



2009 BTE Master Plan Update Harford County Public Schools

Part II: Attachments



**Bridge to Excellence Master Plan
2009 Annual Update**

(Please include this sheet as a cover to the submission indicated below)

Part II: Attachments—Due: August 17, 2009

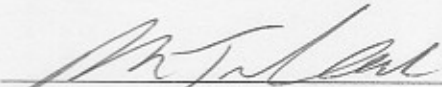
Local School System Submitting This Report:
Harford County Public Schools

Address:
102 S. Hickory Avenue
Bel Air, Maryland 21014

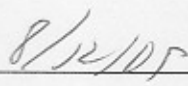
Local Point of Contact:

Name: Marian Stewart
Telephone: (410) 588-5364
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E-Mail: marian.stewart@hcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2009 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



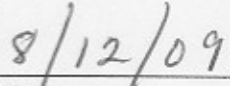
Robert M. Tomback, Ph.D.
Superintendent of Schools



Date



Marian Stewart
Local Point of Contact



Date

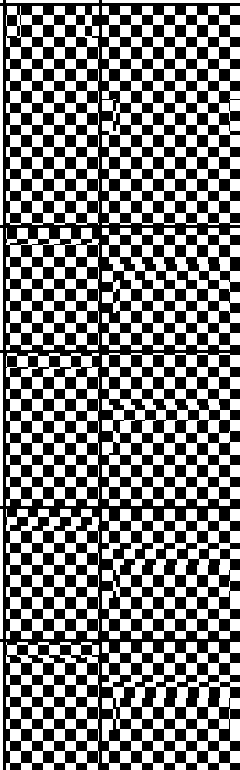
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ATTACHMENT 4-A and B SCHOOL LEVEL BUDGET SUMMARY Fiscal Year 2010	Local School System: <u>Harford County Public Schools</u>
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Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

SCHOOL NAME Rank Order All Schools by Percentage of Poverty – High to Low Poverty After School Name Indicate as appropriate: • (SW) for T-I Schoolwide Schools • (TAS) for Targeted Assistance T-I Schools • (CH) for Charter Schools	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Other	Other	Total ESEA Funding by School
<div style="border: 2px solid black; padding: 20px; margin: auto; width: 80%;"> <p>HARFORD COUNTY PUBLIC SCHOOLS</p> <p>USES TITLE GRANT FUNDING FOR</p> <p>SYSTEM-WIDE PROGRAMS</p> </div>											

Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column I.)																						
School System Administration (For Title I, Use # on Table 7-8 LINE 5)																						
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 13)																						
Nonpublic Costs (Column J) (For Title I, Use # on Table 7-10 LINE 5)																						
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)																						

**HARFORD COUNTY PUBLIC SCHOOLS
USES TITLE GRANT FUNDING FOR
SYSTEM-WIDE PROGRAMS**

ATTACHMENT 5-A TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)] Fiscal Year 2010	Local School System: <u>Harford County Public Schools</u>
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Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)¹. 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.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.							
Funds Available for Transfer	Total FY 2010 Allocation	\$ Amount to be transferred out of each program		\$ Amount to be transferred into each of the following programs			
				Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality							
Title II-D Ed Tech							
Title IV-D Safe and Drug Free Schools & Communities							

HARFORD COUNTY PUBLIC SCHOOLS WILL NOT TRANSFER FUNDS AMONG TITLE GRANTS

¹ A school system that is in school improvement may only use funds for school improvement activities under sections 1003 and 1116 (c) of ESEA.

<p>ATTACHMENT 5-B CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203] Fiscal Year 2010</p>	<p>Local School System: <u>Harford County Public Schools</u></p>
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Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system *may not* (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

- The coordination of the ESEA programs with other federal and non-federal programs;
- The establishment and operation of peer-review activities under *No Child Left Behind*;
- The dissemination of information regarding model programs and practices;
- Technical assistance under any ESEA program;
- Training personnel engaged in audit and other monitoring activities;
- Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and
- Local activities to administer and carry out the consolidation of administrative funds.

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.

Title I-A (Reasonable and Necessary)	Title II-A (Reasonable and Necessary)	Title II-D (Reasonable and Necessary)	Title III-A (Limit: 2 Percent)	Title IV-A (Limit: 2 Percent)	Total ESEA Consolidation (Reasonable and Necessary)
<p>\$ HARFORD COUNTY PUBLIC SCHOOLS WILL NOT CONSOLIDATE ESEA FUNDS.</p>					

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	Local School System: _____ Harford County Public Schools _____
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” **NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services. Use separate pages as necessary.**

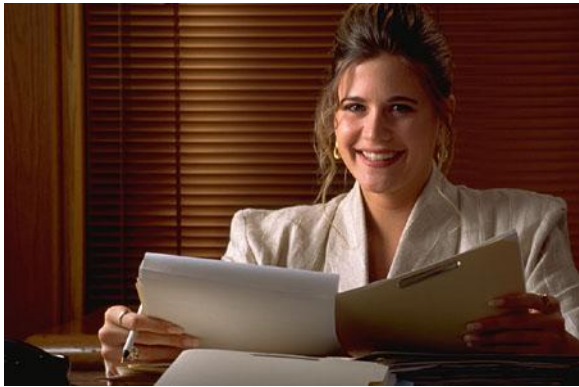
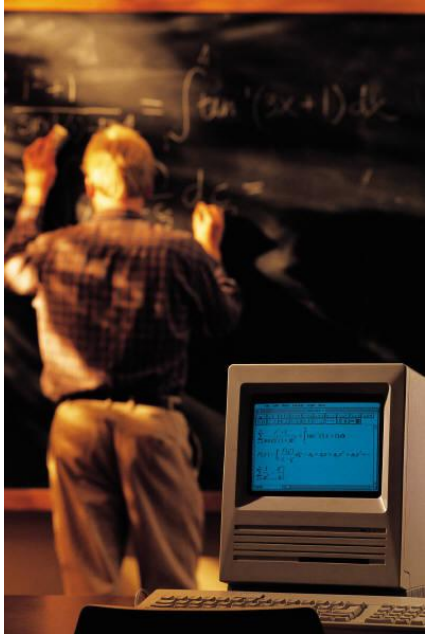
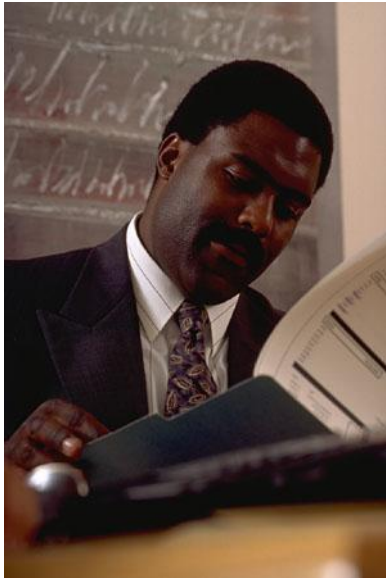
NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
			Title I-A		Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:		Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Highlands School 2049 Creswell Road Bel Air, MD 21015	Private School				51	75	51	ELL - 0 75	51
John Carroll School 703 Churchville Road Bel Air MD 21014	Private School				120	840	120	ELL - 0 840	120
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School				36	295	36	ELL - 0 295	36
Sovereign Grace School <i>(formerly Chesapeake Christian)</i> 900 Trimble Road Joppa, MD 21085	Private School				19	59	19	ELL - 0 59	19
St. Joan of Arc School 230 Law Street Aberdeen, MD 21001	Private School				25	180	25	ELL - 1 180	25
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School				90	824	90	ELL - 0 824	90
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School				34	350	34	ELL - 0 350	34

ATTACHMENT 6-B NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	Local School System: <u>Harford County Public Schools</u>
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Enter the complete information for each participating nonpublic school, including mailing address. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Highlands School 2049 Creswell Road Bel Air, MD 21015	75	51	
John Carroll School 703 Churchville Road Bel Air MD 21014	840	120	
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	295	36	
Sovereign Grace School <i>(formerly Chesapeake Christian)</i> 900 Trimble Road Joppa, MD 21085	59	19	
St. Joan of Arc School 230 Law Street Aberdeen, MD 21001	180	25	
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	824	90	
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	350	34	

Attachment 8



Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ <u>Harford County Public Schools</u> _____	Fiscal Year 2010
Title II-A Coordinator: _____ <u>Mary Beth Stapleton</u> _____	
Telephone: <u>(410) 588-5219</u> _____	Email: <u>mary.stapleton@hcps.org</u> _____

A. PERFORMANCE GOALS, INDICATORS, AND TARGETS. In the October 1, 2003 submission of the five-year comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

Through professional development for our current teaching staff, oversight of continuing education and increased innovative recruitment efforts, Harford County Public Schools (HCPS) is continuously increasing the number of “highly qualified” teachers and other professionals who provide direct instruction to our over 38,000 students. The following indicators highlight HCPS progress in HQT status:

- During the 2008-2009 school year, 91.1% of HCPS teachers were considered Highly Qualified (HQT), a 3% increase from the previous year.
- 60.8% of Harford County teachers hold an Advanced Professional Certificate.
- 33.8% of Harford County Teachers hold a Standard Professional Certificate.
- During the school year 2008-2009 only 2% of HCPS teaching staff held a Conditional Certificate, a reduction of 15% since 2004.

HCPS focuses on providing both new and tenured teachers state-of-the- art professional development in order to ensure high quality teaching. Some of the highlights of these efforts are as follows:

- The HCPS Central Instructional Leadership Team (CILT) provides overall guidance for classroom instruction. The CILT includes the following instructional leadership from Senior Staff including: Directors of Elementary and Secondary Education; the Superintendent, the Assistant Superintendent of Curriculum and Instruction and is staff by the Coordinator of Professional Development.
- Class size reduction efforts continued in order to ensure that HCPS teachers can teach with quality to a smaller number of students. As noted by the NEA, teachers with small classes can spend time and energy helping each child to succeed. Smaller classes also enhance safety, discipline and order in the classroom.

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ <u>Harford County Public Schools</u> _____	Fiscal Year 2010
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- Each school's leadership team includes instructional facilitators, principals and assistant principals who review Maryland School Assessment data. The leadership team reviews school specific data including grade level, sub groups and sub scores. Because quality of teaching influences student achievement, each data point is analyzed by the school's leadership in order to identify the professional development needs of staff. One goal of the HCPS is to institutionalize professional learning communities in every school and the district's central office. The Instructional Leadership Team comprised of school administrators, instructional facilitators, and teacher mentors, engage in training sessions annually to focus on professional learning communities, group effectiveness, change, research-based best practices, and job-embedded professional development. Teachers have opportunities to engage in PLC's during faculty meetings, team planning periods, duty periods, and/or during the designated countywide professional development days.
- For those schools identified for Local Attention, School Improvement or Restructuring, the School Improvement Coordinator of HCPS works with School Improvement Teams (SIT) members to identify professional development that is relevant and based on best practices. The School Improvement Coordinator will organize and facilitate professional development sessions and non tenured teaching and study planning sessions. The Instructional Leadership Teams in all schools, including teachers, administrators, and parents in each school consider the professional development needs of all faculty members, especially teachers with one to five years experience, as they update action plans. Teachers and administrators are able to review relevant school-wide data and information and make recommendations for changes and updates to the School Improvement Plans.

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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Table 8-1 IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS		
Performance Goal	Performance Indicators	Performance Targets
<p>Performance Goal 3: By 2005-2006, all students will be taught by highly- qualified teachers.</p>	<p>3.1 The percentage of classes being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in “high poverty” schools as the term is defined in Section 1111(h) (1) (c) (viii) of the ESEA.</p>	<p>Percentage of Classes Taught by Highly Qualified Teachers State Aggregate*</p> <p>2002-2003 Baseline: 64.5 HCPS: 2002-2003 = Not Available 2003-2004 Target: 65 HCPS: 2003-2004 = 80.1% 2004-2005 Target: 75 HCPS: 2004-2005 = 88.9% 2005-2006 and thereafter Target: 100 HCPS: 2004-2005 = 88.9% 2005-2014 Target: 100 HCPS: 2005-2006 = 86.0% HCPS: 2006-2007 = 89.3% HCPS: 2007-2008= 88.2% HCPS 2008-2009= 91.1%</p> <p>Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools</p> <p>2002-2003 Baseline: 46.65 HCPS: 2002-2003 = Not Available 2003-2004 Target: 48 HCPS: 2003-2004 = Not Available 2004-2005 Target: 65 HCPS: 2004-2005 = 90.0% 2005-2014 Target: 100 HCPS: 2005-2006 = 85.5% HCPS: 2006-2007 = 79.5% HCPS: 2007-2008 = 90.4% HCPS: 2008-2009 = 87.0 % Alternative Education Center for Educational Opportunity (CEO) 100% at Magnolia Elementary School</p>

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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	<p>3.2 The percentage of teachers receiving “high-quality professional development (as the term “professional development” is defined in Section 9101(34).</p>	<p>Percentage of Teachers Receiving High-Quality Professional Development:</p> <p>2002-2003 Baseline: 33 2003-2004 Target: 40 HCPS: 2003-2004 = 41% 2004-2005 Target: 50 HCPS: 2004-2005 = Estimated 45% 2005-2006 Target: 65 2006-2007 Target: 70 HCPS: 2006-2007 = Estimated 80% HCPS 2007-2008 = Estimated 90% HCPS 2008-2009 = Estimated 90%</p>
	<p>3.3 The percentage of paraprofessionals who are qualified (See criteria in Section 1119(c) and (d).</p>	<p>Percentage of Qualified Title I Paraprofessionals</p> <p>2002-2003 Baseline: 21 HCPS: 2002-2003 = Not Available 2003-2004 Target: 30 HCPS: 2003-2004 = 59.80% 2004-2005 Target: 65 HCPS: 2004-2005 = 76.3% 2005-2006 Target: 100 HCPS: 2005-2006 = 64% 2006-2007 Target: 100 HCPS: 2006-2007 = 100% HCPS: 2007-2008 = 100% HCPS Projection: 2008-2009 = 100%</p>

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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B. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and/or Strategies Detailed in the 5-year comprehensive Bridge to Excellence Master Plan, with Reference to Page Numbers	Public School Costs	Non-Public Costs
1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations	<p><u>REDUCING CLASS SIZE</u> Classroom teachers will continue to be employed under Title II, Part A funding to reduce class size. According to the National Education Association, “Teachers with small classes can spend time and energy helping each child to succeed. Smaller classes also enhance safety, discipline and order in the classroom. Its common sense and the research prove that it works to increase student achievement.” Efforts will address reducing the number of students per teacher in K-3 classes, with kindergarten classes reduced to 15 students per teacher and grades one through three reduced to 18 students per teacher. Seventeen (17) grant funded teachers will be utilized for kindergarten through grade 3 classes to reduce class size. The HCPS System teachers are placed in schools with class sizes that exceed the county averages by 20% to provide more individualized instruction. Smaller class sizes should afford every student the opportunity to receive the individual attention necessary to assist him or her in being successful. <i>Goal 2: Accelerate student learning and eliminate the achievement gaps. (pg 2-1)</i> <i>Operational Objective 2.1b: Eliminate the achievement gaps.(pg 2-2)</i> Design and implement programs and initiate strategies to support the elimination of the achievement gap for students who are economically disadvantaged, with disabilities, from major racial and ethnic groups, and with LEP. 2.1b (pg 2-2)</p>	<p>FUNDING FOR SERVICES:</p> <ul style="list-style-type: none"> • 17 teachers @ an average of \$46,265 per teacher = \$786,505 • Fixed Costs – As required by law, fixed costs @ 37% per average teacher = \$291,003 <p>TOTAL BUDGET ACTIVITY 1.2 Reducing Class Size: \$1,077,508</p>	N/A

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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<p>underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [Section 2123(a)(2)].</p> <p>*Note: Because the purpose of Title II-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)].</p>	<p><i>Strategy:</i> Monitor enrollment projections and request funding to maintain class sizes. 2.1b.18 (pg 2-18)</p> <p>The recruitment of teachers to fill various vacancies for positions used to reduce class size will focus on teacher candidates that have successfully completed all certification requirements. Highly - qualified candidates will be pursued.</p> <p>TIMELINE AND TARGET DATES:</p> <ul style="list-style-type: none"> • Schools identified, teachers hired and Professional development, training provided for teachers employed to reduce class size 9/1/09 – 6/30/10 • Recruitment of highly- qualified teachers - ongoing 	
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**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and/or Strategies Detailed in the 5-year comprehensive Bridge to Excellence Master Plan, with Reference to Page Numbers	Public School Costs	Non-Public Costs
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in: (a) <i>Content knowledge</i>. Providing training in one or more of the core academic subjects that the teachers teach; (b) <i>Classroom practices</i>. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student</p>	<p><u>EXPERIENCED TEACHER TRAINING ACTIVITIES</u> Prior to school year 2009, HCPS hired 173 new teachers. Although the school system makes every attempt to employ highly -qualified teachers, new teachers often lack the experience and classroom practice that prepares them to be master teachers. Experienced teachers will provide training to new teachers on effective instructional strategies, methods and skills. Training will be held before school, after school and in the evenings. The professional development activities included in this program are selected to improve the knowledge base for teachers, provide initiatives to promote the retention of highly -qualified teachers and provide programs to improve the quality of the teaching force. Traditionally, the largest numbers of first year teachers are employed in schools with the highest need. The elementary schools in areas historically consisting of diverse populations of varied socioeconomic status have generally been identified as Title I schools. The secondary schools in the same area receive students from these Title I feeder schools. The retention of highly- qualified teachers and the positive impact these teachers have on students will be enhanced by providing professional activities during teachers’ first and second years of their career. Providing professional development sessions for new teachers is seen as an avenue leading to teacher retention and student success. The Maryland Teacher Professional Development Standards will provide the framework ensuring that the HCPS System’s professional development program and activities appropriately address priorities and goals for improving student learning.</p> <p><i>Goal 2: Accelerate student learning and eliminate the achievement</i></p>	<p>FUNDING FOR SERVICES: Standard HCPS teachers’ stipends for training, session attendance @ \$120 per 6 hr. day</p> <p>Experienced Teachers’ Stipends for time spent in planning and facilitating teacher training sessions @ \$120 per 6 hr. day Preschool sessions: 80 experienced teachers assisting at 2 one-day sessions, one day in June and one day in August (3 hrs. prep., 3 hrs. assisting) 80 x 2 days x \$120 = \$19,200 Total \$19,200</p> <p>Fixed Costs: Fringe benefits for experienced teachers for training days: \$19,200 x 8% = Total \$1,536</p> <p>Training materials, books and plan books for 300 teachers @ \$10 per teacher \$10.00 x 300 = \$3,000 Total \$3,000</p>	<p>N/A</p>

**ATTACHMENT 8 TITLE II, PART A
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HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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<p>academic achievement standards in preparing students for the State assessments. [Section 2123(a) (3) (A)].</p>	<p>gaps. (pg 2-1) <i>Operational Objective 2.1a:</i> Eliminate the achievement gaps. The Harford County Public School System and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards. 2.1a (pg 2-4) <i>Strategies:</i> Provide all educational personnel with professional development with regard to NCLB and AYP. 2.1a.1 (pg 2-4)</p> <p><i>Goal 4:</i> Understanding that all employees contribute to the learning environment, we will maintain a highly -qualified workforce. (pg 4-1) <i>Operational Objective 4.3c:</i> Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors and administrators. (pg 4-10) <i>Strategies:</i> Implement Comprehensive Teacher Induction Program. 4.3c.2 (pg 4-10) Provide instructional personnel with professional development with regard to research-based best practices. 4.3c.3 (pg 4-10) Provide specialized/content-specific professional development opportunities. 4.3c.5 (pg 4-13) Provide professional development to educators serving students with disabilities. 4.3c.6 (pg 4-13)</p> <p>TIMELINE AND TARGET DATES:</p> <ul style="list-style-type: none"> • New Teacher Before School Training - 8/1/10 – 6/30/11 (2009-2010 school year - Experienced Teacher Trainers trainings will be funded through FY 09 funds) 2 day training teachers new to the school system • New Teacher Evening Workshop Training - 9/15/10 – 5/30/11 4 evenings training teachers new to the school system • New Teacher After School Training - 6/7/10 – 6/30/11 1 day training teachers new to the school system. 	<p>TOTAL BUDGET ACTIVITY 2.1 Experienced Teacher Training Activities: \$23,736</p>	
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**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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2. Strategies and Activities to Improve the Quality of the Teaching Force			
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and/or Strategies Detailed in the 5-year comprehensive Bridge to Excellence Master Plan, with Reference to Page Numbers	Public School Costs	Non-Public Costs
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p>(a) <i>Content knowledge</i>. Providing training in one or more of the core academic subjects that the teachers teach;</p> <p>(b) <i>Classroom practices</i>. Providing training to improve teaching practices and student academic achievement through</p> <p>(a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic</p>	<p><u>ADVANCED PLACEMENT TEACHER TRAINING</u> The HCPS System supports a program which provides well-developed professional training for advanced placement (AP) teachers. An element that is essential to effective teaching is strong content knowledge. Subject matter knowledge has a positive effect on teaching performance and student achievement. The professional development training provided through this program is designed to assist teachers in bringing about demonstrated academic growth on the part of students. Teachers must be afforded the opportunity to participate in training that reflects current trends in education and updated information and content that will enable them to motivate their students to reach higher levels of achievement.</p> <p>On a rotating basis, AP teachers from each area supporting AP classes will have the opportunity to attend formalized AP content courses offered at colleges, universities and/or through the College Board. The Advanced Placement Program will enable the HCPS System to provide AP teachers, especially those teaching AP classes for the first time, with professional development sessions designed to increase their knowledge of the AP program, student recruitment, and AP course teaching strategies.</p> <p><i>Goal 4:</i> Understanding that all employees contribute to the learning environment, we will maintain a highly -qualified workforce. (pg 4-1)</p> <p><i>Operational Objective 4.3c:</i> Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors and administrators. (pg 4-10)</p>	<p>Advanced Placement Program Courses: AP teachers' attendance at and participation in AP courses offered by the College Board, colleges, and universities. Estimated at \$900/course plus \$100 expenses for approximately 10 teachers. \$1,000 x 10 = \$10,000</p> <p style="text-align: right;">Total \$10,000</p> <p><u>TOTAL BUDGET ACTIVITY 2.1</u> Advanced Placement Teacher Training: \$10,000</p>	

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<p>achievement standards in preparing students for the State assessments. [Section 2123(a) (3) (A)].</p>	<p><i>Strategies:</i> Provide professional development opportunities to all teachers teaching AP Courses. 4.3c.4 (pg 4-11)</p> <p>TIMELINE AND TARGET DATES: AP teacher training courses ongoing 7/1/09 – 6/30/11</p>		
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p>(a) <i>Content knowledge.</i> Providing training in one or more of the core academic subjects that the teachers teach;</p> <p>(b) <i>Classroom practices.</i> Providing training to improve teaching practices and student academic achievement through</p> <p>(a) effective instructional strategies, methods, and skills; (b) the use of challenging State academic content standards and student academic achievement standards in preparing</p>	<p><u>K – 12 MATH TEACHER TRAINING</u></p> <p>The HCPS System is addressing its need to ensure that mathematics teachers are highly- qualified and have the knowledge and skills necessary to impact student success. Teachers must be prepared with effective well-planned unit and classroom lessons to have the greatest positive impact upon student achievement. To that end the Mathematics Department will direct efforts and resources toward assisting K- 12 mathematics teachers so they are able to effectively improve student learning. Specifically, newly employed teachers and teachers on plans of assistance struggling to make Adequate Yearly Progress (AYP) (or at risk of slipping into local attention) will be assisted in purposeful planning focusing on instruction and delivery leading to students’ improvement as a classroom of learners. With content knowledge and assistance in planning and delivery, new teachers in mathematics will experience support enabling them to demonstrate effective planning, teaching skills, and daily positive student achievement. To assist mathematics teachers in developing unit plans and daily lessons focused on instruction, master teachers working as mentors to new teachers will assist the workshop teacher participants in developing lessons. Master teachers will continue their involvement with the mathematics teachers one to two days per week during the school year. A mentor will spend one day a week at Edgewood Middle School, a school in need of improvement, to assist math teachers in creating an environment conducive to improving student achievement in mathematics. Mathematics workshops will be open to all mathematics teachers in schools struggling with AYP, with the primary focus on assisting teachers not highly- qualified. The training and assistance provided by master teachers will be designed to help close the achievement gap in mathematics among subgroups</p>	<p>Stipends for training, planning, and mentoring activities @ \$120/6 hr. day.</p> <p>Evening workshops during the school year estimated at 7-9 sessions @ approximately 3 hours each.</p> <ul style="list-style-type: none"> • 25 teachers x 2 days @ \$120/6 hr./day = \$6,000 • 7 master teachers/trainers x 2 days @ \$120/6 hr./day = \$1,680 • 2 master teachers/mentors x 41 days (estimated) @ \$120/6 hr./day = \$9,840 <p style="text-align: right;">Total \$17,520</p> <p>Technology workshops for teachers in identified schools:</p> <ul style="list-style-type: none"> • 20 teachers x 1 days (3 sessions) x \$120/day = \$2,400 • 2 master teachers/trainers x 2 days (including mentoring) x \$120/day = \$480 • 1 master teacher/mentor x 32 days x \$120/day = \$3,840 • Consultant fee \$2,000 <p style="text-align: right;">Total \$8,720</p> <p>Fixed Costs: Fringe benefits for teachers’ salary for</p>	

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<p>students for the State assessments. [Section 2123(a) (3) (A)].</p>	<p>and to increase teacher efficiency through improvement in teacher knowledge and technical skills. Workshops and in-class mentoring will also be provided for teachers focusing on improving the use of technologies in the classroom including the use of White Boards, Document Cameras, and TI Navigators.</p> <p><i>Goal 2:</i> Accelerate student learning and eliminate the achievement gaps. (pg 2-2) <i>Operational Objective 2.1b:</i> Design and implement programs. (pg 2-10) <i>Strategies:</i> Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs. 2.1b.2 (pg 2-11)</p> <p><i>Goal 4:</i> Understanding that all employees contribute to the learning environment, we will maintain a highly- qualified workforce. (pg 4-1) <i>Operational Objective 4.3c:</i> Design and implement a staff development program to provide high-quality professional development opportunities for all teachers, supervisors, and administrators. (pg 4-10) <i>Strategies:</i> Provide instructional personnel with professional development with regard to research-based best practices. 4.3c.3 (pg 4-10) Provide specialized/content-specific professional development opportunities. 4.3c.5 (pg 4-11&12)</p>	<p>training days:</p> <ul style="list-style-type: none"> • 50 days teacher workshops = \$6,000 x 8% = \$480 • 14 Master teacher days = \$1,680 x 8% = \$135 • 82 Mentor teacher days = \$9,840 x 8% = \$788 • 20 days teacher assessment workshop = \$2,400 x 8% = \$192 • 4 Master teacher assessment workshop days = \$480 x 8% = \$39 • 32 Master teacher/mentor days = \$3,840 x 8% = \$308 <p style="text-align: right;">Total \$1,942</p> <p>Training materials, books and plan books for teachers estimated at \$100/participant. 25 x \$100 = \$2,500</p> <p style="text-align: right;">Total \$2,500</p> <p>TOTAL BUDGET ACTIVITY 2.1 K – 12 Math Teacher Training: \$30,682</p>	
	<p>TIMELINE AND TARGET DATES: Middle School (MS) (school year 2009 – 2010 activities will be funded using FY09 grant funds)</p> <ul style="list-style-type: none"> • New teachers (0-3 years experience), teachers on plans of assistance planning workshops 9/15/10 – 3/30/11 • Master teachers, mentoring new teachers 1-2 days/week 9/15/10 – 3/30/11 • Technology Workshops 9/15/10 – 3/30/11 		

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<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior 	<p><u>DEPARTMENT CHAIRPERSON TRAINING</u></p> <p>At the secondary level Department Chairpersons have duties in the area of curriculum and instruction. They play a critical role in supporting both the school administration and the teaching staff. In order to effectively provide services to teachers, Department Chairpersons must be provided with professional development activities and training. Focal points of the training will be topics such as professional development strategies, mentoring and motivating techniques, effective communication and meeting procedures, and the qualities of an exemplary leader. Department Chairpersons will be made aware of the highly- qualified status of the members of their departments, and will be provided with ideas on how to mentor and support those teachers in their quest to become highly- qualified. Providing department chairpersons with the knowledge base and skills needed for them to be able to effectively assist teachers will lead to improvement in the teaching force at the secondary level. It will also provide them with skills necessary to help teachers who are considering leaving the teaching profession as a result of the teachers’ lack of confidence or lack of expertise. Department Chairpersons will be used as an avenue to improve teacher preparation and delivery.</p> <p><i>Goal 2:</i> Accelerate student learning and eliminate the achievement gaps. (pg 2-1)</p> <p><i>Operational Objective 2.2c:</i> Align the existing organizational structure to more effectively and efficiently deliver services to schools to support student achievement. (pg 2-31)</p> <p><i>Strategy:</i> Provide ongoing professional development for department chairpersons. 2.2c3 (pg 2-31)</p> <p><i>Goal 4:</i> Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce. (pg 4-1)</p> <p><i>Operational Objective4.3c:</i> Design and implement a staff development program to provide to provide high-quality professional development opportunities for all teachers, supervisors,</p>	<p>Department Chairperson Stipends: (\$120/6 hr. day)</p> <ul style="list-style-type: none"> • New department chairperson workshop—3 hours for 30 DC’s x \$60= \$1,800 • Spring orientation – 2 days for 15 department chairpersons. 15 x 2 x \$120 = \$3,600 • Summer institute for 3 days for 15 department chairpersons. 15 x 3 x \$120 = \$5,400 • Fall follow-up session – 1.5 day for 15 department chairpersons. 15 x \$180 = \$2,700 • Gallery walk - 1 day for 15 depart. Chairpersons. 15 x \$120 = \$1,800 <p>Master Teachers providing training for department chairpersons. Stipends for planning activities @ \$120/6 hr. day. Stipends for presentations/training @ 75% daily rate estimated at approximately \$304/day.</p> <ul style="list-style-type: none"> • 6 hours planning DC activities for new DC workshop for 5 master teachers @\$120/day. 5 x \$120 = \$600 • 3 hours presenting DC activities for new DC workshop for 5 master teachers @\$50/hour estimated. 5 x \$150 = \$750 • 3 hours assisting at new DC workshop for 10 master teachers @ \$20/hour. \$60 x 10 = \$600
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<p>in the classroom and identifying early and appropriate interventions to help students with special needs;</p> <ul style="list-style-type: none"> • Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [Section 2123(a) (3) (B)]. 	<p>and administrators. 4.3c (pg 4-10) <i>Strategy:</i> Provide content based/curriculum professional development for school-based specialists, content facilitators, and Department Chairpersons. 4.3c.8 (pg 4-15)</p> <p>TIMELINE AND TARGET DATES: (School Year 2009-2010 activities are funded through FY 09 funds)</p> <p>New Department Chairperson Training</p> <ul style="list-style-type: none"> • New Department Chairperson Workshop—3 hours, by 10/15/10 <p>Department Chairperson Leadership Institutes: 11/2010; 2/2011; 4/2011; 6/2011</p> <p>Master Teacher Preparation and Presentations:</p> <ul style="list-style-type: none"> • New Department Chairperson Workshop 10/15/10 • Fall Session 1/30/10 • Winter Gallery Walk 2/15/11 - 3/15/11 • Spring Orientation 3/1/10 - 5/15/10 • Summer Institute 6/15/10 	<ul style="list-style-type: none"> • 3 days planning department chairperson leadership institute activities for two master teachers @ \$120/day. 3 x 2 x \$120 = \$720 • 7 days presenting/training department chairperson leadership institute for 2 master teachers@ \$350/day estimated. 7 x 2 x \$350 = \$4,900 Total \$22,870 <p>Fixed Costs:</p> <ul style="list-style-type: none"> • Fringe benefits for department chairpersons calculated for professional development sessions compensation. Rate charged at 8% of salary – 8% x \$15,300 = \$1,224 • Fringe benefits for master teachers calculated for planning and presentation compensation. Rate calculated at 8% of salary. 8% x \$7,570 = \$606 Total \$1,830 <p>Training supplies and materials for department chairperson in-service, such as paper, books, flash drives, etc. \$2,316 Total \$2,316</p> <p><u>TOTAL BUDGET ACTIVITY 2.2</u> Department Chairperson Training: \$27,016</p>

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<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <ul style="list-style-type: none"> • Involve collaborative groups of teachers and administrators; • Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency; • Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help 	<p><u>TEACHER LEADERSHIP ACADEMY:</u> Equally important as the recruitment and hiring of highly -qualified teachers is the retention of teachers who bring strength and success to their teaching and their influence on student achievement. To create an environment where teacher retention is highly successful the HCPS System has endeavored to establish a program that recognizes those teachers who want to extend the reach of their success beyond their individual classrooms. To encourage gifted teachers to remain in education and to seek greater and challenging opportunities, the HCPS System is conducting a Teacher Leadership Academy based on an approved Teacher Leadership Course. The Teacher Leadership Academy will assist teachers who desire to exercise leadership as teachers. The Academy’s course will motivate teachers as they seek a more involved comprehensive role in addressing educational issues arising at their schools. With the school system’s primary goal of improving student achievement and teacher practice it is critical for the system to engage potential teacher leaders in a collective effort to improve the art of teaching within the HCPS System. Teacher Leaders have a set of skills that not only helps them to be masterful in their classrooms, but also aids them in influencing others. They can recognize problems and opportunities. Through collaborative relationships they have the ability to engage other teachers in addressing school performance relative to student success. Additionally, their influence can extend beyond their school and frequently beyond the school system providing opportunities for influence at the state level. The HCPS System will identify a group (30) of teachers who choose to remain in the classroom working with students while desiring to share their skills and influence throughout the school community as they contribute to the education of all students. Through the Teacher Leadership Academy, a support system will be in place for identified potential teacher leaders. An atmosphere of professional inquiry developed through professional staff’s participating in the approved Teacher Leadership Course includes</p>	<p>Teacher Leader’s Stipends: (\$120/6 hr. day)</p> <ul style="list-style-type: none"> • 7 course evening sessions @ 3 hrs./session (September – April) @ \$60 per session 30 x 7 x \$60 = \$12,600 <p style="text-align: right;">Total 12,600</p> <p>Master Teachers’ Stipends: \$120/6 hr. day planning, 75% daily rate presenting = estimated \$304/day</p> <ul style="list-style-type: none"> • 8 days planning for 2 master teachers 8 x 2 x \$120 = \$1,920 • 7 half days presenting at teacher leaders’ sessions for 2 master teachers 7 (.5) days x 2 x \$304 = \$2,128 <p style="text-align: right;">Total \$4,048</p> <p>Fixed Costs:</p> <ul style="list-style-type: none"> • Fringe benefits for teacher leaders calculated for professional development training session compensation. Rate charged at 8% of salary – 8% x \$12,600 = \$1,008 • Fringe benefits for master teachers planning for and presenting at teacher leader session compensation. Rate charged @ 8% of salary – 8% x \$4,048 = \$324 <p style="text-align: right;">Total \$1,332</p>	
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<p>students with special needs;</p> <ul style="list-style-type: none"> • Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and • Provide training on how to use data and assessments to improve classroom practice and student learning [Section 2123(a) (3) (B)]. 	<p>discussion, evaluation and reflection. Participants will be assisted with collaborative interactions, planning, refining, and action and evaluation skills.</p> <p>Although teacher leaders will emerge at each school without formal training provided by the HCPS System, the school system is making a deliberate effort to increase the availability and quality of teacher leaders to assist with improving student achievement.</p> <p><i>Goal 2:</i> Accelerate student learning and eliminate the achievement gap. (pg 2-1)</p> <p><i>Operational Objectives 2a:</i> Ensure academic rigor and challenging course work for all students. (pg 2-2)</p> <p>Align the existing organizational structure to more effectively and efficiently deliver services to schools to support student achievement. 2.2c (pg2-31)</p> <p><i>Strategy:</i> Provide workshops to enhance teacher leadership. 2.2c.4 (pg 2-31)</p> <p>TIMELINE AND TARGET DATES:</p> <ul style="list-style-type: none"> • Identify Potential Teacher Leaders, 9/1/10– 11/1/10 • Teacher Leader Training <ul style="list-style-type: none"> - Evening Training Sessions – Seven 3 hour sessions, 10/1/10-5/30/11 	<p>Training supplies and Materials for teacher leader training session, such as paper, books, flash drives, etc. Estimated @ \$12/person. 30 x \$12 = \$360</p> <p style="text-align: right;">Total \$360</p> <p><u>TOTAL BUDGET ACTIVITY 2.2</u> Teacher Leadership Academy: \$18,340</p>	
	<p>Non-public schools will provide professional development sessions for non-public school staff members through inservice training, workshops, seminars, professional journals, and convention attendance. The sessions will assist staff members in updating and extending their skills and knowledge base. Sessions will assist staff members in knowing how to create an environment where students will be successful.</p>		

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3. Strategies and Activities to Retain and Provide Support to Highly Qualified Teachers and Principals			
<p>3.1 Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring, induction, and support for new teachers and principals during their first three years; and financial incentives for teachers and principals with a record of helping students to achieve academic success [Section 2123(a) (4)].</p>	<p><u>MENTOR TEACHERS</u> Thirty- six Mentor teachers provide assistance to new teachers and those on plans of assistance in all HCPS schools, particularly in schools with a high percentage of low-achieving students. Interactions and activities provided by mentors provide teachers the support needed to ensure their success and retention and the success of their students. Mentors will receive training that includes both system specific sessions and approved participation in professional conferences that support the goals and leads to the desired outcomes of the Master Plan and related grant funding. Through these activities, mentors are better prepared to support new teachers, first and second year, so that these teachers are able to demonstrate effective and efficient teaching skills that lead to positive student achievement. <i>Goal 4:</i> Understanding that all employees contribute to the learning environment, we will maintain a highly- qualified workforce. (pg 4-1) <i>Operational Objective 4.3c:</i> Design and Implement a staff development program to provide high- quality professional development opportunities for all teachers, supervisors and administrators. (pg 4-10) Strategy: Provide teacher mentors with professional development opportunities. 4.3c.9 (pg 4-15)</p> <p>TIMELINE AND TARGET DATES: (2009-2010 School year activities will be implemented using FY 09 grant funds)</p> <ul style="list-style-type: none"> • Mentor Training Sessions 2 evening sessions 9/2010 & 5/2011 • Conference Attendance 9/2009 - 6/2011 	<p>FUNDING FOR SERVICES: Mentor Teacher Stipends: \$120/6 hr. day for mentors participating in training.</p> <ul style="list-style-type: none"> • 36 mentors participating in 2 training sessions @ \$60/3 hr. session = 36 x 2 x \$60 = \$4,320 • 36 mentors participating in 2 day training during summer months. 36 x 2 x \$120 = \$8,640 <p>Fixed Costs: Fringe benefits for mentors calculated @ 8% of salary - \$12,960 x 8% = \$1036</p> <p style="text-align: right;">Total \$13,996</p> <p>Professional conference attendance @ \$400 per mentor= 36 mentors x \$400 = \$14,400</p> <p style="text-align: right;">Total \$14,400</p> <p>TOTAL BUDGET ACTIVITY 3.1 Mentor Teachers: \$28,396</p>	<p>N/A</p>

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C. HIGHLY QUALIFIED TEACHERS

- 1. Given your school system’s analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.**

Data Analysis: Assessment of the current status of teacher capacity and quality for the HCPS system and for each elementary, middle and high school relative to the hiring, recruiting, and retaining of highly -qualified teachers occurs on a continuous basis. In 2008-2009, 91% of the Core Academic Subject Classes were taught by Highly- Qualified Teachers. This is an increase of 3% from school year 2008. Of those classes not taught by Highly-Qualified Teachers, the two major reasons cited are that the Testing Requirements have not been met or the teacher holds a Conditional Certificate. System- wide strategies are in place to ensure highly qualified teachers in core academic subject areas are attracted and retained. System wide tools such as Caliper are utilized and evaluated as useful in teacher and administrator recruitment, retention and promotion.

In order to increase the number of teachers per suing HQT status, HCPS Instructional Facilitators have taken on the role as liaison between Human Resources and school personnel and notify teachers of “not highly qualified status” and the actions needed to become highly qualified. In addition, HQT data will continue to be communicated to school personnel in order to create staff development for school-based administrators on “highly qualified” regulations to maximize staffing assignments.

Recruitment: One of the goals of the Harford County Public Schools is that every child will connect with great employees focusing on recruiting and retaining a high quality, diverse workforce. Leading up to the 2008-2009 school year, the school system hired 173 teachers to replenish the over 3,000 person teaching force. HCPS has among the greatest percentage of highly- qualified teachers and reflects one of the lowest turnover rates in Maryland.

Harford County Public Schools is privileged to employ and maintain one of the most qualified, motivated, and successful teaching forces in the nation, focusing on reaching every one of the more than 38,000 students every day. Recruitment schedules include almost 100 visits to college/university job fairs/consortiums and college/university visits to more than 13 states; in addition to Maryland. Recruitment and employment of minority teachers continues to be a highly competitive venture throughout the nation. In the spring of 2008, nearly ten percent of those hired were minority teachers; 20 African-American, two Hispanic, and two Asian teachers. Nearly 83 percent of new teachers hired were female, with 95 percent at the elementary level, continuing the domination of females in the teaching ranks of the Harford County Public Schools. More than 57 percent of those employed were at least 27 years of age or older and more than 40 percent had at least a master’s degree when they were hired. HCPS is working to increase the pool of qualified applicants. The number of applications for teaching positions has shown a steady increase over the past five years. This is due to increased recruitment efforts and additional college/university visits. In an effort to attract qualified “career changers” to our teaching staff, HCPS has partnered with Goucher College to participate in the Resident Teacher Certificate program. This two-year program provides these individuals with an alternative means to meet MSDE requirements while meeting the definition of highly -qualified.

HCPS has dedicated resources to increasing the pool of highly -qualified applicants and the job acceptance rates of those candidates. The Department of Human Resources supports high- quality recruiters and monitors the hiring process to increase the job acceptance rate. Goal 4 of the HCPS Master Plan

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is “To Maintain a Highly Qualified Workforce.” Operational objectives include “increasing the pool of qualified applicants for HCPS” and “utilizing the Affirmative Action Plan, recruit and retain African-American employees at all levels of HCPS.”

Retention: In 2008, HCPS retained 92.8% of teachers, which is up 2% from the previous year. Title II, Part A activities are designed to enhance other system wide resources dedicated to supporting and retaining high-quality teachers. Administrative staff is acutely aware of this need and numerous supports will be continued to be provided to new hires. Some of those supports are provided through Title II, Part A allowable activities such as the New Teacher training, Mentor teachers, K-12 Mathematics training , Department Chairpersons and general Professional Development activities (as described in the strategies outlined in the above tables). The following is a list of activities available system -wide designed to support new teachers:

- Teacher Mentors – work directly in schools to teach demonstration lessons, assist in daily and unit planning and organization, provide guidance in addressing classroom behavior management, guide the use of curricula and provide assistance on the many topics facing new teachers such as grading assessment and special education issues.
- Instructional Facilitators – engage in the informal and formal observation and evaluation process and guide the use of curricula and materials of instruction including supporting the small percentage of teachers who are Not Highly- Qualified in Core Content to pursue required certification.
- Content Supervisors – provide curriculum guides, contact specific professional development, and work with secondary Department Chairpersons to support teachers.
- Professional Development – offered at the beginning of the school year via HCPS Orientation Conference, technology workshops, specific curriculum content and the end of year June professional conference; evening professional development sessions including content specific teaching techniques and attendance at state of the art conferences and trainings outside of Harford County.
- Professional learning communities and College Board training for new hires responsible for teaching AP courses.
- Throughout the school year, a Title I Saturday Professional Lab is offered to first and second year teachers.

In addition to the HCPS system wide structure designed to support the retention of teachers, Harford County provides all professional development based on Maryland Teacher Professional Development Standards. Using the Context for High Quality Teacher Professional Development, HCPS leadership supports:

- The use of Professional Learning Communities.
- Leaders who are committed to high quality Professional Development and encourage teacher participation.
- Adequate Resources (see above list of support personnel) designed to provide supports.
- Infusion of clear expectations of what teachers need to know in order to help students learn through performance appraisal and design/content of teacher professional development.

HCPS has institutionalized Professional Learning Communities (PLCs) in all schools and the district’s central office. The Instructional Leadership Teams comprised of school administrators, instructional facilitators, and teacher mentors, engage in training sessions annually to focus on professional learning communities, group effectiveness, change, research-based best practices, and job-embedded professional development. This training supports

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the cultivation of PLC’s within the school community. Teachers have opportunities to engage in PLC’s during faculty meetings, team planning periods, duty periods, and/or during the designated countywide professional development days. Professional learning communities consistently operate along five dimensions: (1) supportive and shared leadership, (2) shared values and vision, (3) collective learning and application of learning (formerly identified as collective creativity), (4) supportive conditions, and (5) shared personal practice.

Second year teachers who are surveyed consistently cite the support of the Teacher Mentors and assistance of Instructional Facilitators as reasons for choosing to return to HCPS. HCPS is committed to providing teachers with access to high-quality professional development opportunities designed to enhance teaching skills and to accelerate student learning.

2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.

By the end of the school year 2008-2009 Title I Harford County Public Schools (HCPS) were staffed 100% with Highly -Qualified Teachers. Intensive professional development activities have been designed for these schools including the implementation of Classroom Learning Systems and other high-quality teacher trainings. Retaining highly -qualified Teachers in Title I schools will be promoted through additional professional development activities with stipends and MSDE credit, co-teaching opportunities, and mentoring support (after school/weekends). Additional resources have been identified through ARRA funding to assist in supporting our Title I schools.

There are two schools in the HCPS System that are listed as high poverty, Magnolia Elementary School (MES), and the secondary school, Alternative Education Center (CEO). In FY 2009, MES achieved 100% Highly-Qualified Teaching (HQT) staff. In addition to hiring only teachers with HQT status, MES staff has participated in intensive professional development with resources provided through Title I and the HCPS Central Office. Grade-level and special area teachers at MES meet in Professional Learning Communities (PLC) to identify common goals and develop professional development plans to meet those goals. A Professional Lab was conducted by master teachers that focused on specific instructional strategies and best practices for language arts and math instruction (4 full Saturdays throughout the year). In addition, Title I staff provided professional development to School Improvement Team (SIT) members on creating quality School Improvement Plans and data assessment.

The Alternative Education Center at the Center for Educational Opportunity (CEO) is also listed on the high poverty school list for HCPS and serves students who may have experienced a crisis or have not been successful in a traditional school environment. The CEO has been identified for restructuring because of graduation rates. The center served over 300 students in FY 09 and has 17 teachers on staff. Although during the school year 2008-2009 the CEO only of 13% of the teaching staff were not highly qualified - this is a reduction from 30% in the previous year. As outlined in the Alternative Governance Board Plan, the CEO has a goal of reaching 100% HQT status in 2009-2010 school year. During the school year 2009-2010, as part of the Alternative Governance staff plan, the school principal will focus on modifying scheduling/staffing to, provide optimal instructional opportunities in order to improve graduation rates and will work with all teachers to ensure HQT status. Teachers of the CEO will also benefit from Title II, Part A initiatives and strategies through system wide professional development activities.

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To address the gap between high poverty schools and lower poverty schools with respect to the percentage of core academic classes taught by highly-qualified teachers the HCPS System is continuing its effort to employ only highly- qualified teachers. Additionally, the supports offered new teachers, specifically in the form of new teacher induction sessions and consistent effective mentoring for all teachers, especially those non-tenured, prepares the non-highly- qualified teachers to have a similar positive impact on student achievement as highly -qualified teachers. As noted above, extra support is provided for teachers in high poverty schools so that all HCPS students have potential for improving achievement and reaching a high level of success. HCPS Title I schools have been improving in school performance and this is a reflection upon the direct intention to provide assistance through ensuring in-depth content knowledge and improved teaching skills of new and non-highly- qualified teachers.

D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501]:

1. **Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.**

See Page A8.23

2. **Describe the school system's process for providing equitable participation to students in private schools:**

- a) **The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;**

Non-public schools were invited to participate along with the HCPS System in using funding to improve student achievement and better prepare the professional staff for their role in achieving excellence in instruction. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consultation meeting. At that meeting factors affecting funding were discussed, possible programs outlined and discussed, and comments and questions addressed. The meeting occurred on February 19, 2009 prior to the development of the Title II program. (See meeting Agenda, page A8.24 and the meeting Sign-In Sheet, page A8.25) During April, May, and early June several non-public schools were again contacted via email and the telephone to encourage their participation in grant-funded activities. Additionally, throughout the school year, as needed, nonpublic schools are contacted either via email and or telephone calls to discuss program and funding issues. A second meeting is usually held in the fall to assist nonpublic schools participating in the Title II, Part A program funding.

- b) **The basis for determining the professional development needs of private school teachers and other staff;**

Professional development needs of private school teachers and other staff were determined by the administration and staff of individual schools. Formal evaluations, classroom observations, surveys and accreditation requirements were used to determine need. Professional staffs

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from private schools were informed of designated programs within the HCPS System. Subsequently, they were afforded the opportunity to either participate in the school system’s programs or design their own professional development sessions thereby meeting their specific needs. Several non-public school administrators indicated that they identified the staff’s professional development needs through surveys.

c) How services, location of services, and grade levels or areas of services were decided and agreed upon;

Each non-public school participating Title II funding develops a proposal and submits a plan for using Title II funds based on their needs assessment. In order to determine need, non-public schools used surveys; others used faculty suggestions to determine specific needs. The plans, which were reviewed by HCPS Central Office staff, will be used to direct the non-public schools’ grant related activities.

d) The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)

Professional development funds were made available to non-public school teachers based on the Title II, A formula determining professional development funds per public school student:

1. Total amount of Fiscal Year funds used for professional development in this proposal divided by the number of public K-12 students = \$ per public school student.
2. \$ Per public school student x the number of nonpublic K-12 students = \$nonpublic funds. Compare \$nonpublic funds to FY02 Eisenhower Funds that were available for nonpublic schools (\$12,269).
3. The greater of the two is the amount that will be made available for use by nonpublic teachers.

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PREPARING, TRAINING AND RECRUITING
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ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2009	Local School System: <u>Harford County Public Schools</u>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” **NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A, and Title V-A services. Use separate pages as necessary.**

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number Nonpublic T-I Students Served AT	Students Reading/LA	Students Mathematics	Staff	Students	Staff	Students	Staff
Highlands School 2049 Creswell Road Bel Air, MD 21015				51				
John Carroll 703 Churchville Road Bel Air, MD 21014				120				
Mountain Christian School 1824 Mountain Road Joppa, MD 21085				36				
Sovereign Grace School (formerly Chesapeake Christian) 900 Trimble Road Joppa, MD 21085				19				
St. Joan of Arc 230 S. Law Street Aberdeen, MD 21001				25				
St. Margaret School 205 Hickory Avenue Bel Air, MD 21014				90				
Trinity Lutheran 1100 Philadelphia Road Joppa, MD 21085				34				

FEDERAL EDUCATION PROGRAMS MEETING

February 19, 2009, 9:00 a.m. to 11:00 a.m.

**Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room
Bel Air, MD 21014**

AGENDA

9:00 a.m.	Welcome/Introductions	Mary Beth Stapleton
9:15 a.m.	Discussions:	
	Title I, Part A	Allyn Watson
	Title II, Part A	Mary Beth Stapleton
	Title II, Part D	Andrew Moore Martha Barwick Dina Kropkowski
	Title III, Part A	Harve Bennett
	Title IV, Part A	Mark Puckett
10:30 a.m.	Open Agenda	All Participants
11:00 a.m.	Adjournment	

Sign-In Sheet

**Federal Programs Meeting
February 19, 2009**

Non-Public School Attendees:

School	Name	Initials
Chesapeake Christian School	Lisa Gordon <i>Lisa Gordon</i>	<i>LG</i>
The Highlands School	Kathy Casey	<i>KCasey</i>
The John Carroll School	Laura Lang <i>Laura Lang</i>	<i>LL</i>
Mountain Christian School	Traci Olson	<i>TO</i>
St. Joan of Arc School	Kathy Ruth	<i>KR</i>
St. Margaret School	Jane Dean <i>Anna Shanahan</i>	<i>AShanahan</i>

Harford County Public Schools Attendees:

Name	Federal Program	Initials
Allyn Watson	Title I, Part A	<i>AW</i>
Mary Beth Stapleton	Title II, Part A	<i>MBS</i>
Joyce Jablecki		<i>JJ</i>
Drew Moore	Title II, Part D	<i>DM</i>
Martha Barwick		
Dina Kropkowski		
Harve Bennett	Title III, Part A	<i>HB</i>
Ginny Popiolek	Title IV, Part A	
Mark Puckett		<i>MP</i>

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: Harford County Public Schools

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BUDGET INFORMATION AND NARRATIVE

1. **Provide a detailed budget on the MSDE Proposed Title II-A Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in Part C, Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.**

See MSDE Budget Form C-1-25 on Page A8.27.

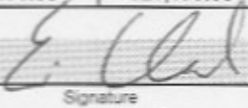

2. **Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” The accompanying budget narrative should: (a) detail how the school system will use Title II-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-A program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.**

See MSDE Budget Narrative on Pages A8.28 through A8.41.

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

ORIGINAL GRANT BUDGET	1,252,014.00	AMENDED BUDGET #		REQUEST DATE	08/07/09
GRANT NAME	TITLE II PART A	GRANT RECIPIENT NAME	HARFORD COUNTY PUBLIC SCHOOLS		
MSDE GRANT #		RECIPIENT GRANT #	22420		
REVENUE SOURCE	FEDERAL	RECIPIENT AGENCY NAME	HARFORD COUNTY PUBLIC SCHOOLS		
FUND SOURCE CODE		GRANT PERIOD	7/1/2009	TO	6/30/2011

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						24,067.00	24,067.00
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.	786,505.00						786,505.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	95,918.00	2,000.00	8,176.00	24,400.00		12,269.00	142,763.00
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				298,679.00			298,679.00
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	882,423.00	2,000.00	8,176.00	323,079.00	0.00	36,336.00	1,252,014.00

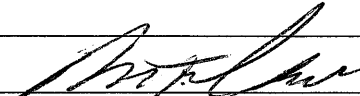
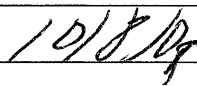
Finance Official Approval	<u>Eric Clark</u>		8/7/09	410-809-6052
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Robert Tomback</u>		8/7/09	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

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.
2. 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.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. 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.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. 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.
8. 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 extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution 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.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

	
Superintendent of Schools/Head of Grantee Agency	Date

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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2. BUDGET NARRATIVE

MSDE PERFORMANCE GOAL 3: Employment of highly- qualified teachers to reduce the ratio of students per teacher.

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Special Programs/ Salary & Wages	Teachers	17 teachers @ an average of \$46,265/teacher MSDE Performance Goal 3	786,505	786,505
		TOTAL SALARIES AND WAGES	786,505	786,505
		OTHER CHARGES		
Special Programs/ Fixed Charges	Fixed Costs	As required by law, fixed costs @ 37% per teacher = \$291,003 MSDE Performance Goal 3	291,003	291,003
		TOTAL OTHER CHARGES	291,003	291,003
TOTAL MSDE PERFORMANCE GOAL 3			\$1,077,508	\$1,077,508

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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ACTIVITY 2.1: EXPERIENCED TEACHER TRAINING ACTIVITIES

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Instructional Staff Development/ Salary & Wages	Experienced Teachers' Stipends	Experienced Teachers' Stipends for time spent in planning and facilitating teacher training sessions @ \$120 per 6 hr. day Preschool sessions: 80 experienced teachers assisting at 2 one-day sessions, one day in June and one day in August (3 hrs. prep., 3 hrs. assisting) 80 x 2 days x \$120 = \$19,200 <div style="text-align: right;">Total \$19,200</div> Activity 2.1	19,200	19,200
		TOTAL SALARIES AND WAGES	19,200	19,200
		OTHER CHARGES		
Fixed Charges	Fixed Charges	Fringe benefits for experienced teachers for training days. \$19,200 teachers stipends @ 8% of salary = \$1,536 Activity 2.1	1,536	1,536
		TOTAL OTHER CHARGES	1,536	1,536
		SUPPLIES AND MATERIALS		
Instructional Staff Development/ Supplies & Materials	Training Materials	Training materials for new teachers such as books and plan books @ \$10/person = 300 x \$10 = \$3,000 Activity 2.1	3,000	3,000
		TOTAL SUPPLIES AND MATERIALS	3,000	3,000
ACTIVITY 2.1 Experienced Teacher Training Activities TOTAL BUDGET			\$23,736	\$23,736

**ATTACHMENT 8 TITLE II, PART A
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 HIGH-QUALITY TEACHERS AND PRINCIPALS**

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ACTIVITY 2.1 ADVANCED PLACEMENT TEACHER TRAINING

Category/Object	Line Item	Calculation	Cost	Total
		OTHER CHARGES		
Instructional Staff Development/ Other Charges	Advanced Placement Program Courses	AP teachers' attendance at and participation in AP courses offered by the College Board, colleges and universities. Estimated at \$900/course plus \$100 expenses for approximately 10 AP teachers. \$1,000 x 10 = \$10,000 Activity 2.1	10,000	10,000
		TOTAL OTHER CHARGES	10,000	10,000
		ACTIVITY 2.1 Advanced Placement Teacher Training TOTAL BUDGET	\$10,000	\$10,000

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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ACTIVITY 2.1 K-12 MATH TEACHER TRAINING

Category/Object	Line Item	Calculation	Cost	Total
SALARY AND WAGES				
Instructional Staff Development/ Salary & Wages	Middle School (MS) Mathematics Teacher Stipends	Mathematics teachers' stipends for unit and classroom planning/training session attendance for targeted schools @ \$120/6 hr. day. <ul style="list-style-type: none"> • 25 teachers (0-3 yrs.) x 2 days @ \$120/day = \$6,000 • 7 master teachers/trainers x 2 days @ \$120/day = \$1,680 • 2 master teachers/mentors x 41 days (estimated) sessions follow-up @ \$120/day = \$9,840 	6,000 1,680 9,840	17,520
		MS mathematics teachers' stipends for assistance with Technology Integration into the classroom via Interactive White Boards, Document Cameras, etc. @ \$120/6 hr. day. <ul style="list-style-type: none"> • 20 teachers x 1 days (3 sessions) x \$120/day = \$2,400 • 2 master teachers/trainers x 2 days @ \$120/day = \$480 • 1 master teacher/mentor x 32 days sessions follow-up @ \$120/day = \$3,840 	2,400 480 3,840	6,720
Activity 2.1				
TOTAL SALARIES AND WAGES			24,240	24,240
CONTRACTED SERVICES				
Consultant Fees	Workshop consultant	Workshop Consultant fee @\$2,000 per day x 1 day	2,000	2,000
TOTAL CONTRACTED SERVICES			2,000	2,000
SUPPLIES AND MATERIALS				
Instructional Staff Development/ Supplies & Materials	Training Materials	Training supplies and materials of instruction for workshops for MS mathematics teachers (1-3 yrs.) such as books, planning books, flash drives, etc. @ \$92/participant = 25 x \$92 = \$2,300	2,500	2,500
Activity 2.1				
TOTAL SUPPLIES AND MATERIALS			2,500	2,500

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

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Continued ACTIVITY 2.1 K-12 MATH TEACHER TRAINING

		OTHER CHARGES		
Fixed Charges	Fixed Charges	Fringe benefits for teachers' salary for training days. Salary x 8%: • 50 days teacher planning workshops = \$6,000 x 8% = \$480 • 20 days teacher assessment workshop = \$2,400 x 8% = \$192 Fringe benefits for experienced teachers for planning, presenting, and mentoring. • 14 master teacher days = \$1,680 x 8% = \$135 • 4 master teacher assessment workshop days = \$480 x 8% = \$39 • 82 master teacher/mentor days associated with planning workshops = \$9,840 x 8% = \$788 • 32 master mentor teacher days associated with assessment workshop @ \$3,840 x 8% = \$308 Activity 2.1	672	1,942
			1,270	
TOTAL OTHER CHARGES			1,942	1,942
ACTIVITY 2.1 Middle School Math Teacher Training TOTAL BUDGET			\$30,682	\$30,682

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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ACTIVITY 2.2 DEPARTMENT CHAIRPERSON TRAINING

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Instructional Staff Development/ Salary & Wages	Core Area Department Chairperson Stipends	Department Chairperson Stipends (\$120/6 hr. day)	15,300	22,870
		<ul style="list-style-type: none"> • New Department Chairperson Workshop 3 hours for 30 DC's x \$60 = \$1,800 • Spring Orientation 2 days @ \$120 x 15 = \$3,600 • Summer Institute for 15 Department Chairpersons for 3 days, 15 x 3 x \$120 = \$5,400 • Fall Follow-Up session 1.5 day @ \$120 x 15 = \$2,700 • Winter Gallery Walk 1 day @ \$120 x 15 = \$1,800 		
		Master Teachers providing training for Department Chairpersons. Stipends for planning activities @ \$120/6 hr. day. Stipends for presentations/training @ 75% daily rate estimated at approximately \$304/day.	7,570	
		<ul style="list-style-type: none"> • New Department Chairperson Workshop 6 hours planning activities for 5 Master Teachers @ \$120/day. 5 x \$120 = \$600 • New Department Chairperson Workshop – 3 hrs. presenting for 5 Master Teachers @ \$50/hr estimated. 5 x \$150 = \$750 • New Department Chairperson Workshop – 3 hrs. assisting for 10 Master Teachers @ \$20/hour. \$60 x 10 = \$600 • Department Chairperson Leadership Institute – planning activities for two master teachers @ \$120/day. 3 x 2 x \$120 = \$720 • Department Chairperson Leadership Institute – planning activities for two master teachers @ \$350/day estimated. 7 x 2 x \$350 = \$4,900 		
		Activity 2.2		
		TOTAL SALARIES AND WAGES	22,870	22,870
		SUPPLIES AND MATERIALS		
Instructional Staff Development/ Supplies and Materials	Training Items for Department Chairpersons	Training supplies and materials for Department Chairperson In service, such as paper, books, flash drives, etc. = \$2,316	2,316	2,316
		Activity 2.2		
		TOTAL SUPPLIES AND MATERIALS	2,316	2,316

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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Continued ACTIVITY 2.2 DEPARTMENT CHAIRPERSON TRAINING

		OTHER CHARGES (Fixed Charges)		
Fixed Charges	Fixed Charges	Fringe benefits for Department Chairpersons calculated for professional development sessions compensation. Rate charged at 8% of salary. 8% x \$15,300 = \$1,224	1,224	1,830
		Fringe benefits for Master Teachers calculated for planning and presentation compensation. Rate calculated at 8% of salary. 8% x \$7,570 = \$606 Activity 2.2	606	
TOTAL FIXED CHARGES			1,830	1,830
ACTIVITY 2.2 Department Chairperson Training TOTAL BUDGET			\$27,016	\$27,016

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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ACTIVITY 2.2 TEACHER LEADERSHIP ACADEMY

Category/Object	Line Item	Calculation	Cost	Total
SALARY AND WAGES				
Instructional Staff Development/ Salary & Wages	Teacher Leaders' Stipends	Teacher Leader's Stipends (\$120/6 hr. day) 30 potential teacher leaders participating in 7 evening course sessions. <ul style="list-style-type: none"> • 7 evening course sessions @ 3 hrs/session (September – April) @ \$60 per session. 30 x 7 x \$60 = \$12,600 	12,600	16,648
	Master Teacher Stipends	Master Teachers' Stipends: \$120/6 hr. day planning, 75% daily rate presenting = \$304/day estimated. <ul style="list-style-type: none"> • 8 days planning for 2 Master Teachers 8 x 2 x \$120 = \$1,920 • 7 half days presenting at Teacher Leaders' sessions for 2 Master Teachers 7 (.5) days x 2 x \$304 = \$2,128 Activity 2.2	4,048	
TOTAL SALARIES AND WAGES			16,648	16,648
SUPPLIES AND MATERIALS				
Instructional Staff Development/ Supplies and Materials	Training Items for Teacher Leaders	Training supplies and materials for Teacher Leader training sessions, such as paper, books, flash drives, etc. Estimated @ \$12/person. 30 x \$12 = \$360 Activity 2.2	360	360
TOTAL SUPPLIES AND MATERIALS			360	360
OTHER CHARGES (Fixed Charges)				
Fixed Charges	Fixed Charges	Fringe benefits for Teacher Leaders calculated for professional development training session compensation. Rate charged at 8% of salary. \$12,600 x 8% = \$1,008	1,008	1,332
		Fringe benefits for Master Teachers. Rate charged at 8% of salary. \$4,048 x 8% = \$324 Activity 2.2	324	
TOTAL FIXED CHARGES			1,332	1,332
ACTIVITY 2.2 Teacher Leadership Academy TOTAL BUDGET			\$18,340	\$18,340

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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ACTIVITY 3.1 MENTOR TEACHER PROGRAM

Category/Object	Line Item	Calculation	Cost	Total
SALARY AND WAGES				
Instructional Staff Development/ Salary & Wages	Mentor Teacher Stipends	\$120/6 hr. day for mentors participating in training.	4,320	4,320
		<ul style="list-style-type: none"> • 36 mentors participating in 2 training sessions @ \$60/3 hr. session, 36 x 2 x \$60 = \$4,320 • Estimated 36 mentors participating in training during the summer months. 36 x 2 x \$120 = \$8,640 	8,640	8,640
Activity 3.1				
TOTAL SALARIES AND WAGES			\$12,960	\$12,960
OTHER CHARGES (Fixed Charges)				
Fixed Charges	Fixed Charges	Fringe benefits for mentors calculated @ 8% of salary \$12,960 x 8% = \$1,036	1,036	1,036
Activity 3.1				
TOTAL OTHER - FIXED CHARGES			1,036	1,036
Category/Object	Line Item	Calculation	Cost	Total
OTHER CHARGES				
Instructional Staff Development/Other Charges	Conference and Meeting Attendance	Conference attendance and travel for mentors at \$400/mentor. Professional conferences such as CEASOM, MAG, MASCD, and other appropriate conferences and training. \$400x 36 = \$	14,400	14,400
Activity 3.1				
TOTAL OTHER CHARGES			\$14,400	\$14,400
ACTIVITY 3.1 Mentor Teacher Program TOTAL BUDGET			\$28,396	\$28,396

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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NON-PUBLIC SCHOOL BUDGET

Category/Object	Line Item	Calculation	Cost	Total
NON-PUBLIC SCHOOL PARTICIPATION				
Instructional Staff Development/ Transfers	Non-Public School Participation*	<i>Highlands School:</i> Staff members will be provided with the opportunity to participate in <i>Sensory Strategies for the Classroom</i> Professional Development Program. The program will improve the knowledge of teachers and paraprofessionals regarding effective instructional practices that address the needs of students with different learning styles, particularly students with learning disabilities. Grant funds will be used to provide the training on-site.	351	351
		<i>John Carroll:</i> Faculty members will be provided with the opportunity to attend workshops and conferences designed to teach them how to implement curriculum mapping following the tested model developed by H. Jacobs in <i>Getting Results with Curriculum Mapping</i> . They will learn how to document the integration of technologies across the curriculum. Funding will also be used to support teachers as they work in professional learning communities (PLC's). Teachers will become better prepared to address the learning environment needed to meet students' needs. Funds will be used for training, professional resource materials, site visits, and leadership stipends.	3,931	3,931
		<i>Mountain Christian:</i> Teachers' instructional abilities will be improved through professional development activities and access to supplemental materials of instruction. Throughout the school year teachers will attend training, workshops, and professional conferences to acquire the knowledge and skills necessary to improve their instruction. Materials of instruction such as textbooks, reference materials, audio visual materials, educational journals, and software will be purchased and used to improve instruction.	1,380	1,380
		<i>Sovereign Grace School:</i> Teachers will be provided with the opportunity to attend an in-service for technology development. Grant funds will be used for refreshments during the in-service (drinks/snack and lunch at a local restaurant) at a cost of \$10/participant per day. Professional development related materials and supplies will also be purchased with grant funds	276	276

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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Category/Object	Line Item	Calculation	Cost	Total
NON-PUBLIC SCHOOL PARTICIPATION				
Instructional Staff Development/ Transfers	Non-Public School Participation*	<i>St. Joan of Arc:</i> Inservice training will be offered to teachers in the area of curriculum mapping through professional learning communities. Additionally, teachers will be able to attend professional conferences on the topics of language and mathematics. Teachers will also be provided with the opportunity to share ideas and strategies with other teachers when working in Professional Communities supported through grant funding.	842	842
		<i>St. Margaret School:</i> Classroom teachers will attend conferences, workshops, and courses. The priorities being addressed by the program include improving and increasing teachers' knowledge of academic subjects, enabling teachers to become highly- qualified, improving classroom management skills, and writing to enhance learning.	3,856	3,856
		<i>Trinity Lutheran:</i> Professional staff members, including administrators, will be provided professional development training particularly through conference attendance. Topics included in the training address new advancements in technology such as SMART Board training and methods of engaging students in classroom topics. The professional development sessions will offer new ideas to the teachers to encourage growth of the children in all areas, as well as help the directors continue to be effective leaders. Expand the number of teachers attending the MICCA Conference. Teachers will learn about new technological advances and how these advances benefit students.	1,633	1,633
		TOTAL TRANSFERS NON-PUBLIC SCHOOL PARTICIPATION	\$12,269	\$12,269

**ATTACHMENT 8 TITLE II, PART A
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	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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BUSINESS SUPPORT

		BUSINESS SUPPORT		
Administrative Business Support Services/Transfers	Administrative Indirect Costs	1.96% of grant funds. Indirect cost for business support of grant. $1,252,014 \div 1.0196 \times .0196 = \$24,067$	24,067	24,067
TOTAL BUSINESS SUPPORT			24,067	24,067
TOTAL MSDE TITLE II, PART A GRANT FUNDING			\$1,252,014	\$1,252,014

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
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TOTAL PUBLIC AND NON-PUBLIC BUDGET

Category/Object	Line Item	Calculation	Cost	Total
SALARY AND WAGES				
Special Program/ Salary & Wages	Class Size Reduction	Teachers Salaries	786,505	786,505
Instructional Staff Development/ Salaries & Wages	Experienced Teacher Training	Experienced Teacher Stipends = \$19,200	19,200	19,200
	Middle School Math Teacher Training	Teacher Stipends – Planning Workshops = \$17,520 Teacher Stipends – Technology Integration Assistance = \$6,720	17,520 6,720	24,240
	Department Chairperson Training	New Department Chairperson Stipends = \$15,300 Master Teacher Stipends = \$7,570	15,300 7,570	22,870
	Teacher Leadership Academy	Teacher Leaders = \$12,600 Master Teachers = \$4,048	12,600 4,048	16,648
	Mentor Teachers Training	Mentor Teacher Training Stipends = \$4,320 Mentor Teacher Summer Training Stipends = \$8,640	4,320 8,640	12,960
TOTAL SALARIES AND WAGES			882,423	882,423
OTHER CHARGES – FIXED COSTS				
Fixed Charges	Class Size Reduction	Teachers’ Salary/Fixed Costs = \$291,003	291,003	291,003
	Experienced Teacher Training	Teachers’ Salary/Fixed Costs Experienced Teacher Stipends = \$1,536	1,536	1,536
	Middle School Math Teacher Training	Teachers’ Salary/Fixed Costs - Planning Workshops = \$672 Experienced Teachers’ Salary/Fixed Cost = \$1,270	672 1,270	1,942
	Department Chairperson Training	Department Chairperson Salary/Fixed Costs Department Chairpersons = \$1,224 Master Teachers – Summer Institute = \$606	1,224 606	1,830
	Teacher Leadership Training	Teacher Leader Training Salaries/Fixed Costs Site Based Teacher Leaders = \$1,008 Master Teachers = \$324	1,008 324	1,332
	Mentor Teachers Training	Mentor Teachers’ Salary/Fixed Cost = \$1,036	1,036	1,036
TOTAL OTHER CHARGES – FIXED COSTS			298,679	298,679

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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		CONTRACTED SERVICES		
Instructional Staff Development Contracted Svcs.	Middle School Math Teacher Training	Workshop consultant fee for 1 day = \$2,000	2,000	2,000
		TOTAL CONTRACTED SERVICES	2,000	2,000
		SUPPLIES AND MATERIALS		
Instructional Staff Development Supplies & Materials	Experienced Teacher Training	Training materials for teachers.	3,000	3,000
	Middle School Math Teacher Training	Training materials for middle school mathematics teachers inservice.	2,500	2,500
	Department Chairperson Training	Training materials for department chairperson inservice.	2,316	2,316
	Teacher Leadership Academy	Training materials for site-based teacher leadership training sessions.	360	360
		TOTAL SUPPLIES AND MATERIALS	8,176	8,176
		OTHER CHARGES		
	Advanced Placement Teacher Training	Participation in Advanced Placement courses = \$10,000	10,000	10,000
	Mentor Teachers Training	Professional conference attendance and travel = \$14,400	14,400	14,400
		TOTAL OTHER CHARGES	24,400	24,400
		TRANSFERS (Non-Public)		
Transfers	Non-Public Schools	Professional Development <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	12,269	12,269
		TOTAL TRANSFERS	12,269	12,269
		BUSINESS SUPPORT		
Administrative Business Support Services/Transfers	Administrative/Indirect Costs	Indirect costs for business support of grant.	24,067	24,067
		TOTAL BUSINESS SUPPORT	24,067	24,067
		GRAND TOTAL	\$1,252,014	\$1,252,014

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: Harford County Public Schools

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F. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachments 4-A&B: School Level Budget Summary

See Pages 3 and 4.

Attachments 5-A&B: Transfer of ESEA Funds and Consolidation of ESEA Funds for Local Administration

See Pages 5 and 6.

Attachments 6-A&B: Non-Public School Information for ESEA Programs

See Pages 7 and 8 of Part II 2009 Master Plan Update.

See Page A8.23 of Attachment 8.

Attachment 9



Title II, Part D, Subpart 1
Formula Funding
Educational Technology
States Grants Program
(Ed Tech)

TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
 EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
Title II-D Technology Coordinator: <u>Dina Kropkowski</u>	
Telephone: <u>(410) 588-5290</u>	E-mail: <u>dina.kropkowski@hcps.org</u>

A. **ALLOWABLE ACTIVITIES** [Section 2416]. For all allowable activities that will be implemented, provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan or Update, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-year Comprehensive Bridge to Excellence Master Plan, and Any Revisions to the Plan As Part of This Annual Update, Including Page Numbers	Public School Costs	Nonpublic Costs
1. Strategies and Activities to Provide Ongoing, Sustained, and Intensive High-Quality Professional Development. Note: Each Ed Tech recipient must use at least 25% of its funds to provide ongoing, sustained, and intensive high-quality professional development OR, through an Ed Flex waiver request to MSDE, satisfactorily demonstrate that it already provides, to all teachers in core academic subjects, such professional development, which is based on a review of relevant research.			
1.1. Providing professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments, such as professional development in the use of technology to: a) access data and resources to develop curricula and instructional materials, b) enable teachers to use the Internet and other technology to communicate with parents, other teachers, principals, and	Background: Two Technology Coordinators work closely with all school leaders to provide professional development opportunities for technology integration. Technology professional development is a component of all School Improvement plans and is therefore, customized for each schools needs. The basis for all technology professional development is the Maryland State Department of Technology standards for administrators, teachers and students.	Technology Coordinators will continue to provide professional development opportunities that include: paid after school workshops, during school training, administrator and Instructional Facilitator training, Curriculum Supervisor training as well as teacher mentor training. Technology capacity building will occur through facilitating leadership opportunities for teachers interested in technology.	The student population of both public and non-public schools was calculated (as of 7-29-09) for a total enrollment of: Non public students: 2,623 Public students: 38,362 Total Students: 41,032 <u>Base Rate:</u> (Grant value) \$35,072/2,623 (non public) + 38,362 (public) = .85/per pupil base rate. <u>Non Public Costs:</u> Non public students 2,623 * .85 = \$2,229.55

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<p>administrators and to retrieve Internet-based learning resources, and c) lead to improvements in classroom instruction in the core academic subjects [section 2416(a)(1)].</p>	<p>The Grant will be used to support a local initiative related to the use of Web 2.0 tools to support classroom instruction and ultimately student achievement.</p> <p>Overview <u>Fall 2009:</u> Technology leader committee will be formed</p> <ul style="list-style-type: none"> • Committee work to include the investigation of appropriate Web 2.0 applications and their instructional implications <p><u>Winter 2010:</u></p> <ul style="list-style-type: none"> • Pilot of Web 2.0 applications will occur with technology leaders • Continual dialog and evaluation of various applications in the form of face to face meetings as well as a blog <p><u>Spring 2010:</u></p> <ul style="list-style-type: none"> • Committee will develop professional development for teachers highlighting wiki's and blogs; instructional use and set up • Committee will also develop a 3 credit MSDE course highlighting various Web 2.0 applications <p><u>Summer 2010 – Spring 2011:</u></p> <ul style="list-style-type: none"> • Teachers who are Technology leaders will facilitate professional development offerings in after school workshops allowing 	<p>Funding for committee meetings and teacher time spent developing professional development resources as related to Web 2.0:</p> <ul style="list-style-type: none"> • 15 committee members * \$20/hr = \$300. 66 hrs. of work * \$300 = \$19,800 <p>Substitute cost for teachers to attend MICCA conference:</p> <ul style="list-style-type: none"> • 15 attendees * \$90/day sub rate = \$1,350 <p><u>Fixed Cost:</u></p> <ul style="list-style-type: none"> • Salary/wages \$21,150 * .07998 = \$1,692 <p><u>Public School Budget:</u></p> <ul style="list-style-type: none"> • Salary/Wages = \$21,150 • Refreshments for trainings and meetings = \$575 <p>\$21,150 + \$575 = \$21,725</p>
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<p>Local School System: <u>Harford County Public Schools</u></p> <p>Title II-D Technology Coordinator: <u>Dina Kropkowski</u></p> <p>Telephone: <u>(410) 588-5290</u> E-mail: <u>dina.kropkowski@hcps.org</u></p>	<p>Fiscal Year 2010</p>
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	<p>teachers to learn about and understand the application of wiki's and blogs</p> <ul style="list-style-type: none"> • Teacher - Technology leaders will lead 3 credit MSDE Web 2.0 course for interested teachers <p>Alignment to Master Plan (Pg. #s.): <u>Goal 3:</u> Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management and community partnerships. <u>Objective:</u> Incorporate technology standards into instruction moving from a teacher centered to a student centered environment focused on continuous improvement. <u>Strategy: Page 3-7, 3-11</u> 3.1b.1 Enable all teachers and library media specialists to met State established standards for technology literacy. 3.1b.4 Provide professional development for teachers on the integration of technology into the curriculum.</p> <p>Provide professional development opportunities to explore: software and instructional strategies</p> <p>Alignment to Local Tech Plan (Pg. #s):</p>		
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**TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

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	<p><u>Objective 2:</u> Improve staff’s knowledge and skills to integrate technology into instruction.</p> <p><u>Target 2.1: Page 34</u> All teachers and library media specialists will meet state established standards for technology-related knowledge and skills.</p> <p><u>Non Publics:</u> Per earlier agreement between HCPS system and non-public schools identified on Attachment 6A, funds will be used to provide professional development activities as detailed in submitted plans by individual participating non-public schools.</p>		
2. Strategies and Activities to Integrate Technology into the Educational Process			
<p>2.1 Developing and adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies [section 2416(b)(2)].</p>	<p>Technology Coordinators continually examine research based strategies. Current emphasis includes <u>Using Technology with Classroom Instruction that Works</u> by Pitler et al., <u>Blogs, Wikis, Podcasts, and other Powerful Web Tools for Classrooms</u> by Will Richardson.</p> <p>Funding through this grant will provide teacher - technology leaders with leading texts as well as attendance to MICCA in April 2010. Knowledge and research gained from attendance at this conference will be</p>	<ul style="list-style-type: none"> • Funding for Web 2.0 texts for committee members. 15 members * \$30/book = \$450 • MICCA 2 day conference attendance @ \$150 x 15 attendees = \$2,250 	

TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
 EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

<p>Local School System: <u>Harford County Public Schools</u></p> <p>Title II-D Technology Coordinator: <u>Dina Kropkowski</u></p> <p>Telephone: <u>(410) 588-5290</u> E-mail: <u>dina.kropkowski@hcps.org</u></p>	<p>Fiscal Year 2010</p>
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	<p>included in final suggestion for Web 2.0 applications used by HCPS teachers and administrators.</p> <p>The teachers on the technology leader committee will share a Web 2.0 overview with technology liaisons at a Spring 2010 meeting. Each school maintains a full time teacher who serves as a technology liaison between HCPS's Office of Technology and their school. Each technology liaison can then share with their faculty an overview of available options that will be in place for interested teachers.</p> <p>Alignment to Master Plan (Pg. #s.): <u>Goal 3:</u> Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management and community partnerships <u>Objective:</u> 100% compliance with the technology literacy standards as approved by MSDE and recommended by the HCPS Office of Technology. <u>Strategy: Page: 3-3</u> 3.1a.2 Integrate digital content into all instruction, as appropriate, to support teaching and learning.</p>		
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	<p>Identify and promote instructional delivery models that use current and emerging technologies to support student learning.</p> <p><u>Objective:</u> 3.1b Incorporate technology standards into instruction moving from a teacher – centered to a student – centered environment focused on continuous improvement.</p> <p><u>Strategy: Page: 3-11</u> 3.1b.4 Provide professional development for teachers on the integration of technology into the curriculum. Provide professional development opportunities to explore software and instructional strategies.</p> <p>Alignment to Local Tech Plan (Pg. #s): <u>Objective 1:</u> Improve student learning through technology. <u>Target 1.2: Page 27</u> Digital content will be integrated into all instruction as appropriate to support teaching and learning.</p> <p><u>Objective 2:</u> Improve staff’s knowledge and skills to integrate technology into instruction. <u>Target 2.1: Page 34</u> All teachers and library media</p>		
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	specialists will meet state established standards for technology-related knowledge and skills.		
2.2 Acquiring proven and effective courses and curricula that include integrated technology and are designed to help students meet challenging state academic content and student achievement standards [section 2416(b)(3)].	Alignment to Master Plan (Pg. #s.): Alignment to Local Tech Plan (Pg. #s):		
2.3 Utilizing technology to develop or expand efforts to connect schools and teachers with parents and students to promote meaningful parental involvement, to foster increased communication about curricula, assignments, and assessments between students, parents, and teachers, and to assist parents to understand the technology being applied in their child's education, so that parents are able to reinforce at home the instruction their child receives at school [section 2416(b)(4)].	Teachers will investigate and utilize various Web 2.0 tools to foster increased communication as related to classroom practice. These applications will integrate into teacher wiki pages as well as existing HCPS Edline portal pages that are used by both secondary students and their parents for the purpose of receiving classroom updates, samples of work, and connections to class work including textbook links, resource documents and website links. Options will exist for teachers to connect their students with other students not only within HCPS but globally via Web 2.0 applications. <u>Fall 2010:</u> Beginning in Fall 2010 teachers can begin receiving training on best practices and application of Web 2.0		

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	<p>tools. Two options will exist for teachers:</p> <ul style="list-style-type: none"> • A professional development session focusing on blogs and wikis • A 3 credit MSDE Web 2.0 course <p>Alignment to Master Plan (Pg. #s.): <u>Goal 3:</u> Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management and community partnerships <u>Objective:</u> 3.1a 100% compliance with the technology literacy standards as approved by MSDE and recommended by the HCPS Office of Technology <u>Strategy: Page: 3-3</u> 3.1a.1 Provide digital content before, during and after school to support teaching and learning.</p> <p>Alignment to Local Tech Plan (Pg. #s): <u>Objective 1:</u> Improve student learning through technology. <u>Target 1.1: Page 27</u> Digital content will be available before, during and after school to support teaching and learning.</p>		
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<p>2.4 Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders [section 2416(b) (5)].</p>	<p>A select group of teachers, who are identified as technology leaders, will lead after school sessions for interested teachers on the educational use of wiki's and blogs as well as how to set up their own wiki and blog using the HCPS recommended site(s). These lead teachers will be paid at the HCPS \$20/hr rate for time spent leading these sessions.</p> <p><u>Fall 2009:</u> Committee is formed with technology leaders including teachers, supervisors, teacher mentors and administrators to investigate various Web 2.0 applications and their instructional impact.</p> <p><u>Winter 2010:</u> These technology leaders will implement Web 2.0 applications for the purpose of providing feedback and setting future goals for classroom use.</p> <p><u>Spring 2010:</u> Technology leaders will develop professional development sessions and an MSDE course.</p> <p><u>Summer – Spring 2011:</u> Technology Leaders will facilitate after school professional development to any interested HCPS and non-public schoolteachers.</p>		
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	<p>Alignment to Master Plan (Pg. #): <u>Goal 3:</u> Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management and community partnerships. <u>Objective:</u> 3.1a.1 100% compliance with the technology literacy standards as approved by MSDE and recommended by the HCPS Office of Technology. <u>Strategy: Pages: 3-3, 3-4</u> 3.1a.2 Integrate digital content into all instruction, as appropriate, to support teaching and learning 3.1a.4 Allow students access to instructional resources that incorporate universal design. <u>Objective:</u> 3.1b Incorporate technology standards into instruction moving from a teacher – centered to a student – centered environment focused on continuous improvement. <u>Strategy: Pages: 3-7, 3-8,3-9, 3-11</u> 3.1b.1 Develop high-quality professional development hybrid and online resources and e-communities to provide anytime, anywhere course opportunities and support for technology infusion. 3.1b.4 Provide professional development for teachers on the</p>		
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	integration of technology into the curriculum. Alignment to Local Tech Plan (Pg. #s): <u>Objective 1:</u> Improve student learning through technology. <u>Target 1.2: Page 27</u> Digital content will be integrated into all instruction as appropriate to support teaching and learning. <u>Target 1.4 Page 28</u> All students will have access to instructional resources that incorporate universal design. <u>Objective 2:</u> Improve staff's knowledge and skills to integrate technology into instruction. <u>Target 2.1: Page 34-35</u> All teachers and library media specialists will meet State established standards for technology-related knowledge and skills.		
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Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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3. Strategies and Activities to Improve Access to Technology			
3.1 Establishing or expanding initiatives, particularly initiatives involving public-private partnerships, designed to increase awareness to technology for students and teachers, with special emphasis on the access of high-need schools to technology [section 2416(b)(1)].	Alignment to Master Plan (Pg. #s): Alignment to Local Tech Plan (Pg. #s):		
3.2 Acquiring, adapting, expanding, implementing, repairing, and maintaining existing and new applications of technology to support the school reform effort and to improve student academic achievement, including technology literacy [section 2416(b)(6)].	Alignment to Master Plan (Pg. #s): Alignment to Local Tech Plan (Pg. #s):		
3.3 Acquiring connectivity linkages, resources, and services (including the acquisition of hardware and software and other electronically delivered learning materials) for use by teachers, students, academic counselors, and school library media centers, in order to improve student academic achievement [section 2416(b) (7)].	A yearly purchase of Elluminate will be funded through this grant. The purpose will be for offering distance access to after school sessions as related to the educational use of wiki's and blogs as well as other professional development offerings. <u>Summer 2010:</u> Purchase of 25 seat license: Cost: \$4,000 An educational wiki service will be purchased for teacher use and offered after teachers have completed training and demonstrated instructional implications for use in their classroom.	Purchase of 1 year, 25 seat license Elluminate contract = \$4,000 Purchase of wiki spaces for district use, yearly subscription = \$1,000	

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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	<p><u>Spring 2010:</u> Cost: \$1000/year</p> <p>Alignment to Master Plan (Pg. #s.): <u>Goal 3:</u> Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management and community partnerships. <u>Objective:</u> 3.1a. 100% compliance with the technology literacy standards as approved by MSDE and recommended by the HCPS Office of Technology <u>Strategy: Page 3-3</u> 3.1a.1: Provide digital content before, during and after school to support teaching and learning. <u>Objective:</u> 3.1b Incorporate technology standards into instruction moving from a teacher – centered to a student – centered environment focused on continuous improvement. <u>Strategy: Page 3-8</u> Enable all teachers and library media specialists to meet State established standards for technology literacy.</p> <p>Alignment to Local Tech Plan (Pg. #s): <u>Objective 1:</u> Improve student learning through technology <u>Target 1.1: Page 27</u> Digital content will be available</p>		
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Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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	<p>before, during or after school to support teaching and learning.</p> <p>Objective 2: Improve staff's knowledge and skills to integrate technology into instruction.</p> <p>Target 2.1: Page 34 All teachers and library media specialists will meet state established standards for technology-related knowledge and skills.</p>		
<p>3.4 Developing, enhancing, or implementing information technology courses [section 2416(b)(10)].</p>	<p>A 3 credit MSDE Web 2.0 course will be developed and offered to teachers. Through the course of this class teachers will receive training on various Web 2.0 applications including blogs and wiki's. At the conclusion of this course teachers will have created their own instructional wiki for use in classroom instruction. Teachers will also apply best practices to instruction implementing Web 2.0 applications.</p> <p>Spring 2010: Technology leaders will convene to develop the syllabus and course description for this course.</p> <p>Alignment to Master Plan (Pg. #s.): <u>Goal 3:</u> Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management and community partnerships.</p> <p><u>Objective:</u></p>		

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	<p>3.1a. 100% compliance with the technology literacy standards as approved by MSDE and recommended by the HCPS Office of Technology <u>Strategy: Pages: 3-3, 3-4, 3-6</u> 3.1a.2 Integrate digital content into all instruction, as appropriate, to support teaching and learning 3.1a.3 Expand student and staff access to curricula and support related to Maryland standards through online courses, content, collaboration and support. 3.1a.4 Allow students access to instructional resources that incorporate universal design. 3.1a.6 Enable all students to demonstrate mastery of technology literacy as specified in the MD Technology standards. <u>Objective:</u> 3.1b Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement. <u>Strategy: Page 3-7, 3-10, 3-11</u> 3.1b.1 Enable all teachers and library media specialists to meet State-established standards for technology literacy. 3.1b.2 Ensure all administrators at the school and district levels will meet State-established standards for technology related knowledge and skills.</p>		
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	<p>3.1b.4 Provide professional development for teachers on the integration of technology into the curriculum</p> <p>Alignment to Local Tech Plan (Pg. #s): <u>Objective 1:</u> Improve student learning through technology. <u>Target 1.2: Page 27</u> Digital content will be integrated into all instruction as appropriate to support teaching and learning. <u>Target 1.4 Page 28</u> All students will have access to instructional resources that incorporate universal design. <u>Target 1.6: Page 29 – 30</u> All students will demonstrate mastery of technology literacy as specified in the MD Student Technology Literacy Standards, School Library Media Voluntary State Curriculum and the Technology Education Voluntary State Curriculum. <u>Objective 2:</u> Improve staff’s knowledge and skills to integrate technology into instruction. <u>Target 2.1: Page 34</u> All teachers and library media specialists will meet State established standards for technology related knowledge and skills. <u>Target 2.2: Page 36</u></p>		
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	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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	All administrators at the school and district levels will meet State established standards for technology related knowledge and skills.		
4. Strategies and Activities to Assess/Evaluate Effectiveness of Technology (At least 3 percent of Ed tech funds must be used to assess/evaluate effectiveness of technology)			
4.1 Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts [section 2416(b) (8)].			
4.2 Implementing performance measurement systems to determine the effectiveness of education technology programs funded under Title II-D Ed Tech, particularly in determining the extent to which Ed Tech activities are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging State academic content and student academic achievement standards [section 2416(b) (9)].	The following performances measurements will occur beginning in: <u>Winter 2010:</u> <ul style="list-style-type: none"> • A pilot of blog sites and wiki spaces will occur with an evaluation of effectiveness at the conclusion of the pilot <u>Beginning Summer 2010:</u> <ul style="list-style-type: none"> • Online survey will be conducted at the conclusion of the 3 credit MSDE course <u>Fall 2010:</u> <ul style="list-style-type: none"> • Online surveys will be conducted at the end of teacher training for blog's and wiki's <u>Winter/ Spring 2011:</u> <ul style="list-style-type: none"> • Site visits to teachers who have implemented Web 2.0 applications • Coordinating with Instructional Facilitators opportunities to peer teach among schools allowing for evaluation of Web 2.0 integration 	Contracted services, grant evaluator at 3% of grant to monitor success of grant. \$35,072 * 3% = \$1,052	

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	<p>and the opportunity to view and dialog about the “craft” of teaching.</p> <ul style="list-style-type: none"> • An independent evaluator will be hired to assist in the evaluation process of the grant initiatives to determine if grant goals are being met. <p><u>Fall 2009:</u></p> <ul style="list-style-type: none"> • Evaluator hired and initial meeting conducted, goals established. <p><u>Winter/Spring 2010:</u></p> <ul style="list-style-type: none"> • Milestone meeting <p><u>Fall 2010:</u></p> <ul style="list-style-type: none"> • Milestone meeting <p><u>Winter 2011:</u></p> <ul style="list-style-type: none"> • Milestone meeting and school visits <p><u>Spring 2011:</u></p> <ul style="list-style-type: none"> • Final report <p>Alignment to Master Plan (Pg. #s.): <u>Goal 3:</u> Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management and community partnerships. <u>Objective:</u> 3.1b Incorporate technology standards into instruction moving from a teacher-centered to a student-centered environment focused on continuous improvement. <u>Strategy: Page 3-8</u></p>		
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**TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM**

Local School System: <u>Harford County Public Schools</u>		Fiscal Year 2010	
	<p>3.1b.1 Enable all teachers and library media specialists to meet State-established standards for technology literacy.</p> <p>Alignment to Local Tech Plan (Pg. #s): <u>Objective 2:</u> Improve staff's knowledge and skills to integrate technology into instruction. <u>Target 2.1: Page 34</u> All teachers and library media specialists will meet State established standards for technology related knowledge and skills.</p>		
TOTAL TITLE II-D ED TECH FUNDING AMOUNTS		32169.45	2229.55

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Fiscal Year 2010

B. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501].**PARTICIPATING PRIVATE SCHOOLS AND SERVICES – PLEASE ADDRESS EACH OF THE ITEMS BELOW:**

1. Complete information in Attachment 6-A on page 30 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title II-D Ed Tech services.

See Attachment 6-A on page 22.

2. Describe the school system's process for providing equitable participation to students in private schools (or reference the page numbers if this information has been included elsewhere in the Master Plan Update):
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-D Ed Tech services;

Non-public schools were encouraged to participate along with HCPS in using funding to improve student achievement and better prepare professional staff for their role in achieving excellence in instruction. Non-public schools in Harford County were identified using a list of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in planning and consultation meeting. At the February 19, 2009 meeting factors affecting their funding were discussed, HCPS initiatives were shared, and comments and questions were addressed. Follow-up e-mails as well as resources are shared with schools upon request. Agenda Attached (Appendix 1).
 - b) The basis for determining the needs of private school children and teachers;

Needs of private school children and teachers are determined by the administration and staff of each school. Professional staffs from private schools are informed of proposed progress within the HCPS System. They are afforded the opportunity to either participate in the school systems programs or design their own professional development sessions thereby meeting their specific needs.
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Each non-public school participating in the Title II, Part D determines their own professional development needs. Many use surveys, needs assessments and rating forms to determine specific needs. Schools submit a plan of action to the HCPS System. The plans are reviewed and agreed upon, were used to direct the non-public schools' grant related activities during the year. The Office of Technology shared all ongoing staff development plans during the February 19, 2009 meeting between HCPS and local non-public schools.
 - d) The differences, if any, between Title II-D Ed Tech services be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-D Ed Tech services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-D Ed Tech services provided to public school children.)

Professional development funds were made available for non-public school based on the formula for determining professional development funds per public school student: Professional Development funds were divided by the number of public K-12 students and the number of non-public students 5 years or older. The Office of Technology informed the non-publics of eligible funding and services.

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	Local School System: <u>Harford County Public Schools</u>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)								
	Number nonpublic T-I students to be served at the following locations:		Title I-A		Title II-A	Title II-D Ed Tech		Title III-A	
			Students Reading/Lang. Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	Students	Staff
Highlands School 2049 Creswell Road Bel Air, MD 21015	Private School					75	51		
John Carroll School 703 Churchville Road Bel Air MD 21014	Private School					840	120		
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School					295	36		
Sovereign Grace School (formerly Chesapeake Christian) 900 Trimble Road Joppa, MD 21085	Private School					59	19		
St. Joan of Arc School 230 Law Street Aberdeen, MD 21001	Private School					180	25		
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School					824	90		
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School					350	34		

Local School System: Harford County Public Schools

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Please review the information submitted with the October 2008 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year's chart with this Update, please bold or underline any changes.

1. Process:

- a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.
- b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.
- c) Describe how you are addressing the requirement that any teacher-developed materials (web sites, etc.) are accessible.

2. Implementation:

- a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.

3. Monitoring:

- a) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.
- b) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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PROCESS	IMPLEMENTATION	MONITORING
<p>All software RFP's from the Office of Purchasing include a notice of equivalent access requirements referencing COMAR 13H.</p> <p>An Accessible Technology SharePoint site (Appendix 2) has been developed for HCPS staff to access and guide in selection of software, web-based, self-contained instructional and desktop/portable product preview. All staff requesting software, web-based, self-contained instructional or desktop/portable product request must complete the electronic form (Appendix 3) along with submitting the product to the Office of Technology. This request is first reviewed by the Principal/Curriculum Supervisor, followed by a review of the Office of Technology for compatibility with HCPS systems, followed by a member of the Assistive Technology Team for accessibility, culminating with the Director of Technology approval. Upon final approval, staff are notified and the item is posted on the Approved HCPS list. School technicians only install software if it is posted on the Approved list.</p> <p>Additionally the Accessible Technology SharePoint site houses a podcast titled, "What is COMAR?", as well as a PowerPoint slide show providing an overview of accessibility regulation.</p> <p>Edline is the HCPS county standard for teacher web pages. To date all secondary teachers utilize Edline with the expansion of 20 elementary schools, 3-5th grade teachers in school year 2009-2010. Edline pages provide secure access to students, teacher and parents.</p>	<p>Professional development for the use of the Accessible Technology SharePoint site was provided to all curriculum supervisors in Spring 2009. This training also served as a review for the policy and procedures for completion of decision making templates. Principals were also informed of the new process for verifying approved software, web-based, self-contained instructional and desktop/portable product review. To date all school building technology liaisons receive training on how to complete the review process. Any interested teacher can access the Accessible Technology site and use the podcast explaining COMAR, the PowerPoint which provides the regulations and view and sort according to discipline or grade level all approved products.</p> <p>Communication is maintained between the Director of Technology and content supervisors anytime a county-wide purchase is made that includes software, web-based sites and or self-contained instructional and desktop/portable products.</p> <p>The Office of Technology provides individual support upon request to help evaluate computer products for accessibility compliance.</p>	<p>Teachers do not administrative privileges to district computers which restricts the ability to install software and or hardware. A work order must first be placed which triggers the computer technician to check the approved list prior to install.</p> <p>The VPAT (Voluntary Product Accessibility Template) is used whenever possible to aid in the software review. Software reviewers are encouraged to attach the vendor's response for accessibility standards.</p> <p>When a request is made for any product to be utilized by students, a member of the HCPS assistive technology team reviews the product checking for accessible and non-accessible features and to make alternative methods of instruction correlated with the non-accessible features.</p>

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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D. CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION FORM

NOTE: Complete only if there have been changes to your last certification submitted to MSDE.

✓ Check here if there are no changes to your CIPA certification status.

Any Local Education Agency seeking Ed Tech funds must certify to its State Education Agency that schools have adopted and are enforcing Internet safety policies. It is the intent of the legislation that any school (or district) using federal money (ESEA or E-rate) to pay for computers that access the Internet or to pay for Internet access directly should be in compliance with CIPA and should certify to that compliance EITHER through E-rate or the Ed Tech program. Please check one of the following:

- Our local school system is certified compliant, through the E-rate program, with the Children's Internet Protection Act requirements.**
- Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.**
- The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.**
- Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b) (2) (C) of the ESEA for those applicable schools not yet in compliance.**

Harford County Public Schools
School System

Authorizing Signature

Date

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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E. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title II-D Ed Tech Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.

See page 27.

2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 11-13 of this guidance document) The accompanying budget narrative should: (a) detail how the school system will use Title II-D funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-D program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

See page 28 and page 29.

F. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration (**See Page 22 for Attachment 6-A.**)

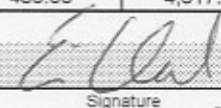
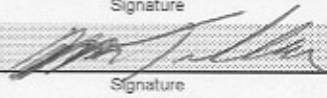
G. APPENDICES:

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|------------|---|
| Appendix 1 | Non Public Guidelines (See page 30) |
| Appendix 2 | Screen Shot of Accessible Technology SharePoint site (See page 31) |
| Appendix 3 | Sample of electronic Software Review Form (See page 32-34) |

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

ORIGINAL GRANT BUDGET	\$35,072	AMENDED BUDGET #		REQUEST DATE	07/29/09
GRANT NAME	Enhancing Education through Technology	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	22310		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2009	TO	6/30/2011

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						674.00	674.00
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							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	21,150.00	6,052.00	450.00	2,825.00		2,229.00	32,706.00
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				1,692.00			1,692.00
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	21,150.00	6,052.00	450.00	4,517.00	0.00	2,903.00	35,072.00

Finance Official Approval	<u>Eric Clark</u>		8/28/09	410-809-8055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Robert M. Tomback, Ph.D.</u>		8/28/09	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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BUDGET NARRATIVE

Category/Object	Line Item	Calculations	Cost	Total
		SALARY AND WAGES		
Salary and Wages	Strategy 2.1	Substitutes for conference attendance \$90/day * 15 attendees = \$1350	1,350	1,350
		Committee member meetings and development of Professional Development resources 15 members * \$20/hr = \$300 \$300 * 66hours = \$19,800	19, 800	19, 800
		TOTAL SALARIES AND WAGES		21,150
		CONTRACTED SERVICES		
Contracted Services	Evaluator Strategy 4.2	3% of grant (\$35,072) = \$1052	1,052	1,052
	Strategy 3.3	Purchase of Elluminate 1 yr. contract, 25 seat license = \$4000/yr	4,000	4,000
	Strategy 3.3	Purchase wiki space – yearly subscription, unlimited users \$1000/yr	1,000	1,000
		TOTAL CONTRACTED SERVICES		6,052
		SUPPLIES AND MATERIALS		
Supplies and Materials	Strategy 2.1	Web 2.0 books \$30/book * 15 teachers = \$450	450	450
		TOTAL SUPPLIES AND MATERIALS		450
		FIXED COSTS		
Fixed Costs		Salary / wages (\$21,150) * .07998 =	1,692	1,692
		TOTAL FIXED COSTS		1,692

Local School System: Harford County Public Schools

Fiscal Year 2010

BUDGET NARRATIVE continued

Page two

Category/Object	Line Item	Calculations	Cost	Total
		OTHER		
Refreshments	Strategy 1 Face to face meeting refreshments	Refreshments for meetings = \$575	575	575
Conference attendance	Strategy 2.1	MICCA conference 2 day attendance \$150/day * 2 days * 15 attendees = \$2250	2,250	2,250
		TOTAL OTHER CHARGES		2,825
		TRANSFERS		
Transfers	Non-public participation	base rate = \$35072/(non publics)2623 + 38362(public) = .85/per student (\$.85 * 2623 = \$2229)	2,229	2,229
Fixed Costs		Salary / wages (\$21,150) * .07998 =		
		TOTAL TRANSFERS		2,229
		BUSINESS SUPPORT		
Administrative Cost	Indirect Costs	Total direct costs \$34,398 * 1.96%	674	674
		TOTAL BUSINESS SUPPORT		674
		TOTAL GRANT		\$35,072

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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Enhancing Education through Technology Grant: Title II-Part D

2009-2011 Participation of Non-Publics

Eligible funding is available through December 30, 2010

From our meeting on February 19, 2009, your school expressed an interest in participating in the 2009-2010 *Enhancing Education through Technology* grant. Please follow these guidelines for participation.

1. Eligible Funding: The primary goal of the Enhancing Education through Technology program is to improve student academic achievement through the use of technology in elementary and secondary schools. The eligible funding available to your school is based upon the cost/student base rate and your *September 30, 2008* enrollment.

2. Your HCPS contact for EETT grant funds:

Dina Kropkowski
Technology Coordinator
410-588-5290

Dina.Kropkowski@hcps.org

Martha Barwick
Technology Coordinator
410-809-6127

Martha.Barwick@hcps.org

3. Five steps to follow to receive your funding:

1. Develop a technology plan based upon your school's needs and goals as it relates to student achievement and staff development and forward to one of the above Technology-Coordinators by May 1, 2009
2. Identify how the eligible funding will support your plan.
3. Using school letterhead, please send a description and request for support of the planned activity to one of the above Technology Coordinators: *(be sure to explain how it relates to your school plan.)*
4. Once your plan has been approved by HCPS, implement your activities.
5. After the plan has been implemented, please contact one of the above Technology Coordinators to initiate a disbursement voucher for the approved cost incurred.

3. Examples of funding uses:

- *Stipends* for technology trainers - when providing a training workshop, the cost of the trainer can be invoiced to HCPS. The check payment will be sent directly to the trainer.
 - *Training books /magazines/conference attendance:* The International Society for Technology in Education (<http://www.iste.org/>) is a great resource for technology resources - click Publications>bookstore. Send the *vendor invoice* to one of the above Technology Coordinators when the order is complete. Payment is made directly to the vendor.
 - *Software purchases*
 - *Hardware purchases*
 - This grant cannot support :
 - *Substitute pay*
4. **Staff Development Opportunities:** Non-public teachers may be interested in participating in training sessions offered at various HCPS schools (as long as an empty seat is available). Most after school workshops focus on technology use to support student learning. The dates and times vary due to individual school interest and schedules. The currently scheduled workshop calendar is available upon request.

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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Screen Shot of SharePoint Accessible Technology page

Software Approval Process | This Site: Software Approval |

Office of Technology > Software Approval Process

The software listed below has been reviewed and either Approved or Denied for compliance with district standards.

All licensing restrictions must be observed.

Prior to installation, appropriate documentation must be reviewed to determine licensing restrictions.

[Submit a Software Review Request!](#)

HCPS Software List

Type	Name	Software Version	Curriculum	Status	Availability
	123PET			Approved	School Purchase
	123WordSearchMaker			Approved	School Purchase
	Academy of Reading and Math PG-1-4			Approved	School Purchase
	ArcView 3.x, ArcVoyager.ArcGIS PG-1-3			Approved	School Purchase
	AdamEssentialsHS			Approved	School Purchase
	AdessoCyberTablet			Approved	School Purchase
	AdobeVisualCommunicator3			Approved	School Purchase
	AdventureWorkshop			Approved	School Purchase
	Alice20			Approved	School Purchase
	ArcGIS_Explorer			Approved	School Purchase

What is COMAR?
 This podcast explains why technology products need to be reviewed for accessibility. (MP3 Audio file - 1 minute 49 seconds)

Accessible Technology-based Instructional Products (COMAR 13A.05.02.13H)
 This PowerPoint slideshow provides an overview of the accessibility regulations for technology-based instructional products required in the Code of Maryland Administrative Regulations. The topics include terminology of the code, exceptions to equivalent access, and the procedure to follow for software compliance.

Accessible Technology-based Instructional Products (COMAR 13A.05.02.13H)
 This resource document provides a copy of the code, condenses the Technical Standards for software, and suggests Internet sites for further study.

Decision Making Templates

Type	Name
	Self Contained Decision Making
	Self Contained Decision Making
	Decision Making Template For Computers
	Decision Making Template For Computers

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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HARFORD COUNTY PUBLIC SCHOOLS
ONLINE SOFTWARE REVIEW FORM

Software Information:

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Required Field

Software Title: Version: Date Submitted:

Submitted by: Email Address: Position:

Content Supervisor: Content Supervisor Email:

School/Location: Grade Level: Curriculum:

Format: *If Web based:* URL:
 Username (if required):
 Password (if required):

Who is funding this application? How will it be funded?

Comes with textbook purchase? Yes No Textbook name:

Cost: License Type:

Vendor/Publisher: Website of Vendor/Publisher:

Description of Use (Required Field):

ATTACHMENT 9 TITLE II, PART D, SUBPART 1 -- FORMULA FUNDING
 EDUCATIONAL TECHNOLOGY STATES GRANTS PROGRAM

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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Software must be sent to Office of Technology in order for Review to begin.

Principal Approval

Principal: Date: I Support this Request: Yes No

Comments:

Content Supervisor Approval

Content Supervisor: Date: Recommended: Yes No

Comments:

Technology Reviewer Approval:

- | | | |
|--|---|---|
| 1. Will this software run on the current operating systems, system configuration and hardware? | <input type="radio"/> Yes <input type="radio"/> No | <input style="width: 100%;" type="text"/> |
| 2. Is the software Microsoft Vista compatible? | <input type="radio"/> Yes <input type="radio"/> No | <input style="width: 100%;" type="text"/> |
| 3. Are Plug-ins are required for this software to function as designed? If so, which ones? | <input type="radio"/> Yes <input type="radio"/> No | <input style="width: 100%;" type="text"/> |
| 4. Is the software standalone, network, or web-based? | <input type="radio"/> Yes <input type="radio"/> No | <input style="width: 100%;" type="text"/> |
| 5. Are there any factors such as network speed that will affect the use of this application? | Select... <input style="width: 50px;" type="text"/> | <input style="width: 100%;" type="text"/> |
| 6. How often is the software upgraded? | <input type="radio"/> Yes <input type="radio"/> No | <input style="width: 100%;" type="text"/> |
| 7. What is the cost of upgrading or additional licenses? | <input type="radio"/> Yes <input type="radio"/> No | <input style="width: 100%;" type="text"/> |
| 8. Will staff development be needed? | <input type="radio"/> Yes <input type="radio"/> No | <input style="width: 100%;" type="text"/> |
| 9. Does this software require administrative rights to run properly? | <input type="radio"/> Yes <input type="radio"/> No | <input style="width: 100%;" type="text"/> |

Technology Reviewer: Date: Recommended: Yes No

Comments:

Attachment 10



Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement

Local School System: _____ Harford County Public Schools _____	Fiscal Year 2010
Title III-A Coordinator: _____ Harve Bennett _____	
Telephone: (410) 588-5218 _____	Email: harvey.bennett@hcps.org _____

A. REQUIRED ACTIVITIES [Section 3115 (c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and e) any revision to the plan as part of this annual update (including page numbers). *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]			
Authorized Activities	Descriptions a. brief description of the services b. timelines or target dates c. specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d. services to non public schools e. any revision to the plan as part of this annual update (including page numbers).	Public School Costs	Nonpublic Costs
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d) (1)].	<p>Activity: Align the Maryland English Language Proficiency Standards (ELP) to the Harcourt Story Town Reading program, Grades K-5.</p> <p>Timeline: October 2009</p> <p><i>Goal 2:</i> Accelerate student learning and eliminate the achievement gaps. (pg 2-1)</p> <p><i>Operational Objective 2.1a:</i> Eliminate the achievement gaps. The Harford County Public School System and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards. 2.1a (pg 2-4)</p> <p><i>Strategy 2.1a 3:</i> Identify and implement intervention and remediation programs for students based on appropriate data. (pg 2-8)</p> <ul style="list-style-type: none"> • Produce a K-5 reference document to reflect Story Town’s curricular alignment to Maryland ELP Standards. 	<p>Funding for Source <i>Salaries and Wages</i> Teacher stipend compensated at \$120 per 6 hour day Rate: \$120/day, 4 teachers, 4 days \$120 x 4 x 4 = \$1,920</p> <p><i>Fixed Charges</i> Fringe Benefits Rate: 8% of Salary (\$1,920 x 8% = \$154)</p> <p style="text-align: right;">TOTAL Activity 1.1 \$2,074</p>	

Local School System:	Harford County Public Schools	Fiscal Year 2010
Title III-A Coordinator:	Harve Bennett	
Telephone:	(410) 588-5218	Email: harvey.bennett@hcps.org

<p>1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].</p>	<p>Activity: Requisition curricular materials to support the content area instruction for ELLs. Timeline: July 2009 <i>Goal 2:</i> Accelerate student learning and eliminate the achievement gaps. (pg 2-1) <i>Operational Objective 2.1a:</i> Eliminate the achievement gaps. The Harford County Public School System and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards. 2.1a (pg 2-4) <i>Strategy 2.1a 11:</i> Provide materials and supplies to facilitate the instruction of English Language Learners. (pg 2-17)</p> <ul style="list-style-type: none"> • Purchase Story Town Leveled Readers and Interactive Readers, Grade K-5, for ELLs. (2.1a.3; pg 2-8) • Purchase sheltered English instructional materials for the ESOL Center (2.1b.11) • Provide collaborative planning opportunities for ESOL staff and mainstream classroom teachers to identify supplemental instructional materials for purchase. (2.1b.11) <p>Activity: Design and provide 3 experiential learning opportunities for the high school ESOL Center students to support an enhanced understanding of state/national government and environmental conservation efforts. Timeline: 2009/2010 academic year</p> <ul style="list-style-type: none"> • Provide high school ELLs an opportunity to visit Annapolis during legislative sessions. • Provide high school ELLs an opportunity to visit Washington, D.C. to promote an improved understanding of this Federal government location and related sites of cultural significance. • Provide high school ELLs with an opportunity to sail aboard the Skipjack Martha Lewis and conduct experiments related to Chesapeake Bay conservation efforts. 	<p>Funding for Service <i>Materials</i> Purchase Harcourt Story Town Leveled Readers and Interactive Readers \$8,000</p> <p>Purchase sheltered English instructional texts for content areas (English, Math, Science, Social Studies) \$12,000</p> <p><i>Transportation Fee</i> Rate: \$1200 x 1 bus for roundtrip transportation between Harford Technical High School and Annapolis = \$1,200</p> <p>Rate: \$1500 x 1 bus for roundtrip transportation between Harford Technical High School and Washington, D.C. = \$1,500</p> <p>Rate: \$250 x 1 bus for roundtrip transportation between Harford Technical High School and Havre de Grace = \$250</p> <p><i>Materials and Entrance Fees</i> Skipjack, “Martha Lewis” estimated at \$375 for 50 students; a 4 hour “Discovery Bay” studies of the upper Chesapeake Bay= \$375</p> <p style="text-align: right;">TOTAL Activity 1.2 \$23,325</p>	
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A. REQUIRED ACTIVITIES [Section 3115(c)], Continued.

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)]	Descriptions a. brief description of the services b. timelines or target dates c. specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d. services to non public schools e. any revision to the plan as part of this annual update (including page numbers).	Public School Costs	Nonpublic Costs
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c) (2) (B)].	<p>Activity: Provide professional development activities for teachers of ELLs through four training modules.</p> <p>Timeline: September 2009 – June 2010</p> <p><i>Goal 2:</i> Accelerate student learning and eliminate the achievement gaps. (pg 2-1)</p> <p><i>Operational Objective 2.1a:</i> Eliminate the achievement gaps. The Harford County Public School System and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards. 2.1a (pg 2-4)</p> <p><i>Strategy 2.1a 3:</i> Identify and implement intervention and remediation programs for students based on appropriate data. (pg 2-8)</p> <ul style="list-style-type: none"> • Provide an overview of HCPS's ELL Program and Title III funding resources. 	<p>Funding for Service</p> <p><i>Salary and Wages</i> Teacher stipends compensated at \$120 per 6 hours Rate: \$20/hr, 40 teachers, 6 hours each (\$20 x 30 x 6 = \$4,800)</p> <p><i>Fixed Charges</i> Fringe benefits Rate: 8% of salary (\$4,800 x 8% = \$384)</p> <p>Subtotal Activity 2.2: \$5,184</p>	

Local School System:	Harford County Public Schools	Fiscal Year 2010
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	<ul style="list-style-type: none"> • Increase teacher understanding of the language acquisition process. • Provide training in the use of strategies that work for ELLs through curriculum integration. • Provide collaborative opportunities for teachers to integrate research-based lesson design models to meet the needs of ELLs. <p>Activity: Provide professional development for classroom teachers through a 3-credit in-service course related to instructing English Language Learners Timeline: Spring 2010 <i>Strategy 2.1a 3:</i> Identify and implement intervention and remediation programs for students based on appropriate data. (pg 2-8)</p> <ul style="list-style-type: none"> • Provide an overview of HCPS’s ELL Program and Title III funding resources • Increase teacher understanding of the language acquisition process • Provide training in the use of strategies that work for ELLs through curriculum integration • Provide collaborative opportunities for teachers to integrate research-based lesson design models to meet the needs of ELLs 	<p><i>Materials and Supplies</i> Purchase Hill & Flynn text “Classroom Instruction That Works for ELLs” Rate: \$37/ea, 50 copies + 10% shipping/handling (text \$37 x 50 = \$1,850) (S/H \$1,850 x 10% = \$185) (Total \$2,035)</p> <p><i>Materials and Supplies</i> Purchase Hill & Flynn text “Classroom Instruction That Works for ELLs” Rate: \$37/ea, 50 copies + 10% shipping & handling (text \$37 x 50 = \$1,850) (S/H \$1,850 x 10% = \$185) (Total \$2,035)</p> <p>Purchase Echevarria, Vogt, and Short textbook, “The SIOP Model” Rate: \$18.99 /ea, 50 copies + 10% shipping & handling (text \$18.99 x 50 = \$949.50) (S/H \$949.50x10% = \$94.95) (Total \$1,044) Subtotal Activity 2.2: \$5,114</p> <p style="text-align: right;">TOTAL Activity 2.2 \$10,298</p>	
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B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions a. brief description of the services b. timelines or target dates c. specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d. services to non public schools e. any revision to the plan as part of this annual update (including page numbers).	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d) (6) (A)].	<p>Activity: Provide an authentic language experience summer camp offering for ELLs to promote language development, enhance curricular connections, and increase awareness for community organizations and services.</p> <p>Timeline: June 21-23, 2010</p> <p><i>Goal 2:</i> Accelerate student learning and eliminate the achievement gaps. (pg 2-2)</p> <p><i>Operational Objective 2.1b:</i> Design and implement programs. (pg 2-10)</p> <p><i>Strategy 2.1b.12:</i> Provide summer school tuition funding for English Language Learners. (pg 2-17)</p> <ul style="list-style-type: none"> • Enhance students’ use of language in the areas of reading, listening, speaking, and written communication by maintaining a daily journal. • Tour the Harford County Public Library to learn about literacy programs and to obtain a library card. • Visit Barnes & Noble to learn about literary genres, make “just right” text level selection for academic and for personal enjoyment. • Participate in the Nature Program at Harford Glen to learn about the geography of the region as well as conservation efforts. 	<p>Funding for Service</p> <p><i>Salaries and Wages</i></p> <p>Instructor stipend compensated at 75% of daily rate Rate: \$40/hr, 3 teachers, 3 days/8 hours daily (\$40 x 3 x 24 = \$2,880)</p> <p>Teacher stipend compensated at \$120 per 6 hour Rate: \$120, 10 teachers, 3 days (\$120 x 10 x 3 = \$3,600)</p> <p><i>Fixed Charges</i></p> <p>Fringe Benefits Rate: 8% of salary (\$6,480 x 8% = \$518)</p> <p>Subtotal Activity 3.1: \$6,998</p> <p><i>Materials and Entrance Fees</i></p> <p>Skipjack, “Martha Lewis” estimated at \$750 for 50 students; a 4 hour “Discovery Hunter” tour of the upper</p>	

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	<ul style="list-style-type: none"> • Visit historical Havre de Grace; sail on the Skipjack Martha Lewis; tour the Lock House Museum to increase student knowledge of Harford County. • Visit the Harford Lanes Bowling Alley to experience available recreation and apply math computation skills. • Participate in a shopping trip at the Shop Rite Supermarket to utilize functional reading skills and math computation skills to purchase identified items. 	<p>Chesapeake Bay= \$750</p> <p>Bowling activity estimated at \$10/student x 50 students= \$500</p> <p>“Barnes and Noble” bookstore activity; students choose a text for their home school library (in conjunction with HCPS media grant funding) estimated @ \$15.00/50 students = \$750</p> <p><i>Refreshments</i> Daily breakfast/lunch estimated @ \$15/student x 50 students x 3 days= \$2,250</p> <p><i>Transportation Fee</i> Provide roundtrip bus pickup to/from instructional center and community businesses Rate: \$250/daily/per bus, 3 days, 3 buses (\$250 x 3 x 3 = \$2,250)</p> <p>Subtotal Activity 3.1: \$6,500</p> <p style="text-align: right;">TOTAL Activity 3.1 \$13,498</p>	
<p>3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d) (6) (B)].</p>	<p>Activity: Provide transportation for family outreach to the Edgewood school community via student/parent content instruction. Timeline: Once/Semester, September 2009-June 2010 Goal 2: Accelerate student learning and eliminate the achievement gaps. (pg 2-2) Operational Objective 2.1b: Design and implement programs. (pg 2-10) Strategy 2.1b 9: Provide outreach to obtain input/participation from the parents/guardians of English Language Learners. (pg 2-17)</p> <ul style="list-style-type: none"> • Assist families with English language acquisition. 	<p>Funding for Service <i>Transportation Fee</i> Provide roundtrip bus pickup to/from school Rate: \$250/ bus, 2 trips (\$250 x 2 = \$500)</p> <p>Subtotal Activity 3.2: \$500</p> <p><i>Title 1 Conference Speaker Fee</i> Expenses shared with the Office of</p>	

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	<ul style="list-style-type: none"> • Engage families in the education of their children. <p>Activity: Provide collaboratively with the Office of Compensatory Education (Title 1) the annual Title 1 Parent Conference.</p> <p>Timeline: April 28, 2010</p> <p><i>Strategy 2.1b.15:</i> Utilize parent-school contact for more intensive outreach and home-school communication for Title I schools. (pg2-17)</p> <ul style="list-style-type: none"> • Offer the parents of ELLs the opportunity to collaborate with their school community. • Parents of ELLs will interact with parents from other Title 1 school communities. <p>Activity: Provide translation/interpretation support to the parents of ELLs as they choose to attend Back to School presentations at the beginning of the school year.</p> <p>Timeline: September, 2009</p> <p>Objective: To promote and encourage parent attendance/participation at school events.</p>	<p>Compensatory Education for guest speaker, meeting site, and translation/interpretation services estimated at \$2,500.</p> <p>Subtotal Activity 3.2: \$2,500</p> <p><i>Salary and Wages</i> Translation/interpretation stipends compensated @\$21/hr, 10 translators/interpreters x 3 sessions each x 3 hrs/session = \$630.</p> <p><i>Fixed Charges</i> Fringe benefits calculated at 8% of salary. \$630 x 8% = \$50</p> <p>Subtotal Activity 3.2: \$680</p> <p style="text-align: right;">TOTAL Activity 3.2 \$3,680</p>	
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B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:

4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].	<p>Activity: Provide additional tutorial intervention services to English Language Learners. Timeline: September 2009-June 2010 Goal 2: Accelerate student learning and eliminate the achievement gaps. (pg 2-1) <i>Operational Objective 2.1a:</i> Eliminate the achievement gaps. The HCPS System and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards. 2.1a (pg 2-4) <i>Strategy 2.1a 3:</i> Identify and implement intervention and remediation programs for students based on appropriate data. (pg 2-8)</p> <ul style="list-style-type: none"> • Provide extended day instruction in grade specific content areas with emphasis on language use. • Accelerate student learning and eliminate the achievement gap. 2.1a.3 	<p>Funding for Service <i>Salary and Wages</i> Teacher stipend for tutorial services compensated at \$21/hr Rate: \$21/hr, 1600 hourly sessions (\$21 x 1500 = \$33,600) <i>Fixed Charges</i> Fringe Benefits Rate: 8% of Salary (\$31,500 x 8% = \$2,688)</p> <p style="text-align: right;">TOTAL Activity 4.1 \$36,288</p>	
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d) (7) (B)].	<p>Activity: Provide for the continued monthly subscription to the <i>Language Line Service</i>. Timeline: August 2009 – June 2010 Goal 2: Accelerate student learning and eliminate the achievement gaps. (pg 2-2) <i>Operational Objective 2.1b:</i> Design and implement programs. (pg 2-10) <i>Strategy 2.1b 10:</i> Monitor use of the Provident Language Line. (pg 2-17)</p> <ul style="list-style-type: none"> • Enhance parent participation in the educational programs of ELLs. • Provide telephone interpretation service to all school sites. <p><i>Strategy 2.1b8:</i> Continue to provide ongoing professional development to educators serving ELL students. (pg 2-16) Activity: Provide <i>Rosetta Stone</i> training for staff to support student use of English language tutorial instruction. Objective: Provide staff training in the program features and functions. Timeline: 3 hours/One session, September 09</p>	<p>Funding for Service: <i>Contracted Services</i> Provide monthly access plus costs accrued per minute based on HCPS usage. Rate: \$50/monthly service + accrued minutes, 12 months (\$50 x 12 + per minute accrued usage = estimated \$5,626) Subtotal Activity 4.3: \$5,626</p> <p><i>Rosetta Stone Consultant</i> Rate: \$2,000/One 6-hr. session, 9/09 (\$2,000 x 1 = \$2,000) Training Materials \$285 Subtotal Activity 4.3: \$2,285 TOTAL Activity 4.3 \$7,911</p>	

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C. OTHER ACTIVITIES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i> . (Specify and describe below.) [section 3115(b)]:			
Other Activities	Descriptions	Public School Costs	Nonpublic Costs
	<ul style="list-style-type: none"> a. brief description of the services b. timelines or target dates c. specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d. services to non public schools e. any revision to the plan as part of this annual update (including page numbers). 		
5.1 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs	<i>Administrative costs:</i> \$99,015 x 1.96% (divide 1.0196 x .0196) = \$1,941 <div style="text-align: right;">TOTAL Activity 5.1 \$1,941</div>	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$99,015	

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D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.

1. An eligible entity receiving funds under section 3114 (d) (1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section (e)(1)]

Authorized Activities	Descriptions a. brief description of the services b. timelines or target dates c. specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d. services to non public schools e. any revision to the plan as part of this annual update (including page numbers).	Public School Costs	Nonpublic Costs
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e) (1) (A)].	<p>Activity: Provide family outreach to the Edgewood school community via student/parent content instruction. Timeline: Once/weekly, September 2009-June 2010 <i>Goal 2:</i> Accelerate student learning and eliminate the achievement gaps. (pg 2-2) <i>Operational Objective 2.Ib:</i> Design and implement programs. (pg 2-10) <i>Strategy 2.Ib 15:</i> Utilize parent-school contact for more intensive outreach and home-school communication for Title I schools(pg 2-17)</p> <ul style="list-style-type: none"> • Assist families with English language acquisition. • Engage families in the education of their children. 	<p>Funding for Service <i>Salary and Wages</i> Teacher stipend compensated at 75% of daily rate Rate: \$40/hr, 25 hourly sessions (\$40 x 25 = \$1,000) <i>Fixed Charges</i> Fringe Benefits Rate: 8% of Salary (\$1,000 x 8% = \$80) <i>Materials and Supplies</i> \$711</p> <p style="text-align: right;">Total Activity 1.1 \$1,791</p>	
1.3 Providing tutorials mentoring and academic or career counseling for immigrant children and youth [section 3115(e) (1) (C)].	<p>Activity: Provide academic tutors for English language learners. Timeline: Twice/weekly, September 09 – June 10 <i>Goal 2:</i> Accelerate student learning and eliminate the achievement gaps. (pg 2-1) <i>Operational Objective 2.1a:</i> Eliminate the achievement gaps. The Harford County Public School System and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards. 2.1a (pg 2-4)</p>	<p>Funding for Services: <i>Salaries and Wages</i> Teacher stipends for student tutorial intervention services Rate: \$21/hour, 150 student sessions. (\$21 x 150 = \$3,150) <i>Fixed Charges</i> Fringe Benefits</p>	

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	<p><i>Strategy 2.1a 3:</i> Identify and implement intervention and remediation programs for students based on appropriate data. (pg 2-8) Provide language instruction specific to content areas.</p>	<p>Rate: 8% of salary. (\$3,150 x 8% = \$252) Total Activity 1.3 \$3,402</p>	
1.4 Identifying and acquiring curricular materials, educational software, and technologies to be used carried out with these funds [section 3115(e) (1) (D)].	<p>Activity: Provide <i>Rosetta Stone</i> educational software for English language learners. Timeline: Daily access, September 09 – June 10 Goal 2: Accelerate student learning and eliminate the achievement gaps. (pg 2-1) Operational Objective 2.1a: Eliminate the achievement gaps. The Harford County Public School System and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards. 2.1a (pg 2-4) <i>Strategy 2.1a 3:</i> Identify and implement intervention and remediation programs for students based on appropriate data. (pg 2-8)</p> <ul style="list-style-type: none"> • Provide enhanced, individualized English acquisition tutorial support within and beyond the school day. • Reinforce listening, speaking, and comprehension skills. 	<p>Funding for Service: <i>Rosetta Stone Internet Licensing</i> Individual user access to English language tutorials Rate: 30 licenses/\$100 per license (\$100 x 30 = \$3,000) Total Activity 1.4 \$3,000</p>	
1.9 Administrative expenses may not use more than 2% for the cost of administering this subpart [section 3115(b)].		<p>Funding for Service <i>Fixed Charges</i> Rate: 2% of Funding Source (\$8,357 x 2% = \$164) Total Activity 1.9 \$164</p>	
TOTAL IMMIGRANT TITLE III-A FUNDING AMOUNT		\$8,357	

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

Local School System:	Harford County Public Schools	Fiscal Year 2010
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E. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

1. **Participating Private Schools and Services: Complete information in Attachment 6-A on page 9 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.**
See Page A10.14.

2. **Describe the school system's process for providing equitable participation to students in private schools:**

a) **The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;**

Non public and private school officials were contacted in July, 2009, to ascertain the current enrollment of English language learners. These schools have been made aware of the current Title III funding, and the categories of funding services provided. Representatives of the various non public and private schools in Harford County met with HCPS administrative personnel, and were provided an overview of current grants, including the Title III grant.

b) **The basis for determining the needs of private school children and teachers;**

As non public representatives contact HCPS, a sharing of information relevant to the instruction and assessment of English language learners is provided. Should a request be made for a sharing of diagnostic language assessment, professional development, textual support, etc., those requests would be honored.

c) **How services, location of services, and grade levels or areas of services were decided and agreed upon; and**

Should a non public school request servicing through the use of Title III funding, such a request would be honored based on the location of the school, the identification of an HCPS ESOL staff member, and the amount of time the ELL would be provided additional instructional support. During the 2008-09 school year, Mountain Christian School requested that a professional development be provided to their instructional staff.

d) **The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)**

The Office of World Languages, upon request, will offer suggestions to non-public school officials and teachers as it relates to the instruction of English language learners. Additionally, as professional development sessions are offered throughout the 2009-2010 school year to HCPS personnel, non public school staffs will be invited to participate. As comprehensive instructional and assessment materials become available

ATTACHMENT 10 TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT

	Local School System: Harford County Public Schools	Fiscal Year 2010
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within the school system, the materials will, likewise, be made available to the non public schools in this geographical area for preview and/or use.

- 3. **ATTACH WRITTEN AFFIRMATION** (meeting dates, agenda, sign-in sheets, letters/forms) for the school year 2009-2010 signed by officials at each participating non public school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS	Local School System: <u>Harford County Public Schools</u>
Fiscal Year 2010	

E.1. Enter the complete information for each **participating** nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.”
NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	<i>Students Reading/Lang. Arts (Can be a duplicated count)</i>	<i>Students Mathematics (Can be a duplicated count)</i>	Staff	Students	Staff	Students	Staff
Highlands School 2049 Creswell Road Bel Air, MD 21015	Private School						ELL - 0 75	51
John Carroll School 703 Churchville Road Bel Air MD 21014	Private School						ELL - 0 840	120
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School						ELL - 0 295	36
Sovereign Grace School (formerly Chesapeake Christian) 900 Trimble Road Joppa, MD 21085	Private School						ELL - 0 59	19
St. Joan of Arc School 230 Law Street Aberdeen, MD 21001	Private School						ELL - 1 180	25
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School						ELL - 0 824	90
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School						ELL - 0 350	34

LOCAL SCHOOL SYSTEM: Harford County Public Schools

FISCAL YEAR 2010

F. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.

See Page A10.17.

2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants.” The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

See Page A10.18 through Page A10.26.

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

ORIGINAL GRANT BUDGET	99,015	AMENDED BUDGET #		REQUEST DATE	08/11/09
GRANT NAME	TITLE III PART A LIMITED ENGLISH PROFICIENT (LEP)		GRANT RECIPIENT NAME	HARFORD COUNTY PUBLIC SCHOOLS	
MSDE GRANT #		RECIPIENT GRANT #	22780		
REVENUE SOURCE	FEDERAL		RECIPIENT AGENCY NAME	HARFORD COUNTY PUBLIC SCHOOLS	
FUND SOURCE CODE		GRANT PERIOD	7/1/2009	6/30/2011	

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						1,941.00	1,941.00
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.	45,510.00	10,661.00	20,000.00	7,125.00			83,296.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	1,920.00	2,950.00	5,114.00				9,984.00
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					3,794.00		3,794.00
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	47,430.00	13,611.00	25,114.00	7,125.00	3,794.00	1,941.00	99,015.00

Finance Official Approval: Eric Clark Signature: E. Clark Date: 8/11/09 Telephone #: 410-809-605

Supt./Agency Head Approval: Robert Tomback Signature: [Signature] Date: 8/11/09 Telephone #: 410-588-520

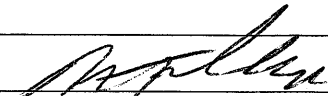
MSDE Grant Manager Approval: _____ Signature: _____ Date: _____ Telephone #: _____

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.
2. 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.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. 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.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. 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.
8. 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 extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution 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.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

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

 Superintendent of Schools/Head of Grantee Agency	12/8/05 Date
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LOCAL SCHOOL SYSTEM: Harford County Public Schools

FISCAL YEAR 2010

BUDGET NARRATIVE: LEP GRANT FUNDS

Category/Object	Item	Calculation	Requested	Total
SALARIES AND WAGES				
Instructional Staff Development Salary & Wages	Salary Stipends	\$120/6 hours for teachers per negotiated agreement. 4 classroom teachers x 4 professional development sessions of 6 hours each. \$120/day x 4 x 6 = \$1,920 Activity 1.1	1,920	1,920
Special Programs Salaries & Wages	Salary Stipends	\$120/6 hours for teachers per negotiated agreement. 40 classroom teachers x 1 professional development sessions of 6 hours each. \$120/day x 40 x 1 = \$4,800 Activity 2.2	4,800	4,800
	Salary Stipends	\$120/6 hours for teachers per negotiated agreement. 10 classroom teachers' x 3days of 6 hours each. \$120/day x 10 x 3 = \$3,600 Activity 3.1	3,600	3,600
	Salary Stipends	75% of daily salary @\$40/hour for 3 classroom teachers for 3 days/8 hours daily. \$40/hour x 3 teachers x 24 hours = \$2,880 Activity 3.1	2,880	2,880
	Salary Stipend	Student tutorial services teacher stipends @\$21/hour for 1600 hourly sessions. \$21/hour x 1600 = \$33,600 Activity 3.1	33,600	33,600
	Salary Stipend	\$21/hourly translation/interpretation services for 10 translators/interpreters. \$21/hourly x 10 x 3 hour sessions = \$630 Activity 3.2	630	630
TOTAL SALARIES AND WAGES			47,430	47,430
Other - FIXED CHARGES				
Instructional Staff Development - Other	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$1,920 calculated at 8%. \$1,920 x 8% = \$154 Activity 1.1	154	154
Special Programs Other	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$4,800 for 40 classroom teachers professional development. \$4,800 x 8% = \$384 Activity 2.2	384	384
	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$3,600 for 10 classroom teachers. \$3,600 x 8% = \$288 Activity 3.1	288	288
	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$2,880 for 3 classroom teachers for 3 days @75% of daily salary. 75% of daily salary x 8% = \$230 Activity 3.1	230	230

LOCAL SCHOOL SYSTEM: <u>Harford County Public Schools</u>	FISCAL YEAR 2010
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	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$33,600 for tutorial services. \$33,600 x 85 = \$2,688 Activity 3.1	2,688	2,688
	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$630 for translation/interpretation services. \$630 x 8% = \$50 Activity 3.2	50	50
		TOTAL Other - FIXED CHARGES	3,794	3,794
Category/Object	Item	Calculation	Requested	Total
		CONTRACTED SERVICES		
Instructional Staff Development – Contracted Services	Buses for School Event	Bus transportation for 3 high school field trips for the high school Newcomer ESOL Center 1 trip x \$1,200 = \$1,200; 1 trip x \$1,500 = \$1,500; 1 trip x \$300 = \$300 Total \$3,000 Activity 3.2	2,950	2,950
Special Programs Contracted Services	Buses for Summer Activity	Bus transportation for summer school authentic language camp students to/from various sites within Harford County. \$300/per bus x 3 buses x 3 days = \$2,700 Activity 3.1	2,250	2,250
	Buses for 4 school Events	Bus transportation for Edgewood school community parent/student events. Provide roundtrip transportation for satellite locations to school four times during the school year. \$300/per bus x 1 bus x 4 events = \$1,200 Activity 3.2	500	500
Special Programs Contracted Services	Provident Language Line Subscriber Charges	\$50 monthly access charge for Language Line use in addition to the monthly accrued costs per minute of usage among all schools that utilize the service for immediate translation and interpretation services = \$5,992 Activity 4.3	5,626	5,626
Special Programs Contracted Services	Provide Rosetta Stone Training	<i>Rosetta Stone</i> consultant training for all staff to support student usage of online English acquisition services. \$2,000/per 6 hour session = \$2,000; Associated Training Materials \$285 Total \$2,285 Activity 4.3	2,285	2,285
		TOTAL CONTRACTED SERVICES	13,611	13,611

LOCAL SCHOOL SYSTEM: Harford County Public Schools

FISCAL YEAR 2010

Category/Object	Item	Calculation	Requested	Total
SUPPLIES AND MATERIALS				
Special Programs Supplies and Materials	Materials for Assessment and Instruction	Purchase Harcourt "Story Town" leveled and interactive readers to support English language learners in grade K- 5 estimated @\$8,000 Activity 1.2	8,000	8,000
	Materials for Assessment and Instruction	Purchase instructional support materials to support sheltered English language instruction in the core content area of the high school Newcomer ESOL Center estimated @\$12,000 Activity 1.2	12,000	12,000
Instructional Staff Development – Supplies & Materials	Materials for Instruction	Materials utilized for teacher professional development, includes texts and shipping/handling, "Classroom Instruction that Works for ELLs" \$37/each x 100 copies and 10% shipping & handling = \$4,070 Activity 2.2	4,070	4,070
		"Making Content Comprehensible for English Learners/The SIOP Model", \$18.99/ea x 50 copies and 10% shipping & handling = 1,044 Activity 2.2	1,044	1,044
TOTAL SUPPLIES AND MATERIALS			25,114	25,114
Calculation			Cost	Total
OTHER CHARGES				
Special Programs Other	Refreshments	Breakfast/lunch for scheduled days of an authentic language camp, Summer 2010, for 50 English language learners estimated at \$15/student. \$15/student x 50 students x 3 days = \$2,250 Activity 3.1	2,250	2,250
Special Programs Other	Student Materials and Entrance Fees for Summer Camp	Authentic summer camp materials and student entry fees to participate in content-related experiences estimated at \$2,000 Activity 3.1	2,375	2,375
Special Programs Other	Brochures, Items for Parent Instruction, Refreshments, Speaker Fee	Parent outreach meetings in conjunction with the Office of Compensatory Education Spring Parent Conference: April 28, 2010 Materials, site location, speaker fee, and refreshment costs calculated at \$2,500 Activity 3.2	2,500	2,500
TOTAL OTHER CHARGES			7,125	7,125

LOCAL SCHOOL SYSTEM: <u>Harford County Public Schools</u>	FISCAL YEAR 2010
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		Calculation	Cost	Total
		BUSINESS SUPPORT		
Administrative Business Support Services/Transfers	Administrative/ Indirect Costs	Indirect costs for business support of grants calculated at 1.96% of total grand funds \$99,015 x 1.96% ($\div 1.0196 \times .0196$) = \$1,941 Activity 5.1	1,941	1,941
		TOTAL BUSINESS SUPPORT	1,941	1,941
		TOTAL BUDGET	99,015	99,015

LOCAL SCHOOL SYSTEM: Harford County Public Schools

FISCAL YEAR 2010

**TITLE III BUDGET NARRATIVE:
LEP GRANT FUNDS FISCAL YEAR 2010****Personnel Costs:**

Title III grant funding will be used to facilitate an alignment between the Maryland English Language Proficiency Standards (ELP) and the Harcourt “Story Town” reading program, K-Grade5. Four certified ESOL teachers will be remunerated at the standard \$120/6 hour working day. \$1,920 has been allotted for this activity, in addition to fixed cost charges which equal \$154. **Activity 1.1**

Teachers will be compensated through Title III funding to participate in high quality ESOL Module professional development. \$4,800 has been budgeted to accommodate teacher’s remuneration at the negotiated \$120/6 hour day and associated fixed cost charges of \$384. **Activity 2.2**

Teachers will serve ELL students by providing tutorial intervention services at the negotiated \$21/hour rate. All sessions will occur beyond the school day. A total of 1600 hours equaling \$33,600 will be utilized by HCPS to assist students in achieving progress and success in their acquisition of English. Associated fixed costs equal \$2,688. **Activity 4.1**

Title III grant funding will be used to compensate lead instructors and support staff in providing an authentic language experience summer camp in June, 2010. Three lead teachers will be compensated at 75% of their daily salary rate which equals \$2,880, and 10 support staff teachers will be compensated at the negotiated \$120/6 hour day rate which equals \$3,600. Associated fixed charges for all teachers will be \$518. **Activity 3.1**

Translators and interpreters will be utilized to provide additional support to the parents of ELLs and school staffs during this grant period. Translator/interpreter stipends will be \$21/hour and are calculated at \$630 with associated fixed costs of \$50. **Activity 3.2**

Contracted Services:

Title III funds have been allocated for the use of bus transportation to assist the students at the high school ESOL Newcomer Center in enhancing their understanding of state and federal government through field excursions to Annapolis, Maryland, and Washington, D.C. Funding for these three trips has been allocated at \$2,950. **Activity 1.2**

Fifty ELLs will have the opportunity to participate in an authentic language camp experience in June, 2010. Bus transportation will be utilized to offer various satellite pick up and drop off sites to promote and facilitate student involvement in this activity, and the allocation of \$2,250 has been budgeted. **Activity 3.1**

Bus transportation to promote and facilitate parent/student attendance at 2 yearly after school events in one school community is budgeted at \$500. **Activity 3.2**

The *Rosetta Stone* internet based language acquisition program has been identified for Title III funding. A six-hour training session has been budgeted at \$2,000 to occur. Associated training materials at a cost of \$285. **Activity 4.3**

LOCAL SCHOOL SYSTEM: <u>Harford County Public Schools</u>	FISCAL YEAR 2010
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Title III funding has been allocated to support the authentic involvement of elementary and secondary English language learners in participating on a discovery sailing on the Chesapeake Bay; a bowling activity; and a bookstore experiential activity as part of an authentic summer camp opportunity. These three activities are budgeted at \$2,375. **Activity 3.1**

Harford County Public Schools will continue to retain the translation/interpretation services offered through the Provident Language Line. All school sites have access to this telephone translation service. A monthly base rate of \$50 is charged, in addition to per minute costs associated with the requested language interpretation. \$5,626 in Title III funds have been allocated for the 2009-10 school years. **Activity 4.3**

Materials of Instruction:

Title III grant funding will be used to purchase Harcourt "Story Town" leveled and interactive readers for English language learners. These materials will approximate \$8,000. **Activity 1.2**

Sheltered language texts for English, science and social studies for the high school ESOL Newcomer Center have been designated for purchase through the use of Title III funding. These texts are estimated to cost \$12,000. **Activity 1.2**

Two texts will be purchased to reinforce realistic and useful teacher professional development relevant to English language learners. These three texts, including shipping and handling, are estimated to cost \$5,114. **Activity 2.2**

Parent Outreach:

Title III funding will be utilized, in collaboration with the Office of Compensatory Education (Title I), to promote parent outreach through an April 28, 2010 Parent Conference. A Title III allocation is \$2,500 to share meeting site, guest speaker, refreshments, and materials costs. **Activity 3.2**

Other – Refreshments:

Title III funding has been allocated to support breakfast and lunch for the 50 English language learners who will participate in the June, 2010 authentic language camp experience. This allocation is \$2,250. **Activity 3.1**

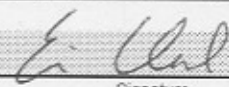

Transfers:

The indirect costs associated with the HCPS's Budget Office administration of the Title III grant is calculated at 1.96% of the total grant funds equaling \$1,941. **Activity 5.1**

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

ORIGINAL GRANT BUDGET	8,357	AMENDED BUDGET #		REQUEST DATE	08/11/09
GRANT NAME	TITLE III PART A IMMIGRANT PORTION	GRANT RECIPIENT NAME	HARFORD COUNTY PUBLIC SCHOOLS		
MSDE GRANT #		RECIPIENT GRANT #	22780		
REVENUE SOURCE	FEDERAL	RECIPIENT AGENCY NAME	HARFORD COUNTY PUBLIC SCHOOLS		
FUND SOURCE CODE		GRANT PERIOD	7/1/2009	6/30/2011	

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						164.00	164.00
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.	4,150.00	3,000.00	711.00				7,861.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							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					332.00		332.00
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	4,150.00	3,000.00	711.00	0.00	332.00	164.00	8,357.00

Finance Official Approval	<u>Eric Clark</u>		8/11/09	410-809-605
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Robert Tomback</u>		8/11/09	410-588-520
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

LOCAL SCHOOL SYSTEM: Harford County Public Schools

FISCAL YEAR 2010

BUDGET NARRATIVE: IMMIGRANT ACTIVITIES

Category/Object	Item	Calculation	Requested	Total
SALARIES AND WAGES				
Special Programs Salary & Wages	Salary Stipends	75% of daily salary estimated at \$40/hr per negotiated agreement for 25 hourly sessions. 4 certified teachers @ \$40/hr for a total of 25 sessions = \$1,000. Activity 1.1	1,000	1,000
	Salary Stipends	Student tutorial services teacher stipends @ \$21/hr. for 150 student sessions. \$21 x 150 = \$3,150. Activity 1.3	3,150	3,150
TOTAL SALARIES AND WAGES			4,150	4,150
Category/Object	Item	Calculation	Requested	Total
Other - FIXED CHARGES				
Instructional Staff Develop. - Other	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$1,000 calculated at 8%. \$1,000 x 8% = \$80 Activity 1.1	80	80
Special Programs Other	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$3,150 for tutorial services = \$252. \$3,150 x 8% = \$252 Activity 1.3	252	252
TOTAL Other - FIXED CHARGES			332	332
Category/Object	Item	Calculation	Requested	Total
CONTRACTED SERVICES				
Instructional Staff Development Contracted Svcs.	<i>Rosetta Stone</i> Internet Licensing	Obtain 30 individual user access licenses to support individualized English language tutorial via <i>Rosetta Stone</i> educational software. 30 licenses @\$100/license = \$3,000. Activity 1.4	3,000	3,000
TOTAL CONTRACTED SERVICES			3,000	3,000
Category/Object	Item	Calculation	Requested	Total
SUPPLIES AND MATERIALS				
Special Programs Supplies & Matls.	Supplies & Materials for Assessment and Instruction	Purchase materials of instruction which support student/parent collaboration in essential content instructional areas estimated @\$711. Activity 1.1	711	711
TOTAL SUPPLIES AND MATERIALS			711	711

LOCAL SCHOOL SYSTEM: <u>Harford County Public Schools</u>	FISCAL YEAR 2010
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		Calculation	Cost	Total
		BUSINESS SUPPORT		
Administrative Business Support Services/Transfers	Administrative/ Indirect Costs	Indirect costs for business support of grant calculated at 1.96% of total grant funds. $\$8,357 \times 1.96\% (\div 1.0196 \times .0196) = \$1,752$ Activity 5.1	164	164
		TOTAL BUSINESS SUPPORT	164	164
		TOTAL BUDGET	\$8,357	\$8,357

LOCAL SCHOOL SYSTEM: Harford County Public Schools

FISCAL YEAR 2010

**TITLE III BUDGET NARRATIVE:
IMMIGRANT FUNDS FISCAL YEAR 2010****Personnel Costs:**

Title III grant funding will be used to compensate 4 certified teachers @75% of their negotiated daily salary rate equaling \$1,000 and fixed costs of \$80 to provide 25 hours of parent/student outreach activities in a school community with a high immigrant population. **Activity 1.1**

Teachers will serve immigrant English language learners by providing tutorial intervention services at the negotiated rate of \$21/hour for 150 one-hour sessions. Salary is calculated at \$3,150 with associated fixed costs of \$252. **Activity 1.3**

Contracted Services:

Title III grant funding will be used to obtain 30 *Rosetta Stone* site licenses to support the English language acquisition of immigrant English language learners. The total cost for 30 *Rosetta Stones* licenses equal \$3,000. **Activity 1.4**

Materials and Supplies:

Title III grant funding will be used to purchase additional student/parent instructional materials to support engagement in reading activities as part of the parent outreach in the school community with a significantly high immigrant population. Costs are estimated at \$711. **Activity 1.1**

LOCAL SCHOOL SYSTEM: <u>Harford County Public Schools</u>	FISCAL YEAR 2010
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G. ATTACHMENTS

Be certain to complete all appropriate templates in Part II:

Attachments 4-A&B: School Level Budget Summary

See Pages 3 and 4, Part II of the FY2009 Master Plan Update.

Attachments 5-A&B: Transfer of ESEA Funds and Consolidation of ESEA Funds for Local Administration

See Pages 5 and 6, Part II of the FY2009 Master Plan Update.

Attachments 6-A&B: Non-Public School Information for ESEA Programs

See Pages 7 and 8, Part II of the FY2009 Master Plan Update.

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation

See Pages A10.28 through A10.36.

Attachment 8: Addendum to 1.2 and 3.1 (MSDE Inquiry August 24, 2009)

**Affirmation of Consultation with Non Public Schools
Documentation**

FEDERAL EDUCATION PROGRAMS MEETING

February 19, 2009, 9:00 a.m. to 11:00 a.m.

**Harford County Public Schools
102 S. Hickory Avenue
2nd Floor, Curriculum Conference Room
Bel Air, MD 21014**

AGENDA

9:00 a.m.	Welcome/Introductions	Mary Beth Stapleton
9:15 a.m.	Discussions:	
	Title I, Part A	Allyn Watson
	Title II, Part A	Mary Beth Stapleton
	Title II, Part D	Andrew Moore Martha Barwick Dina Kropkowski
	Title III, Part A	Harve Bennett
	Title IV, Part A	Mark Puckett
10:30 a.m.	Open Agenda	All Participants
11:00 a.m.	Adjournment	

Sign-In Sheet

Federal Programs Meeting
February 19, 2009

Non-Public School Attendees:

School	Name	Initials
Chesapeake Christian School	Lisa Gordon <i>Lisa Gordon</i>	<i>LG</i>
The Highlands School	Kathy Casey	<i>KMC</i>
The John Carroll School	Laura Lang <i>Laura Lang</i>	<i>LL</i>
Mountain Christian School	Traci Olson	<i>TO</i>
St. Joan of Arc School	Kathy Ruth	<i>KR</i>
St. Margaret School	Jane Dean <i>Anna Shanahan</i>	<i>AS</i>

Harford County Public Schools Attendees:

Name	Federal Program	Initials
Allyn Watson	Title I, Part A	<i>AW</i>
Mary Beth Stapleton	Title II, Part A	<i>MBS</i>
Joyce Jablecki		<i>JJ</i>
Drew Moore	Title II, Part D	<i>DM</i>
Martha Barwick		
Dina Kropkowski		
Harve Bennett	Title III, Part A	<i>HB</i>
Ginny Popiolek	Title IV, Part A	
Mark Puckett		<i>MP</i>

Affirmation of Consultation

I am an administrator/representative of Chesapeake Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on February 19, 2009, the HCPS System and the Chesapeake Christian School engaged in consultation about the following federally funded programs for the 2009-2010 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies *I want to look into how many students we currently have.*
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D, Subpart 1: Formula Funding Educational Technology States Grants Program (Ed Tech)
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-Free Schools and Communities

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, the Chesapeake Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Lisa Gordon

Signature of Non-Public School Representative

2/18/09

Date

410 679 8815 ext 21

Telephone Number

Affirmation of Consultation

I am an administrator/representative of the Highlands School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on February 19, 2009, the HCPS System and the Highland's School engaged in consultation about the following federally funded programs for the 2009-2010 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D, Subpart 1: Formula Funding Educational Technology States Grants Program (Ed Tech)
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-Free Schools and Communities

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, the Highland's School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Kathy Casey
Signature of Non-Public School Representative

2/19/09
Date

410-836-1415
Telephone Number

Affirmation of Consultation

I am an administrator/representative of the John Carroll School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on February 19, 2009, the HCPS System and the John Carroll School engaged in consultation about the following federally funded programs for the 2009-2010 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies *ne*
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals ✓
- Title II, Part D, Subpart 1: Formula Funding Educational Technology States Grants Program (Ed Tech) ✓
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement ✓
- Title IV, Part A: Safe and Drug-Free Schools and Communities ✓

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, the John Carroll School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.


Signature of Non-Public School Representative

February 19, 2009
Date

410 879-5053
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Mountain Christian School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on February 19, 2009, the HCPS System and the Mountain Christian School engaged in consultation about the following federally funded programs for the 2009-2010 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D, Subpart 1: Formula Funding Educational Technology States Grants Program (Ed Tech)
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-Free Schools and Communities

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, the Mountain Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Traci L. Oke
Signature of Non-Public School Representative

2-19-09
Date

(410) 877-7333 X223
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on February 19, 2009, the HCPS System and the St. Joan of Arc School engaged in consultation about the following federally funded programs for the 2009-2010 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title II, Part D, Subpart 1: Formula Funding Educational Technology States Grants Program (Ed Tech)
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-Free Schools and Communities

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, the St. Joan of Arc School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Kathy Rutll
Signature of Non-Public School Representative

2-19-09
Date

410-272-1387
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Margaret School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on February 19, 2009, the HCPS System and the St. Margaret School engaged in consultation about the following federally funded programs for the 2009-2010 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and
- Title II, Part D, Subpart 1: Formula Funding Educational Technology States Grants Program (Ed Tech)
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Safe and Drug-Free Schools and Communities

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, the St. Margaret School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Anna C. Shanahan
Signature of Non-Public School Representative

2-19-09
Date

410-879-1113
Telephone Number

Addendum to 1.2 and 3.1

Title III Funding for Field Trips

Harford County Public Schools
SY 2009-2010

MSDE Inquiry (8/24/09): Please cite how the field trips are linked to the Maryland ELP curriculum and/or other state curriculum.

HCPS Response:

Activity 1.2:

An over arching reason for the inclusion of 3 field trips for the high school English Language Learners can be referenced from the “Culture” explanation from the MSDE Voluntary State Curriculum, Teaching and Learning: English Language Proficiency. The statement reads,

“English Language Learners will demonstrate knowledge and understanding of American institutions and customs in order to interact appropriately in social and academic situations.”

Justification for the Annapolis and Washington, D.C. field trips are supported by the **Maryland Social Studies Voluntary State Curriculum**, and those references are:

Political Science, Standard 1 Expectation: *The student will demonstrate understanding of the structures and functions of government and politics of the United States.*

Topic A: The Foundations and functions of Government

Indicator 1: *The student will evaluate how the principles of government assist or impede the functions of government.*

Assessment limit: **Federal** and Maryland **state** government: Legislative, Executive and Judicial powers, structure and organization.

Justification for the Havre de Grace, “Discover Bay” experience can be referenced by means of the Maryland Science Voluntary State Curriculum 1.6.C2:

Students are challenged to find a way to improve the health of a small cove of the Chesapeake Bay.....Students explore how water quality is Data determined...

HCPS Response:**Activity 3.1:**

The field trips referenced in this portion of the Title III grant and their justifications follow:

For the visit to a Harford County Public library and the Barnes and Noble bookstore, the Maryland School/Library Media Voluntary State Curriculum serves as a guideline.

Standard 2.0 Maryland School/Library Media Voluntary State Curriculum:

Locate information. Students will be able to use resources, in a wide variety of formats, to locate information to meet an identified need.

Standard 1.0: Literature Appreciation:

Students will demonstrate an appreciation of literature as a reflection of human experience and reading as a pleasurable activity.

Indicator 1: Use libraries to facilitate development of good reading habits.

Indicator 2: Choose to browse, select, and enjoy library books.

Indicator 3: Experience the pleasure of recreational reading.

(Method: Sponsor reading incentive activities.)

For the visits to the Harford Glen Environmental Center and the Chesapeake Bay skipjack, reference is made to the Maryland Science Voluntary State Curriculum:

Students are challenged to find a way to improve the health of a small cove on the Chesapeake Bay (1.6.C2). Students analyze the results and draw Data conclusions as to water quality at the analysis field site.....They reflect on the causes and effects of their findings in a lab journal (1.6.A6, 1.6.A7, 3.6E2).

For the visit of Havre de Grace and the Lock House Museum, the Maryland Social Studies Voluntary State Curriculum will serve as guidance from:

Indicator 3: Analyze the influence of industrialization and technological developments on society in the United States before 1877.

Objective A: Describe changes in land and water transportation, including the expanding network of roads, canals, and railroads, and their impact on the economy and settlement patterns.

Indicator 4: Analyze the institution of slavery and its influence on societies in the United States. By walking the "Lafayette Trail" in Havre de Grace, students will be further exposed to the Underground Railroad and specifically, Objective b from Indicator 4: Analyze the experiences of African-American slaves, and free blacks.

Attachment 11



TITLE IV, PART A Safe and Drug Free Schools and Communities

ATTACHMENT 11
 TITLE IV, PART A, SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
Title IV, Part A, SDFSC Coordinator: <u>Virginia Popiolek</u>	
Telephone: <u>(410) 588-5274</u>	Email: <u>Ginny.Popiolek@hcps.org</u>

A. PERFORMANCE GOAL, INDICATORS, and TARGETS. At a minimum, each local school system (LSS) must adopt the performance goal, indicators, and targets outlined in Table A-1.

Performance Goal	Performance Indicators	Performance Targets
<p>Performance Goal 4: All schools will be safe, drug free, and conducive to learning.</p>	<p>4.1 The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey.</p> <p>4.2 The percentage of out-of-school suspensions and expulsions by offense.</p>	<p>By the end of SY 2009-2010, reduce “cigarettes,” “any form of alcohol,” and “any drug other than alcohol or tobacco” use (<u>Last 30 Days</u>) in grades 6, 8, 10, and 12 by 10%.</p> <p>By the end of SY 2009-2010, reduce suspensions and expulsions for classroom disruptions, insubordination, and refusal to obey school policies/regulations by 10%.</p> <p>NOTE: SY 2002-03 is the baseline year.</p>

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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A. PROGRESS TOWARD PERFORMANCE TARGETS:

Table A-1	Baseline (2002 MAS) & SY 2009-10 Performance Targets	Actual Performance (2004 MAS)	Actual Performance (2007 MAS)
<p><u>Performance Indicator 4.1</u></p> <p>The level of substance abuse in middle and high schools as measured by the Maryland Adolescent Survey (Last 30 Days).</p>	<p>By the end of SY 2009-10:</p> <p>Reduce cigarette use in: 6th grade (from 1.2% to 1.08%) 8th grade (from 10% to 9%) 10th grade (from 18.1% to 16.2%) 12th grade (from 27.7% to 24.93%)</p> <p>Reduce any form of alcohol use in: 6th grade (from 3.7% to 3.3%) 8th grade (from 22.1% to 19.89%) 10th grade (from 40.3% to 36.27%) 12th grade (from 56.1% to 50.49%)</p> <p>Reduce any drug other than alcohol or tobacco use in: 6th grade (from 2.7% to 2.43%) 8th grade (from 15.6 % to 14.04%) 10th grade (from 22.3 % to 20.07%) 12th grade (from 35.7 % to 32.13%)</p>	<p>Cigarette use in: 6th grade: 1.2% 8th grade: 4.2% 10th grade: 11.9% 12th grade: 23.5%</p> <p>Any form of alcohol use in: 6th grade: 2.7% 8th grade: 10% 10th grade: 31.2% 12th grade: 49.7%</p> <p>Any drug other than alcohol or tobacco use in: 6th grade: 3.9% 8th grade: 8.0% 10th grade: 19.0% 12th grade: 28.8%</p>	<p>Cigarette use in: 6th grade: 0.5% 8th grade: 6.1% 10th grade: 13.3% 12th grade: 26.4%</p> <p>Any form of alcohol use in: 6th grade: 2.1% 8th grade: 14.8 % 10th grade: 32.1% 12th grade: 52%</p> <p>Any drug other than alcohol or tobacco use in: 6th grade: 2.2% 8th grade: 7.1% 10th grade: 18.6% 12th grade: 31.9%</p>

Provide an analysis of the LSS’s progress toward meeting each substance abuse Performance Target and identify the actions that will be taken if progress is not being made. (Use additional space as needed).

Cigarette Use: Harford County Public Schools is on track to meet the performance goals targets to reduce tobacco use among 6th, 8th and 10th grade students by the end of the upcoming 2009-2010 school year. However, there are continued concerns among school personnel regarding tobacco use among 12th graders. The HCPS Safe and Drug Free School (SDFS) Coordinator will continue to work with school based personnel, health teachers, and the Health Department to continue to provide tobacco prevention efforts in our schools. In collaboration with the Harford County Tobacco Coalition, tobacco prevention, education, and cessation projects in the schools are provided. In HCPS elementary and middle schools, *Here’s Looking at You* and *Towards No Tobacco* are implemented and overseen by the SDFS Coordinator. In addition, the SDFS Coordinator oversees Tobacco Prevention funding provided by the Harford County Health Department through tobacco restitution. Funds support peer leadership programs in our schools, replacing tobacco prevention and education materials in our schools, and annual Youth Summit against smoking. School based peer leadership programs sponsor “Kick Butts” day and other tobacco prevention health promotion events.

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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Alcohol Use and Any Drug Other than Alcohol or Tobacco Use: HCPS and our community partners are concerned about alcohol and other drug use (specifically marijuana) among older students in Harford County. Recently, the *Mental Health/Alcoholism and Drug Abuse Council of Harford County* met with HCPS Superintendent to discuss concerns regarding alcohol use among our students. Among 12th graders, 39% report through the MAS that they are binge drinking. This is almost 10% higher than the state average. In addition, 51% of Harford County 12th graders have tried marijuana which is 12% higher than the State average. Currently, the council has been approved to provide a presentation to the Board of Education in order to address concerns. Although we currently address alcohol use K-12 through health curriculum, there are other factors that need to be addressed in order to reduce alcohol use among our youth. The council is currently reviewing existing prevention, intervention, enforcement and treatment programs and will make recommendations to the Board of Education on changes needed. The SDFS Coordinator will represent HCPS throughout this process.

The SDFS Coordinator will also continue to oversee the following prevention efforts:

- Monitor and oversee implementation of alcohol prevention curricula system wide including school based professional development and technical assistance.
- Supporting community partners in school based prevention efforts including the Office of Drug Control Policy’s new “environmental” youth development strategy at Edgewood High School.
- Coordinating school based prevention events and speakers series for parents and students.
- Representing HCPS on several community based committees including the Local Management Board, Juvenile Drug Court, Mental Health/Alcoholism and Drug Abuse Council of Harford County, and the Tobacco Coalition

Table A-2	Baseline (SY 2002-03) & SY 2009-10 Performance Targets	SY 2006-07 Performance (%)	SY 2007-08 Performance (%)	SY 2008-09 Performance (%)
<u>Performance Indicator 4.2</u> The percentage of out-of-school school suspensions and expulsions by offense.	Reduce the percentage of suspensions and expulsions for: Classroom disruptions (from .0157 to .0130) Insubordination (from .0158 to .0102) Refusal to obey school policies/regulations (from .022 to .0169)	Actual Performance: <u>.0142</u> Actual Performance: <u>.016</u> Actual Performance: <u>.021</u>	Actual Performance: <u>.0132</u> Actual Performance: <u>.0131</u> Actual Performance: <u>.0204</u>	Actual Performance: <u>.0146%</u> Actual Performance: <u>.0113%</u> Actual Performance: <u>.0188 %</u>

Provide an analysis of the LSS’s progress toward meeting each suspension Performance Target and identify the actions that will be taken if adequate progress is not being made. (Use additional space as needed).

ATTACHMENT 11 TITLE IV, PART A
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

Local School System:	Harford County Public Schools	Fiscal Year 2010
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Classroom Disruptions, Insubordination and Refusal to Obey School Policies/Regulations: HCPS is proud of our progress – insubordination and refusal to obey school policies/regulations have decreased each year since 2002. During the school year 2008-2009, there was a slight increase in the number of students suspended for classroom disruption. HCPS has implemented Positive Behavioral Interventions and Supports (PBIS) in twelve schools. These schools have seen numbers decrease. The SDFS Coordinator has been working closely with school teams to assess implementation of PBIS using the Systems-wide Evaluation Tool (SET). SET is designed to assess and evaluate the critical features of school-wide Positive Behavioral Interventions and Supports (PBIS) across each academic school year. Information necessary for this assessment tool is generated through multiple sources including review of permanent products, observations, and staff and student interviews or surveys. The information gathered from the SET can be used to: assess features that are in place determine annual goals for school-wide effective behavior supports; evaluate on-going efforts toward school-wide behavior support design and revise procedures as needed, and compare efforts toward school-wide effective behavior support from year to year.

The SDFS Coordinator is providing county-wide staff development to all twelve PBIS schools to address the need for teachers to be able to teach in diverse classrooms. In addition, Classroom management strategies are provided, as well as strategies for working with ADHD children. In addition, all assistant principals are being trained in Crisis Intervention and De-escalation training.

Edgewood high school students have the highest number of suspensions related to class room disruptions in the county. As a result, the Office of Drug Control Policy and Harford County Public Schools are joining together to introduce a Social Norming campaign during the 2009-2010 school year. The new campaign will be designed to provide a safe and respectful environment for all students. Much like PBIS, the Social Norming campaign will provide school wide and classroom based activities designed to reduce disruptive behavior among students. The SDFS Coordinator will oversee the coordination and implementation of this campaign with school based administrative staff and the Office of Drug Control Policy.

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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B. ALLOWABLE ACTIVITIES [Section 4115(b) (2)]

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.1 Age appropriate and developmentally based activities that – <ul style="list-style-type: none"> • Address the consequences of violence and the illegal use of drugs, as appropriate; • Promote a sense of individual responsibility; • Teach students that most people do not illegally use drugs; • Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; • Teach students about the dangers of emerging drugs; • Engage students in the learning process; and • Incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools [section 4115(b) (2) (A)]. 	Instructional materials to support the implementation of <i>Project Alert</i> and <i>Here’s Looking at You</i> health education classes.	\$5,125	
1.2 Activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs [section 4115(b)(2)(B)].			
1.3 Disseminating information about drug and violence prevention to schools and the community [section 4115(b) (2) (C)].			
1.4 Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention [Section 4115(b) (2) (E) (i)].			
1.5 Providing professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention [section 4115(b)(2)(D)].	Teachers attending instructional staff development training for <i>Project Alert</i> and <i>Here’s Looking at You</i> . Fixed Charge (8% x \$600 = \$48) Contract with <i>Project Alert</i> to provide on-line training for 5 teachers @\$150 x 5 = \$750	\$600 \$48 \$750	

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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B. ALLOWABLE ACTIVITIES [Section 4115(b) (2)], Continued.

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.6 Evaluating any of the allowable activities and collecting objective data to assess program needs, program implementation, or program success in achieving program goals and objectives [section 4115(b)(2)(F)].			
1.7 Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers [section 4115(b)(2)(E)(vii)].			
1.8 Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities [section 4115(b)(2)(E)(viii)].			
1.9 Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting [section 4115(b) (2) (E) (ix)].			
1.10 Drug and violence prevention activities designed to reduce truancy [section 4115(b) (2) (E) (xii)].			
1.11 Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use [section 4115(b) (2) (E) (xi)].			

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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B. ALLOWABLE ACTIVITIES [Section 4115(b) (2)], Continued.

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.12 Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs [section 4115(b)(2)(E)(x)].			
1.13 Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence [section 4115(b)(2)(E)(xiii)].			
1.14 Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident that have disrupted the learning environment [section 4115(b) (2) (E) (xv)].			
1.15 Establishing or implementing a system for transferring suspension and expulsion records, consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g), by a local school system to any public or private elementary school or secondary school [section 4115(b)(2)(E)(xvi)].			
1.16 Community service, including community service performed by expelled students, and service-learning projects [section 4115(b) (2) (E) (xix)].			

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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B. ALLOWABLE ACTIVITIES [Section 4115(b) (2)], Continued.

B-1 Programs and Activities to Promote Drug and Violence Prevention			
Allowable Activities	Brief description of specific services, Targeting of services to schools and students with the greatest need, and Timelines	Public School Costs	Nonpublic School Costs
1.17 Developing and implementing character education programs, as a component of drug and violence prevention programs, that consider the views of students and parents of the students for whom the program is intended, e.g., a program described in subpart 3 of part D of Title V [section 4115(b)(2)(E)(xvii)].			
1.18 Conducting a nationwide background check of each local school system employee regardless of when hired, and prospective employees for the purpose of determining whether the employee or prospective employee has been convicted of a crime that bears upon the employee's fitness [section 4115(b)(2)(E)(xx)].			
1.19 Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide [section 4115(b) (2) (E) (xxi)].			
1.20 Programs to meet the needs of students faced with domestic violence or child abuse [section 4115(b) (2) (E) (xxii)].			
1.21 Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the students, if the local school system elects to test or inspect [section 4115(b) (2) (E) (xiv)].			
1.22 Establishing and maintaining a school safety hotline [section 4115(b) (2) (E) (xviii)].			
Amount for PROGRAMS and ACTIVITIES		\$6,523	

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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B. ALLOWABLE ACTIVITIES [Section 4115(b) (2)], Continued.

B-2 Specific Programs to Promote and Implement Security Measures. Note: No more than 40 percent of the Title IV, Part A funds may be used to carry out activities identified with an asterisk (*). Of this 40 percent, not more than 50 percent (i.e., no more than 20 percent of the total Title IV-A distribution) may be used for security measures or activities identified with a plus (+), only if funding for these activities is not received from other federal agencies.			
Allowable Activities	Provide a brief description of the specific services, how services will be targeted to schools and students with the greatest need, timelines, and measureable outcomes.	Public School Costs	Nonpublic School Costs
2.1 *+Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies. [section 4115(b) (2) (E) (ii)].			
2.2 *+Reporting criminal offences committed on school property [section 4115(b) (2) (E) (iii)].			
2.3 *+Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico [section 4115(b)(2)(E)(iv)].			
2.4 *+Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs [section 4115(b)(2)(E)(v)].			
2.5 *The hiring and mandatory training, based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities under this part that are implemented in the school [section 4115(b)(2)(E)(vi)].			
Amount for SECURITY MEASURES		\$0	\$0

Local School System: Harford County Public Schools

Fiscal Year 2010

- C. **DRUG AND VIOLENCE PREVENTION PROGRAMS AND ACTIVITIES:** Provide the information requested below for the Drug & Violence Prevention Programs/Activities that will be used during SY 2009-10. Complete Table D-1 to request a waiver for programs/activities funded by Title IV, Part A that do not meet the scientifically based research criteria.

TABLE C-1	Drug & Violence Prevention Programs, Activities, and Curricula			
	Grade	Programs/Activities/Curricula (i.e., <i>Life Skills</i> , <i>Here's Looking At You</i> , <i>Second Step</i> , <i>PBIS</i> , etc.)	Scientifically Based Researched (Yes/No)	SDFSCA Funds Used (Yes/No)
	K	Good for You - Wellness	Yes	No
	1	Here's Looking At You – 2 nd , 3 rd editions This K-8 drug prevention program gives youth the functional information they need to make healthy decisions, that teaches youth to use necessary skills to refuse substances, and teaches youth ways to cope with stress.	Yes – scientifically based, but not proven program	No
	2	Here's Looking At You – 2 nd , 3 rd editions	Yes	No
	3	Here's Looking At You – 2 nd , 3 rd editions	Yes	No
	4	Here's Looking At You – 2 nd , 3 rd editions	Yes	No
	5	Here's Looking At You – 2 nd , 3 rd editions	Yes	No
	6	Project ALERT Towards No Tobacco	Yes	No
	7	Drug Prevention Unit - - locally developed	No	No
	8	Here's Looking At You – 2 nd edition	Yes	No
	9	Drug Prevention Unit – locally developed	No	No
	10	Drug Prevention Unit – locally developed	No	No
	11	Drug Prevention Unit – locally developed	No	No
	12	Drug Prevention Unit – locally developed	No	No

Local School System: Harford County Public Schools

Fiscal Year 2010

D. PROGRAM ACTIVITY WAIVER REQUEST FORM [Section 4115(a) (3)]

TABLE D-1	PROGRAM/ACTIVITY WAIVER REQUEST FORM
<p>Background: Section 4115 of Title IV-A indicates that all programs or activities must comply with the Principles of Effectiveness. Principle three requires that all programs or activities developed or implemented using Title IV-A funds must be based on scientifically based research that provides evidence that the program or activity will reduce violence and/or illegal drug use.</p> <p>In accordance with section 4115(a)(3), this scientifically based research requirement may be waived by MSDE in those instances where a local school system implements innovative programs and/or activities that demonstrate substantial likelihood of success but do not meet the scientifically based definition.</p> <p>Directions to Request a Waiver: Provide supporting information in the space below to justify why a waiver should be granted by MSDE. Describe the program or activity that the local school system would like to implement and how this program or activity demonstrates a substantial likelihood of success.</p>	
<p>Name of program/activity: HCPS System has not requested a waiver.</p> <p>Was a request for waiver previously approved by MSDE for this program/activity? No. If yes, please indicate when (Example: SY 2004-05 & SY 2005-06).</p> <p>Brief description of the program/activity:</p> <p>Describe how this program/activity demonstrates a substantial likelihood of success (i.e., measurable outcomes achieved from the use of this program/activity):</p>	

Signature—Title IV, Part A SDFSCA Project Director _____ Date _____

E. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501].

- Participating Private Schools and Services: Complete Attachment 6-B to show the names of participating private schools and the number of private school students and/or staff who will benefit from Title IV-A services.**

ATTACHMENT 6-B NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2010	Local School System : <u>Harford County Public Schools</u>
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Enter the complete information for each participating nonpublic school, including mailing address. *Use separate pages as necessary.*

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)		
	Title IV-A		Comments (Optional)
	Students	Staff	
Highlands School 2049 Creswell Road Bel Air, MD 21015	75	51	
John Carroll 703 Churchville Road Bel Air, MD 21014	840	120	
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	295	36	
Sovereign Grace School (formerly Chesapeake Christian) 900 Trimble Road Joppa, MD 21085	59	19	
St. Joan of Arc 230 S. Law Street Aberdeen, MD 21001	180	25	
St. Margaret School 205 Hickory Avenue Bel Air, MD 21014	824	90	
Trinity Lutheran 1100 Philadelphia Road Joppa, MD 21085	350	34	

Local School System: Harford County Public Schools

Fiscal Year 2010

E. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501].**2. Describe the school system's process for providing equitable participation to students in private schools:****a. The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title IV-A services;**

Non-public schools were invited to participate along with the HCPS System in using funding to improve drug prevention efforts. Non-public schools in Harford County were identified using two lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were included and contacted. These schools were forwarded a certified letter inviting non-public representatives to participate in consultations and requesting their participation in a planning and consultation meeting. Factors affecting funding were discussed, possible programs outlined, and comments and questions addressed. The meeting occurred prior to the Title IV program being developed. Non-public schools that participated in the past or that expressed interest in participating in current programs, but had not replied or forwarded proposed programs were contacted via telephone and again both invited to participate and/or reminded that information was needed from them to ensure their ability to secure grant funding. Services authorized and provided through this Safe & Drug Free Schools grant were shared. Each non-public school was afforded an opportunity to either participate in the school systems' programs or design their own programs. Responding schools will be invited to staff development trainings, student activities to promote prevention, and parent involvement opportunities. Safe and Drug-Free funds were going to be made available for non-public schools based on a formula for allocating funds that reflects the public school per student expenditure to be fair and equitable. The Safe and Drug-Free School Coordinator's salary is paid through grant funding; therefore, additional funds are not available for program activities during the grant funded period 2009-2010. Additionally, grant funding has been reduced further limiting available grant funds. Services will be offered on an equal and equitable basis to the non-public schools that responded to the invitation to participate.

b. The basis for determining the needs of private school children and teachers;

Data gathered from local law enforcement agencies, the local health department, and ongoing discussion with non-public school personnel are used to determine the needs of private school children and teachers.

c. How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Non-public schools expressing interest in participating in grant funded activities are included in the list of schools receiving educational materials, contest entries, and invitations to participate in countywide events. Location is consistently determined by site availability. An emphasis is placed on choosing a central area for participants to travel a minimal distance.

d. The differences, if any, between the Title IV-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title IV-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title IV-A services provided to public school children.)

The difference in services provided between public and non-public schools is limited to the ownership of materials of instruction. The non-public schools may receive the same educational materials as the public schools, but materials are considered to be "on loan" and are to be shared with other non-public schools. As funds are extremely limited, few items will be purchased. The non-public schools will continue to receive the Safe and Drug-Free School Coordinator's services.

Local School System: Harford County Public Schools

Fiscal Year 2010

F. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.

See page A11.16.

2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

See page A11.17.

G. ATTACHMENTS 4-A & B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

Attachments 4-A&B: School Level Budget Summary

See Page 3 and Page 4.

Attachments 5-A&B: Transfer of ESEA Funds and Consolidation of ESEA Funds for Local Administration

See Page 5 and Page 6.

Attachments 6-A&B: Non-Public School Information for ESEA Programs

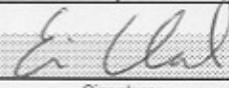
See Page 7 for Attachment 6-A.

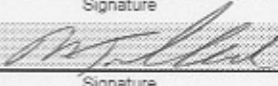
See Page A11.13 for Attachment 6-B.

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

ORIGINAL GRANT BUDGET	\$104,368	AMENDED BUDGET #		REQUEST DATE	08/12/09
GRANT NAME	TITLE IV SAFE AND DRUG FREE SCHOOLS	GRANT RECIPIENT NAME	HARFORD COUNTY PUBLIC SCHOOLS		
MSDE GRANT #		RECIPIENT GRANT #	21630		
REVENUE SOURCE	FEDERAL	RECIPIENT AGENCY NAME	HARFORD COUNTY PUBLIC SCHOOLS		
FUND SOURCE CODE		GRANT PERIOD	7/1/2009	TO	6/30/2011

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						2,006.00	2,006.00
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.	78,962.00		5,125.00				84,087.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	600.00	750.00					1,350.00
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				16,925.00			16,925.00
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	79,562.00	750.00	5,125.00	16,925.00	0.00	2,006.00	104,368.00

Finance Official Approval: Eric Clark Name,  Signature, 8/12/09 Date, 410-809-6011 Telephone #

Supt./Agency Head Approval: Robert Tomback Name,  Signature, 8/12/09 Date, 410-568-5201 Telephone #

MSDE Grant Manager Approval: _____ Name, _____ Signature, _____ Date, _____ Telephone #

Local School System: Harford County Public Schools

Fiscal Year 2010

Attachment 11 Budget Narrative (FY 2010)

CENTRAL OFFICE					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Salaries & Wages	1 Administrator @ \$78,962 To coordinate drug prevention activities in Harford County schools.	1 x \$78,962	78,962		78,962
Fixed Charges (FICA)	FICA: \$6,037	FICA @ \$6,037	6,037		6,037
Fixed Charge (Specify)	Retirement: \$10,378 Life Insurance: \$188 Workman's Comp: \$274	Retirement @ \$10,378 Life Insurance @ \$188 Workman's Comp @ \$274	10,840		10,840
Admin Cost (2%)	1.96% of grant funds. Indirect costs for business support of grant.	$\$104,368 \div 1.0196 \times .0196 = \$2,006$	2,006		2,006
TOTAL					\$97,803
ALLOWABLE ACTIVITY 1.1					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Materials	Materials to support implementation of Project Alert and Here's Looking at You Materials	Estimated costs @ \$125 per middle and elementary school = $\$125 \times 41 \text{ schools} = \$5,125$	\$5,125		\$5,125
TOTAL					\$5,125
ALLOWABLE ACTIVITY 1.5					
Category/Object	Line Item	Calculation	Amount	In-Kind	Total
Instructional Staff Development Salaries & Wages	Project Alert and Here's Looking at You	Training for 5 teachers @ \$120 stipend per day (3 hours for Project Alert and 3 hours for Here's Looking at You) x 5 teachers = \$600	\$600		\$600
Contractual Services	Project Alert On Line Training	Contract with Project Alert to provide on-line training for 5 teachers @ \$150 x 5 = \$750	\$750		\$750
Fixed Charge (Specify)		8% per total salary = 8% per \$600	\$48		\$48
TOTAL					\$104,368

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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TRANSFER OF TITLE IV, PART A ESEA FUNDS [Section 6123(b)]

A local school system (LSS) may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the LSS is in school improvement). The LSS must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the LSS 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.

Total FY 2010 Allocation	Amount (\$) transferred from Title IV, Part A	Amount (\$) to be transferred into each of the following programs			
		Title I-A	Title II-A	Title II-D	Title V-A
\$104,368	\$0	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

Briefly describe how the transfer of funds most effectively addresses the unique needs of the LSS.

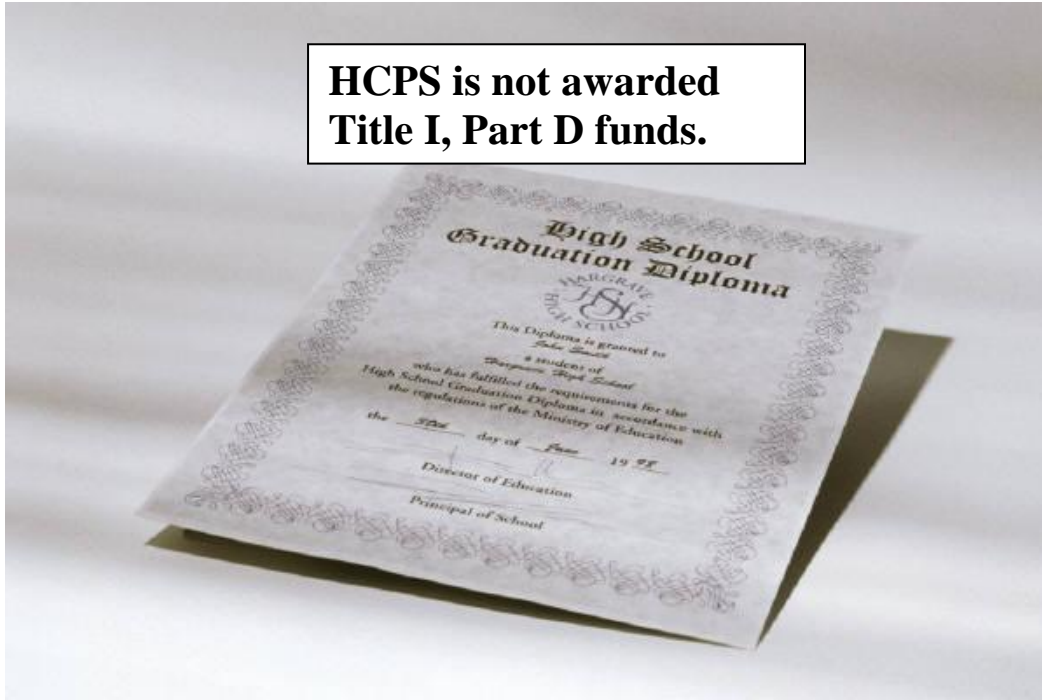
NOTE: 50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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FY 2010 Budget Summary	PUBLIC	PRIVATE	TOTAL
Programs and Activities	\$5,875	\$0	\$5,875
SECURITY MEASURES	\$0	\$0	\$0
SALARIES (FOR FULL AND PART-TIME SDFSCA STAFF – INCLUDE ALL BENEFITS)			\$96,487
2% ADMINISTRATIVE COST			\$2,006
Carryover to FY 2011 (See NOTE 1 below)			\$0
Transfers under Section 6123(b)			\$0
Total FY 2010 Expenditures			\$104,368

NOTE 1: 75% of the FY 2010 allocation must be spent by June 30, 2010. A LSS may not carryover more than 25% of its allocation into the next fiscal year unless it can demonstrate, to the satisfaction of the SEA, that it has “good cause” for such a carryover. [Section 4114(a) (3) of the SDFSCA].

Attachment 12



Title I, Part D Prevention and Intervention Programs for Children And Youth Who Are Neglected, Delinquent, or At-Risk

**ATTACHMENT 12 TITLE I, PART D
PREVENTION AND INTERVENTION PROGRAMS FOR
CHILDREN AND YOUTH WHO ARE NEGLECTED,
DELINQUENT, OR AT-RISK**

Local School System: _____	Fiscal Year 2010
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B. LOCAL AGENCY PROGRAMS

1. Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities, and an accounting of the what services are _____ individuals returning to the system. Describe
2. Provide a description of _____ efforts to improve the education achievement of their children. **HCPS is not awarded Title I, Part D funds.**
3. Provide a description of how the Neglected or Delinquent Program will be coordinated with other federal, state, and local programs.
4. Provide a description of the steps the local school system will take to find alternative placement for children and youth interested in continuing their education, but unable to participate in the regular public school program.
5. Report by charting the last three years the progress the local school system is making in dropout prevention. [Section 1426]
6. Provide annually the number served during the period of the grant. The “period” is described as the school year or period of funding from July 1 to September 30 the following year. [Section 1412 – Eligibility]

ATTACHMENT 12 TITLE I, PART D

**PREVENTION AND INTERVENTION PROGRAMS FOR
CHILDREN AND YOUTH WHO ARE NEGLECTED,
DELINQUENT, OR AT-RISK**

Local School System: _____ Fiscal Year 2010

C. EVALUATION OF TITLE I-D PROGRAM ACTIVITIES: The local school system must evaluate the program at least once every three years, disaggregating data on participation by gender, race, ethnicity, and age to determine the program's impact on the ability of participants —

- To maintain and
- To accrue school graduation;
- To make the transition to a regular program or other education program operated by the school system;
- To complete secondary school (or secondary school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
- As appropriate, to participate in postsecondary education and job training programs.

**HCPS is not awarded
Title I, Part D funds.**

promotion and secondary school

At a minimum, the evaluation must include information and data on the use of funds, the types of services provided, and the students served by the programs. However, the evaluation should contain sufficient information for the services that were provided and the effect on academic achievement.

In conducting each evaluation, the school system must use multiple and appropriate measures of student progress. Because the new requirements under No Child Left Behind began in 2002, the first evaluation was due to MSDE on October 17, 2005 as part of the annual Bridge to Excellence update, and a new evaluation will be due this October as part of the annual update. The school system will use the results of the evaluation to plan and improve subsequent programs for participating children and youth.

D. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the MSDE Proposed Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in the Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the "Guidance for Completion of the Budget Narrative for Individual Grants." (pp. 11-13 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

E. ATTACHMENTS 4-A and B, 5-A and B, and 6-A and B

Be certain to complete all appropriate templates in Part II:

- Attachment 4: School Level Budget Summary
- Attachment 5: Transfer of ESEA Funds
- Attachment 6: Consolidation of ESEA Funds for Local Administration

Attachment 13



FINE ARTS

Local School System: _____	Harford County Public Schools	Fiscal Year 2010
Fine Arts Program Coordinator: _____	Jim Boord	
Telephone: (410) 588-5277 _____	Email: _____	jim.boord@hcps.org

The Bridge to Excellence in Public Schools Act requires that the updated Master Plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

The information presented in the 2008-2009 and 2009-2010 Master Plans that is related to, and reflected in the Fine Arts Program that addresses the questions found in the 2009-2010 Master Plan guidelines is as follows:

Board Goal 2: “Accelerate student learning and eliminate the achievement gaps.”

OBJECTIVE: 2.2a Align curriculum, instruction, and assessment with Maryland Content Standards and the Voluntary State Curriculum (VSC) to ensure academic rigor for all students.

- Strategies: 2.2a.1 Align curriculum with VSC and/or state standards.
- Align instrumental music Grades 4-8 curriculum with VSC.
 - Revise high school music curriculum for inclusion of VSC.
 - Develop model units for high school art courses utilizing the VSC.
- 2.2a.3 Create and implement identified professional development training to support curriculum implementation.
- Evaluate and revise teacher professional development based on needs.
- 2.2a.5 Infuse ETM into curriculum documents.

OBJECTIVE: 2.2e Provide challenging coursework, comprehensive completer programs, and rigorous academic requirements for all secondary students.

- Strategies: 2.2e.1 Continue to write, update and publish HCPS curriculum guides.
- Review and update curriculum guides as per the Office of Curriculum and Instruction guidelines.
- 2.2e.8 Maintain funding and resources to support the HCPS Fine Arts Program.
- Submit for Fine Arts Initiative Grant for art, music, dance and theatre programs.
 - Utilize funding to support the instrumental refresh program.
 - Implement music all-county events and festivals.

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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Board Goal 3: “Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.”

OBJECTIVE: 3.1a Improve student learning through technology.

Strategy: 3.1a.2 Integrate digital content into all instruction, as appropriate, to support teaching and learning.

- Develop and implement a course in music technology that incorporates composition and music and video production.

During 2008-2009 the Fine Arts Department addressed the majority of the goals pertaining to the program outlined in the Bridge to Excellence Master Plan. The answer to each question will be presented by discipline to provide a clearer picture of the progress and achievement.

1. Describe the **progress** that was made in 2008-2009 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the System’s Bridge to Excellence (BTE) Master Plan.
 - a. **Art** – Work continued in the art program in the Harford County Public Schools (HCPS) developing curriculum which aligns with the VSC grades pre-k through 8. (2.2a.1, 2.2e.1) The art program has focused much attention on training and placing appropriate equipment and materials in the classrooms throughout Harford County. (2.2e.8) In 2008-2009 2 more teachers were trained to teach A.P. Art History and Art Studio. One classroom set of Scholastic Art has been purchased for each of the 11 HCPS high Schools. Additionally, items such as drying racks, digital cameras, paper cutters, scanners and easels have been purchased and installed in identified classrooms in order to expand students’ art experiences and capabilities. 2008-2009 was a very productive year and it is anticipated that the level of productivity experienced will carry over into 2009-20010.
 - b. **Music** – Work in the music program in the Harford County Public Schools in 2008-2009 continued to provide an exceptional package of opportunities for students. (2.2e.8) All county activities in Band, Orchestra, and Chorus were offered to both middle and high school level students. High school students were also given the opportunity to experience All County Jazz Chorus as an enhancement to HCPS musical offerings. Solo & Ensemble, grades 7-12, as well as large ensemble adjudications in Band, Orchestra, and Chorus have continued as a valuable part of the music program (2.2e.8). In the spring of 2009 we were able to expand on the music festival to include up to three performing groups at each festival per ensemble grouping. This is a huge improvement of opportunity for music students in Harford

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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- County Public schools. Additionally reference materials were purchased to enhance the HCPS initiative in content literacy. (2.2e.8)
- c. **Dance** – The dance program of the Harford County Public Schools was enhanced through purchases of costumes at Aberdeen High School. (2.2e.8)
 - d. **Drama** – The drama program continued to hold its annual drama clinic by contracting a professional acting troop. Scripts for high school performances were also purchased. Work is continuing on aligning curriculum with the VSC.
2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.
- a. **Art** – The HCPS Master Plan has provided guidance for the art program and is a blueprint for measuring the successes that were achieved in 2008-2009. Master Plan Objective 2.2a, “Align curriculum, instruction, and assessments with Maryland Content Standards and the VSC to ensure academic rigor for all students.” and related strategies “Align curriculum with VSC and/or state standards” and “Develop model units for high school art courses utilizing the VSC” (2.2a.1), gives specific direction and helps the school system prioritize funding between the FAI grant and local curriculum development funding. Additionally, strategy 2.2e.1 “Continue to write, update and publish HCPS curriculum guides”, and related strategy “Review and update curriculum guides as per the Office of Curriculum and Instruction guidelines” spells out specifically what activities must be completed and how often updates must occur. The purchasing of “Supplies and Materials” and “Equipment” for the art program is related to strategy 2.2e.8 “Maintain funding and resources to support the HCPS Fine Arts Program.” It is an ongoing organized process which outlines specific program related materials to be purchased for identified schools so all students are provided with a quality program of art studies. Local funding for this process has been steadily increasing from \$1,600 to more than \$10,000 over the past few years. Even with local budget cuts this past year funding has been maintained and remains steady for the art program. The FAI grant funding has made a dramatic impact on the county-wide art program. Additionally, over the past several years a high priority of the art program has been to make AP course offerings in Art History and Studio available in every high school. The strategy “Create and implement identified professional development training to support curriculum implementation” (2.2a.3) establishes the expectation for Departments in the Curriculum and Instruction Office of the HCPS to move forward with appropriate staff development opportunities.
 - b. **Music** – The HCPS Master Plan has provided guidance for the music program and is a blueprint for measuring the successes that were achieved in 2008-2009. The county-wide activities associated with the music program are supported in the Master Plan and found in strategies noted under 2.2e.8 “Maintain funding and resources to support the HCPS Fine

Local School System: Harford County Public Schools

Fiscal Year 2010

Arts Program,” and “Implement music all-county events and festivals.” The direction and focus afforded the music program through inclusion in the Master Plan provides support for the program within the school system. The Superintendent’s Senior Staff and Board of Education (BOE) members are increasingly aware of the music program activities as demonstrated by their attendance at events and the level of school system funding for these programs steadily increasing over the past several years. Even with recent budget cuts county support has remained steady. This level of funding impacts approximately 7,000 students each year. Also, the purchase of reference materials has been well received by teachers. Combined with the Content Literacy initiative teachers began utilizing materials to develop units that go beyond performance and contribute to total musicianship. (2.2e.8) Finally, teachers were given ample time to work on curriculum development in grades pre-K – 5. (2.2a.1, 2.2a.5)

- c. **Dance** – The HCPS Master Plan has provided guidance for the dance program and a blueprint for measuring successes that were achieved in 2008-2009. Strategy 2.2e.8 “Maintain funding and resources to support the HCPS Fine Arts Program,” has helped the dance program focus on areas that can improve the level of students’ experience. This is the second time money in the FAI grant has been allocated for this one school program. It is hoped that with continued support this program will break out and become a part of all HCPS high school programs.
3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where **challenges** in making progress toward meeting Programs in Fine Arts goals and objectives are evident.
- a. **Art** – The Art Program of the HCPS was very productive during 2008-2009, meeting all of the identified goals and objectives. The continued challenge relative to the art program is the fact that the Supervisor in charge of the Art Program is also responsible for several curricular areas. It is necessary for her to split her time attending to numerous and extensive duties. Regardless of this obstacle, the Art Program has continued to move forward making remarkable progress with a heightened awareness of goals and standards not present in the past.
 - b. **Music** –The Music program was very productive during 2008-2009. All of the goals were nearly met as outlined in the Master Plan. One area that will continue to be a focus of this year’s plan is work on the high school curriculum guides. The elementary curriculum guide has been completed and work will now begin on standard county wide assessments.
 - c. **Dance** – Drama Program goals for the 2007-2008 school year have been completed. Strategy 2.2e.8 “Maintain funding and resources to support the HCPS Fine Arts Program” has given the program visibility. The main challenge continues to be that Dance is under the direction of the Supervisor for FACS/Art and Career Programs. With the demands placed on the Supervisor, little time exists to focus on the needs of the Dance Program.

Local School System:	Harford County Public Schools	Fiscal Year 2010
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4. Describe the goals, objectives, and strategies that will be implemented during 2009-2010 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.
- a. **Art** – During 2009-2010 the Art Program will place on hold developing curriculum that aligns with the VSC as outlined in Strategies 2.2a.1 “Align curriculum with VSC and/or state standard, and Strategy 2.2e.1 “Continue to write, update and publish HCPS curriculum guides,” due to cuts made in this year’s FAI grant. Some basic work will continue utilizing local funds. The Art Program funding will continue to be used to purchase Scholastic Art sets for all HCPS high schools as noted in Strategy 2.2e.8 “Maintain funding and resources to support the HCPS Fine Arts Program” and “Provide equipment and materials related to the implementation of a quality fine arts program.” As part of a continuing effort to establish a quality Art Program for all students throughout the HCPS System, \$11,248 in Fine Arts Grant Funding will be dedicated to the purchase of equipment for schools where the requisite materials are needed to establish quality art opportunities for all students. This information is also outlined in the Strategies 2.2e.8 and 2.2e.1.
 - b. **Music** – During 2009-2010 the Music Program funding use will continue to be focused on high school curriculum development based on Strategies 2.2a.1 “Align curriculum with VSC and/or state standards.” Elementary school general music assessments will be placed on hold due to cuts in this year’s FAI grant but will hopefully be revisited next school year. A new course that meets the technology literacy standards will begin in 2009 focusing on composition and video and music production. The Strategy “Revise middle school general music curriculum for inclusion of VSC depending on middle school reform implementation” is placed on hold until the Middle School Reform Initiative that is currently underway in the HCPS System has been fully developed and has received full approval. The music program will continue the highly successful All County and Festival Programs that have been part of the HCPS educational system since 1960. Strategies 2.2e.8 “Maintain funding and resources to support the HCPS Fine Arts Program” and “Implement music all-county events and festivals” guarantee that these offerings will remain a viable part of Music Program enhancement for students as they are currently embedded in the Music Program’s curriculum. As *Content Literacy* becomes more infused into the educational program of HCPS additional resources will be needed at all levels of instruction; FAI grant funds will be utilized to meet this need. (2.2e.8) This initiative has begun to establish a more comprehensive approach to teaching band, orchestra and chorus while meeting HCPS expectation.
 - c. **Drama** – The Drama Program in the Harford County Public Schools has grown considerably over the past several years. Money is allocated to bring in outside contracted resources as well as staff development. Funds will also be allocated to continue developing curriculum and model units which will meet the VSC standards. Funds are also being made available to supplement in-kind funding for the purchase of scripts.

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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A. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objective. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.

Please see the following pages.

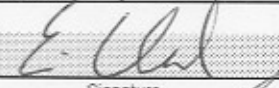
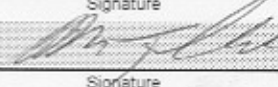
2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 11-13 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals, objectives, and strategies identified in Attachment 13 of the BTE Master Plan.**

Please see the following pages.

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

ORIGINAL GRANT BUDGET	45,712.00	AMENDED BUDGET #		REQUEST DATE	09/25/09
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	24060		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	Central Office		
FUND SOURCE CODE		GRANT PERIOD	7/1/2009	TO	6/30/2011

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						676.00	676.00
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.		4,722.00	24,178.00	1,000.00	11,248.00		41,148.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,600.00						3,600.00
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				288			288.00
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	3,600.00	4,722.00	24,178.00	1,288.00	11,248.00	676.00	45,712.00

Finance Official Approval	Eric Clark		9/25/09	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Dr. Robert Tomback		9/25/09	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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HCPS FINE ARTS INITIATIVE GRANT BUDGET NARRATIVE

ART/DANCE

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs Supplies and Materials	Supplies and materials of instruction to support Instructional Program	<ul style="list-style-type: none"> • (Art) 12 sets of <i>Scholastic Art</i> \$300.00 each for schools. \$300.00x12=\$3,600.00 • (Dance) 40 dance costumes for Aberdeen High School at \$75.00 each. \$76.10X40= \$3,044.00 Master Plan: 2.2e.8	3,600.00	3,600.00
			3,044.00	3,044.00
		Total Supplies And Materials	6,644.00	6,644.00
		OTHER CHARGES		
Instructional Staff Development Other Charges	Funds for Advanced Placement training	<ul style="list-style-type: none"> • Funds for 2 teachers to attend Advanced Placement training for Art History and Art Studio. 2 teachers x \$500.00 = \$1,000.00 Master Plan; 2.2a.3; 2.2e.5	1,000.00	1,000.00
		Total Other Charges	1,000.00	1,000.00
		EQUIPMENT		
Special Programs Equipment	Equipment to support classroom activities	<ul style="list-style-type: none"> • 6 digital cameras at \$200.00=\$1,200.00 • 2 paper cutters at \$250.00=\$500.00 • 3 scanners at \$500.00=\$1,500.00 • \$1 kiln at \$3,500.00 • 3 document cameras at \$1,200=\$3,600.00 • 1 computer at \$948.00 Master Plan: 2.2e.8	11,248.00	11,248.00
		Total Equipment	11,248.00	11,248.00
		TRANSFERS		
Business Support/Transfers	Administrative Costs	Administrative costs figured at 1.96% total grant funds. \$19,045-\$ (equipment) = \$11,248 x 1.96% = \$152.82 (\$153)	153.00	153.00
		Total Transfers	153.00	153.00
		TOTAL ART/DANCE BUDGET	\$19,045.00	\$19,045.00

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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MUSIC

Category/Object	Line Item	Calculation	Cost	Total
SALARY AND WAGES				
Special Programs Salaries and Wages	Stipends for curriculum development	<ul style="list-style-type: none"> • 6 teachers X 5 days High School curriculum development at \$120.00/day Master Plan: 2.2a.1; 2.2a.5	3,600.00	3,600.00
Total Salaries And Wages			3,600.00	3,600.00
CONTRACTED SERVICES				
Special Programs Contracted Services	To support music instruction and activities	<ul style="list-style-type: none"> • \$1,000.00 to pay 2 clinicians \$500 each for Men’s Choral Day and Trumpet Day • \$950.00 to pay 2 clinicians \$475 each for All County activities • \$1,572.00 to pay for technology support through Sound Tree Corp. Master Plan: 2.2e.8	1,000.00 950.00 1,572.00	1,000.00 950.00 1,572.00
Total Contracted Services			3,522.00	3,522.00
SUPPLIES AND MATERIALS				
Special Programs Supplies and Materials	Materials to support music in secondary school classrooms	<ul style="list-style-type: none"> • \$8,000.00 to upgrade and purchase new Sibelius, Pro-Tools and Pinnacle software for new Music Technology course at Bel Air and Patterson Mill High Schools. • \$4,000.00 to purchase reference materials for all school to include new <i>Teaching Music Through Performance</i> books and CDs as well as other texts. • \$3,000.00 for video and audio recording devises for new technology class, 12 units at \$250.00 each. Master Plan: 2.2e.8	8,000.00 4,000.00 3,000.00	8,000.00 4,000.00 3,000.00
Total Supplies And Materials			15,000.00	15,000.00
OTHER CHARGES				
Special Programs Fixed Charges	Fixed Costs	\$3,600.00 teacher stipends x 8.00% fixed costs. \$3,600 x 8.00% = \$288.00 Master Plan: 2.2a.1; 2.2a.5	288.00	288.00
Total Other Charges			288.00	288.00
TRANSFERS				
Business Support/Transfers	Administrative Costs	Administrative costs figured at 1.96% total grant funds. \$22,858.00 x 1.96% = \$448.00	448.00	448.00
Total Transfers			448.00	448.00
TOTAL MUSIC BUDGET			\$22,858.00	\$22,858.00

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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DRAMA

Category/Object	Line Item	Calculation	Cost	Total
CONTRACTED SERVICES				
Special Programs Contracted Services	Conductors to support All County Music activities	Professional acting troop to hold clinic for students and teachers <ul style="list-style-type: none"> • Honorariums = \$1,200.00 Master Plan: 2.2e.8	1,200.00	1,200.00
		Total Contracted Services	1,200.00	1,200.00
SUPPLIES AND MATERIALS				
Special Program Supplies and Materials	Materials for Drama Program support	<ul style="list-style-type: none"> • \$400.00 each for ten high schools to offset royalties costs for drama productions = \$2,534.00 Master Plan: 2.2e.8	2,534.00	2,534.00
		Total Supplies and Materials	2,534.00	2,534.00
TRANSFERS				
Business Support/Transfers	Administrative Costs	Administrative costs figured at 1.96% total grant funds. $\$3,809.00 \times 1.96\% = \mathbf{\$75.00}$	75.00	75.00
		Total Transfers	75.00	75.00
		TOTAL DRAMA BUDGET	\$3,809.00	\$3,809.00

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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SUMMARY

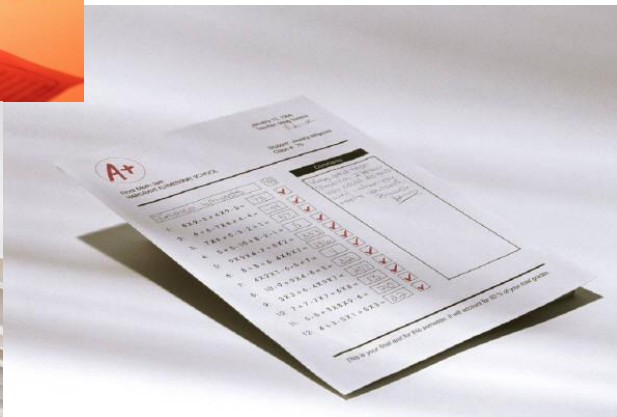
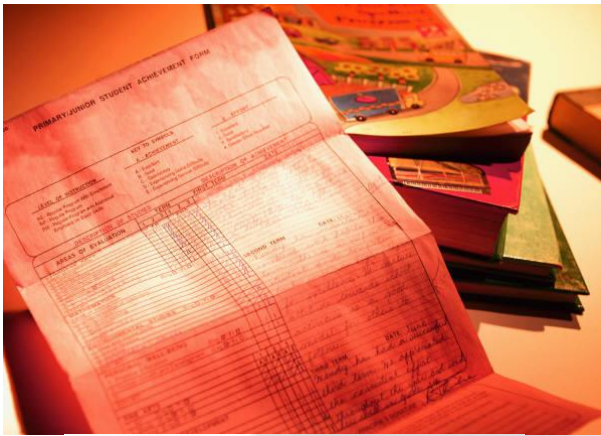
Category/Object	Line Item	Calculation	Cost	Total
SALARY AND WAGES				
Special Programs Salaries and Wages	Stipends for curriculum development	Music: 6 teachers for 5 days= 30 days x \$120.00/day=\$3,600.00	3,600.00	3,600.00
Total Salaries And Wages			3,600.00	3,600.00
CONTRACTED SERVICES				
Special Programs Contracted Services	Support for music activities	Music: To provide support for students at music activities. <ul style="list-style-type: none"> • Honorariums for 2 conductors @ \$475/each = \$950 • 2 Clinicians@ \$500/each= \$1,000.00 • Technology support for new music class \$1,572.00 Master Plan: 2.2e.8; 4.1a.6	950.00 1,000.00 1,572.00	3,522.00
	Professional Actors	Drama: Professional Acting Troop @ \$1,200.00	1,200.00	1,200.00
Total Contracted Services			4,722.00	4,722.00
SUPPLIES AND MATERIALS				
Special Programs Supplies and Materials	Materials for professional development and classroom instruction	Materials of Instruction: Art/Dance - \$6,644.00 for the K-12 program Music - \$15,000.00 for the K-12 program Drama - \$2,534.00 for High School drama productions	6,644.00 15,000.00 2,534.00	24,178.00
Total Supplies And Materials			24,178.00	24,178.00
OTHER CHARGES				
Special Programs Fixed Charges	Fixed Costs	Teacher salary stipends x 8% for fixed benefits. Music – \$288.00	288.00	288.00
Instruct Staff Develop. Other Charges	Funds for Advanced Placement training	2 Teachers @ \$500/each for AP training. Art - \$1,000	1,000.00	1,000.00
Total Other Charges			1,288.00	1,288.00
EQUIPMENT				
Special Programs Equipment	Equipment to support professional development, assessment and classroom activities	Art: \$11,248.00 New or replacement items to support K-12 curriculum.	11,248.00	11,248.00
Total Equipment			11,248.00	11,248.00

ATTACHMENT 13 FINE ARTS

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2010
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		TRANSFERS		
Business Support/Transfers	Administrative Costs	Administrative costs figured at 1.96% total grant funds. \$45,712.00 - \$11,248.00 (equipment) = \$34,464 x 1.96% = \$676.00	676.00	676.00
		Total Transfers	676.00	676.00
TOTAL HCPS FINE ARTS INITIATIVE GRANT BUDGET			\$45,712.00	\$45,712.00

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses in Schools (VVCO) SY 2008-09

Local School System: Harford County Public Schools

Local Point of Contact: Buzz Williams, Assistant Supervisor of Student Services

Telephone: 410-588-5336 E-mail: buzz.williams@hcps.org

Violent Criminal Offenses	Number of VVCOs (Note 1)	Number of Victims Requesting Transfers (Note 2)	Transfers Granted Prior to Final Case Disposition (Note 3)
Abduction & attempted abduction	0	0	0
Arson & attempted arson in the first degree	0	0	0
Kidnapping & attempted kidnapping	0	0	0
Manslaughter & attempted manslaughter, except involuntary manslaughter	0	0	0
Mayhem & attempted mayhem	0	0	0
Murder & attempted murder	0	0	0
Rape & attempted rape	0	0	0
Robbery & attempted robbery	0	0	0
Carjacking & attempted carjacking	0	0	0
Armed carjacking & attempted armed carjacking	0	0	0
Sexual offense & attempted sexual offense in the first degree	0	0	0
Sexual offense & attempted sexual offense in the second degree	0	0	0
Use of a handgun in the commission or attempted commission of a felony or other crime of violence	0	0	0
Assault in the first degree	0	0	0
Assault with intent to murder	0	0	0
Assault with intent to rape	0	0	0
Assault with intent to rob	0	0	0
Assault with intent to commit a sexual offense in the first degree	0	0	0
Assault with intent to commit a sexual offense in the second degree	0	0	0
TOTAL	0	0	0

NOTE: See attached guidance for completing the VVCO Report

Gun-Free Schools Act Report
School Year 2008-09


Local School System (LSS): Harford County Public Schools Point of Contact: Buzz Williams, Assistant Supervisor in Student Services

Telephone: 410-588-5336 FAX: 410-638-3261 Email: buzz.williams@hcps.org

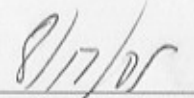
Full Name of School (Include elementary, middle, or high school)	Student ID	Grade	Date of Incident	Type of Firearm (Be specific)	Was the student receiving services under IDEA? (Yes/No)	Was the student expelled for a minimum of one calendar year? (Yes/No)	Was the expulsion modified? (Yes/No)	Were services provided in an alternative education setting? (Yes/No)	Was the student referred to the criminal justice or juvenile delinquency system? (Yes/No)
North Harford High School	141701	7th	9/18/06	Handgun	No	No	Yes. While the incident occurred during the 2006-2007 school year, the student did not return to HCPS until 8/26/08 where he received a 180 day placement at HCPS Alt Ed (for the school year) in addition to the two prior years that he was in a residential placement.	Yes	Yes

I certify that the LSS is in compliance with the Gun-Free Schools Act of 2001 and Code of Maryland Regulations 13A.08.01.12-1 and that the LSS has a policy that:

- Requires the expulsion from school, for a period of not less than one calendar year, of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity;
- Requires referral to the criminal justice or juvenile delinquency system of any student who brought/possessed a firearm onto/on school property or to/at a school-sponsored activity; and
- Permits the local superintendent to modify the one year expulsion on a case-by-case basis and requires the LSS to maintain a written record of all such modifications.



Signature - Local Superintendent of Schools



Date

Facilities to Support Master Plan Strategies

A. Overall Facilities Plan:

1. Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors.
 - In December 2008, based on school enrollment data and current economic conditions, the Board of Education and County Executive determined that two new elementary schools would not be necessary at this time. They further determined that the best location for the one new school would be the Schucks Road location, therefore the Board amended its CIP request to defer the construction of the Red Pump ES and continue with the planning and construction of the Campus Hills ES on the Schucks Road site to open in August 2011. Since then, the Harford County Council publically disagreed with this decision, and launched its own investigation to determine the best location for the new elementary school. The final decision has been to begin construction of Red Pump and plan on Schucks road site at a later date.
 - Construction of the new Bel Air High School adjacent to the current school building began in 2007 and is now completed. Students will begin school year 2009-2010 in the new building. Demolition of the existing high school and athletic field development is to extend into 2010. The total area for this \$82 million project is approximately 248,000 square feet.
 - Construction for the replacement of Edgewood High School and Deerfield Elementary School began in 2008 and will continue over a three-year period.
 - Other projects such as Youth's Benefit Elementary School modernization and John Archer School replacement are moving forward.
2. List any changes to board of education goals, objectives, and implementation strategies that will impact facility needs.

See first bullet above

B. Full-day Kindergarten for All Students and Full or Half-Day Prekindergarten Programs:

Please address the following statements related to mandatory early childhood programs:

1. Provide a brief narrative description of any continuing issues related to providing facilities for full day kindergarten and mandated prekindergarten programs.

Harford County Public Schools is in its fourth year of implementation of full day kindergarten. We continue to have schools identified as over capacity and use relocatables in those situations. As we modernize or build new elementary schools, we are adding space to accommodate the full day kindergarten programs.

2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2009-2010. Please identify if the new programs will be full day or half day.

There are no new prekindergarten programs for the 2009-2010 school year.

Transfer of School Records for Children in State-Supervised Care
Annual Certification Statement

Local School System: Harford County Public Schools

Point of Contact: Stephen Lentowski

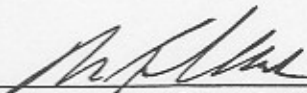
Address: 102 S. Hickory Avenue

Bel Air, MD 21014

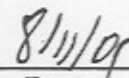
Telephone: (410) 588-5334 FAX: (410) 638-4313

Email: steve.lentowski@hcps.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.



Signature - Local Superintendent of Schools/Chief Executive Officer



Date

Please complete this certification statement and submit as part of your 2009 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295

Fax: (410) 333-8148

Email: jmcginnis@msde.state.md.us

**STUDENT RECORDS REVIEW AND UPDATE VERIFICATION
Certification Statement**

Local School System: Harford County Public Schools

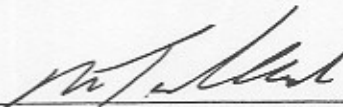
As of August 17, 2009, I certify that the requirements of the Student Records regulation outlined in COMAR 13A.08.02.07:

Are being implemented by evidence of local school and school system procedures that address the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:


- Professional Development
- Ongoing review of student records
- Policies and Procedures addressing the maintenance of student records

(Please attach documentation as requested in cover letter)

Are not being implemented. (Please attach an explanation.)



Local Superintendent of Schools



Date

Please complete this certification statement and submit as part of your 2009 Master Plan Annual update. If you have questions, please contact:

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Pupil Personnel Specialist
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