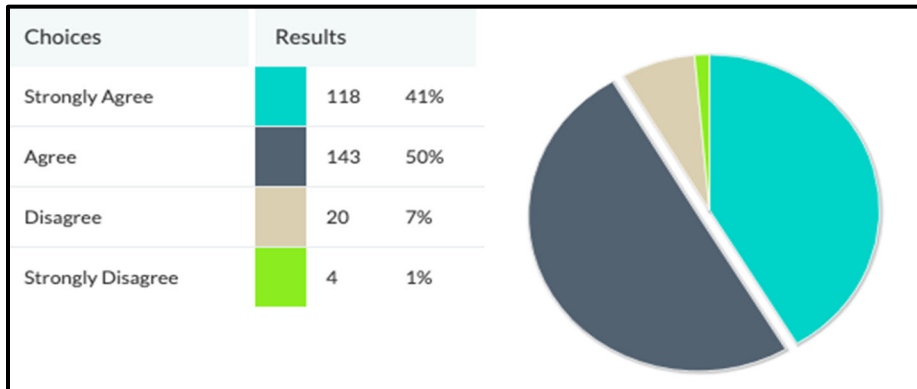
**Upon the conclusion of the Evaluation Literacy session,
I have a better understanding of how I am evaluated as a teacher.**



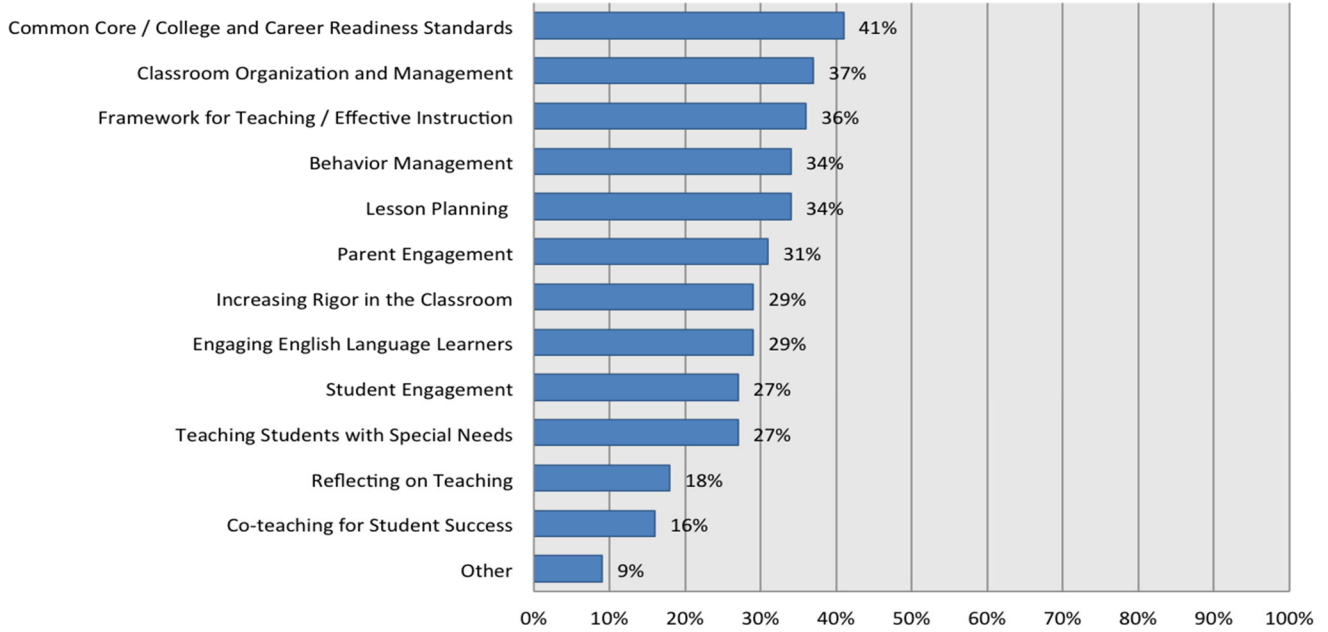
**The Essentials for Digital Learning module assisted me
in understanding the components needed to build
a rigorous and robust virtual learning environment.**



**After attending the content session, I am
beginning to understand my curriculum
and the resources available to me.**

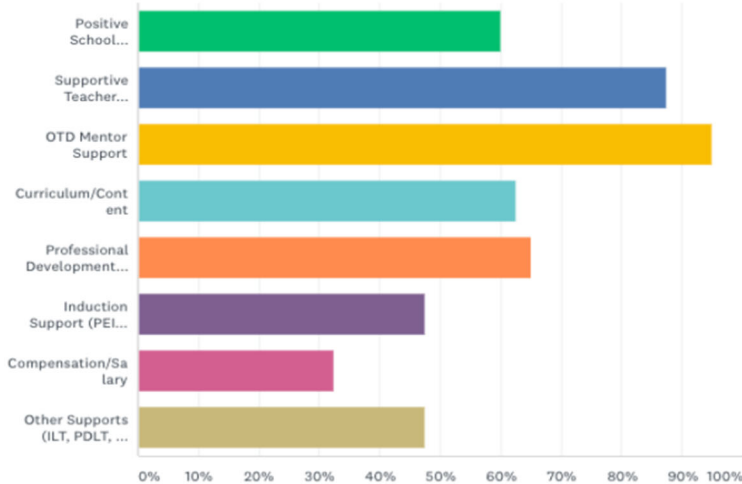


I would be interested in more professional development on:



If you intend to return to PGCPs, which factors have influenced or impacted your decision to return? (Please check all that apply.)

Answered: 40 Skipped: 9



ANSWER CHOICES	RESPONSES
Positive School Leadership (Principal)	60.00% 24
Supportive Teacher Colleagues	87.50% 35
OTD Mentor Support	95.00% 38
Curriculum/Content	62.50% 25
Professional Development Opportunities	65.00% 26
Induction Support (PEIP 2.0, New Teacher Academy, New Teacher BootCamp)	47.50% 19
Compensation/Salary	32.50% 13
Other Supports (ILT, PDLT, G3 Teacher Leader, etc.)	47.50% 19
Total Respondents: 40	

New Teacher Retention

For SY2018-19, PGCPs had an overall teacher retention rate of 90%. On the other hand, data for newly hired teachers for the same school year show a retention rate of 80%. Although the attrition rate for new teachers is substantially lower than the rate for teachers overall, given the high number of new teachers hired, the retention rate can be said to be within the reasonable range. (see table below).

PGCPS New Teacher Retention Data (SY2018-19)*

Number of Teachers Hired (7/1/18 through 6/30/19)	New Teacher Attrition (separated between 8/23/18 and 8/21/19)	Number of New Teachers (Remaining as of 8/22/19)	New Teacher Attrition Rate	New Teacher Retention Rate
1,084	211	873	19.46%	80.54%

*Latest year for which teacher retention data are available.